

**FRESNO PACIFIC UNIVERSITY
CENTER FOR PEACEMAKING
AND CONFLICT STUDIES**

**1990 – 2015
(The first 25 years)**

Ron Claassen (MA, MDiv, DMin) and Dalton Reimer PhD.

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University centers such as the Center for Peacemaking are akin to the sun with many rays illuminating the world around them. So it is that the light of peacemaking shines bright in the university itself as rays also reach the larger community and world.

The light shines brightest when fueled by theory informed by practice and practice informed by theory. Settings for both are essential. The community is a laboratory for practice as the school is a center for reflection, research, and teaching.

Founded in 1990, the Center for Peacemaking was preceded by two significant developments during the 1980s. In 1982, the first conflict resolution course was offered at Fresno Pacific, while simultaneously the first California Victim Offender Reconciliation Program (VORP) was established as an independent non-profit in Fresno.

Conversation between Ron Claassen and Dalton Reimer, who had been meeting regularly to discuss the theory and practice of conflict and peacemaking led to proposing to the University the idea of a Center. Ron Claassen was, since 1982, actively leading community peacemaking as the founder (1982) and director of the Fresno VORP program, Mennonite Conciliation Services – West Coast Representative, and one of the first community mediators involved with a range of cases: Legal, Business, Church, and Community Conflict. Dalton Reimer was senior faculty member at the university and had pioneered a course in peace and conflict studies at the university. This rich conversation of the theory and practice of peacemaking led to a vision of uniting community and campus peacemaking in a university center. After initial discussions President Kriegbaum and VP Gerry Winkleman, followed by discussions with faculty the idea was encouraged and Claassen was invited to join the university faculty (full process including pilgrimage), bringing with him the earlier mentioned activity as the beginning of the community peacemaking side of the center (see Appendix 7 for Founding Board Minutes).

The name given to the Center was the Center for Conflict Studies and Peacemaking. But soon the Center became known as the Conflict Center. The decision to change the name to the Center for Peacemaking and Conflict Studies, quickly changed its shorted name to the Peace Center and the Center for Peacemaking.

As a “peace church” sponsored university, motivation for such a move was already present. From its beginning, peacemaking has been identified as a core value of the university. The original edition (1966) of the Fresno Pacific Idea sets forth a vision of actively applying “love to the whole of life, including the promotion of peace and nonresistance...” The current edition

(1995) affirms “the practice of reconciliation and love in settings of violence, oppression, and injustice...” The impetus to give more concrete expression to this vision also grew out of the socio-cultural and educational movements in conflict resolution, school and community mediation programs, and the like during the last decades of the twentieth century. As in the fullness of time, the time for a center in 1990 was right. (See Appendix 1: Reimer, “Toward a Holistic Understanding of Peace: The Twentieth-Century Journey.” Appendix 2: Claassen, “VORP: History, Analysis using Niebuhr's Categories, Where to from Here?”)

Those initial conversations of the theory and practice of conflict and peacemaking led to the strong conviction that for either the academic or practice to be effective, each must always be influenced by the other. It was decided Dalton (more on the academic side) and Claassen (more on the practice side) would become co-directors of the center to embody and model this core idea. All decisions were considered from both perspectives.

The Center for Peacemaking, as originally envisioned, was a coordinating clearinghouse transcending academic programs, schools, degrees, and community programs. As such, it was not an umbrella for only external programs. Though academic courses, programs and degrees remained the province of where they were appropriately lodged in the various schools and divisions of the university, the Center was where all was coordinated. As the center grew, efficient use of faculty and staff followed as assignments crossed the boundaries between teaching, leadership in community programs, and involvement in mediation and consultation services.

To enhance coordination, within time university faculty in peacemaking and faculty-staff practitioners, along with graduate interns working in the community, occupied offices in one and then two adjacent houses (4882 and 4888 E. Townsend Ave.) on campus, thus facilitating continuing interaction and synergy between theory and practice, campus and community. In the interests of efficiency, an administrative assistant and supporting staff served all. An in-house library was developed as well as a Center website containing information and resource materials pertinent to both campus and community. The Center-managed website, Duane Ruth-Heffebower webmaster, served as a significant resource and recruiting medium enabling current and timely updates on new developments, publications, and opportunities.

Given the multi-disciplinary nature of peacemaking, faculty were simultaneously assigned to the different schools of the university. Courses were developed in multiple programs of the university from the undergraduate general education program to the master's degree (1995). As early co-directors of the Center, Claassen provided primary leadership in developing programs and mediation services in the community, and Reimer in the academic programs of the university. Decisions were made in collaboration.

When established in 1990, the Center was required to be self-financing, when combining the outside income from the practice side and academic courses developed by the Center. University administration stipulated that all income generated by the Center, including tuition income generated through courses in the university, would count toward this requirement. However, demonstrating that the Center met this board of trustees and administrative requirement became a perennial challenge as university accounting structures did not fully match Center activities,

including instructional income generated by faculty lodged in multiple departments of the university. Over the life of the Center, nevertheless, income generated through classroom instruction, trainings, mediation services, consultancies, contracts, grants, endowments, and donations did fulfill and exceed the requirement to be self-financing.

An early vision of the university's administration was to create an endowment for the Center. That, however, never occurred, with the exception of three peace education endowments (created by the Reimer family) intended primarily to support faculty from institutions of higher education in other countries pursuing an FPU master's degree in the field and committed to subsequently develop peace education programs in their respective home country schools, and so multiply the work of the Center internationally.

Leadership

Reimer, who initiated the first university course in conflict resolution in 1982, and Claassen, who was the founding director of Fresno VORP, also beginning in 1982, joined forces in 1990 as co-directors of the new Center for Peacemaking and Conflict Studies. While they worked collaboratively on vision and goals and the large picture decisions, Reimer focused on the internal academic side of the Center and Claassen on the practice/community service side. This arrangement continued until 2002, when Reimer retired from fulltime involvement with the university. Claassen then continued as director until 2010.

A Home for the Center

Upon establishment of the Center in 1990, it was first housed in a couple different living spaces converted to offices in the Witmarsum Quad dormitory complex on the Fresno Pacific campus. As it grew, it soon migrated across campus to its long-term home at 4882 East Townsend Avenue, also known on campus as Townsend Eight. Pacific had acquired this former retirement residence of long-term India missionary John H. Lohrenz as part of its progressive acquisition of neighborhood homes.

This new home provided sufficient space to bring together the campus academic and community service arms of the Center, thus physically reinforcing the vision to integrate theory and practice. The two bedrooms and former Lohrenz study provided office spaces, in addition to an office and conference-meeting room in the converted garage. As the graduate program developed and service programs grew, a back corner porch was enclosed to provide an office space for graduate interns. Also enclosed was a dining room porch providing additional workspace for graduate students, as well as a desk for Reimer post his retirement from fulltime teaching at the University as he continued a part-time involvement with the Center. The kitchen was converted into a service and mail area for the Center. All were served by a receptionist-administrative assistant fronting the Center in the former living room of the home. In brief, every inch of the home was put to efficient use in an arrangement creating theory and practice synergy between teaching on campus and those serving in the community.

A modest but significant in-house library was also developed in the space between the former living and dining rooms. The library consisted of a core collection of books (multiple copies of

some frequently used books in tutorial courses) and other materials supporting the trainings and courses taught by Center faculty. The administrative assistant doubled as librarian. While core course books were also available in Hiebert Library of the University, the Center library also contained specialized material not available there. And for students, the in-house library provided easy access as well as another alternative for resources in high demand or simply not available in the main library. It also contained copies of all the master's theses written by graduate students in the Peace and Conflict Studies master's degree program.

Along the way, the Center also inherited the historical peace and justice library of a long-term peace activist in California's San Francisco Bay area whose children gifted it to the Center upon his death. These were added to the in-house library.

Within the larger designation of PACS, two overlapping policy-decision-making groups emerged known in-house as APACS (academic) and CPACS (community service). The PACS home conveniently encouraged meeting and interacting both formally and informally given the physical proximity of personnel involved.

When the VORP program was brought closer (later integrated into the center) by housing it at the Center, a next-door house was added (4888 E. Townsend known as Townsend 9). This house, similar to Townsend 8, was likewise converted into office spaces, a larger conference room, an enclosed porch providing an additional meeting space, and a living room reception area. When the COSA (Circles of Support and Accountability) program emerged, its office was initially also in this former home along with a campus mediation program. Multiple spaces in both houses accommodated VORP mediations as well as other mediation services provided by the Center. As services grew and space demands increased, a third house, Townsend 10, was incorporated. It housed COSA offices and for a time, also served as MCC West Coast Offices.

ACADEMICS

Shalom, the word for peace in the Hebrew Bible, is inclusive and all encompassing. To begin with, this inclusive understanding led to a strong interdisciplinary approach to the study of conflict and peacemaking. In addition to an undergraduate minor program and a graduate master's program in peacemaking and conflict studies, a Focus Series in the undergraduate general education program, concentrations in several undergraduate and graduate programs, and cooperative arrangements with Mennonite Brethren Biblical Seminary and San Joaquin College of Law were developed. Courses were also cross listed between different programs in the university.

From the beginning, theory balanced with practice was a core driving force of program development. Peacemaking is active, not passive. It requires appropriate tools and finely honed skills, which come with practice. Theory without practice leaves students lame, as practice without theory leaves students blind. Both are essential for a skilled peacemaker.

Program development has also been characterized by pedagogical diversity - utilizing a variety of traditional and non-traditional teaching methods including coaching and mentoring students into practice.

Skills in peacemaking are relevant for all of life. But levels of education and training in the field vary, as may be illustrated by a learning-teaching-training pyramid. At the base, relevant for all, is instruction in the basic dynamics of conflict and peacemaking, as well as beginning skills in conflict resolution, management, and transformation. More specialized is mediation training for involvement in more narrowly defined programs such as peer mediation and victim-offender mediation, which follow specific mediation processes. Also in the intervening steps of the pyramid is training of personnel managers, lawyers, school teachers, pastors, and a variety of other professionals who wish to incorporate best conflict management skills in their professional work. At the top of the pyramid, still more specialized, is training of peace and conflict experts in resolving/transforming conflicts of various kinds, teachers and trainers of others, and researchers in the field. All of these levels have been present in the academic work of the Center for Peacemaking.

Before 1982, a course on war and peace had been offered from time to time reflecting the historic peace tradition of the college. The focus on war and peace was a post-World War II phenomenon in American higher education in response to the two world wars of the first half of the twentieth century. Beginning then in 1982, a broader approach to peacemaking was introduced at Fresno Pacific following the educational trend of the time in conflict resolution.

The undergraduate minor was added in 1985 with the addition of a course on the Theology of Conflict and Peacemaking and a course on Historical Peacemakers. As a liberal arts college, the minor thus provided theological, historical and conflict resolution perspectives to this field of study.

When a new undergraduate general education program was introduced in 1991, it included several new Focus Series, each of which reflected a core value of the institution. Peacemaking and Conflict Studies was introduced as one option. These 6-8 unit, thematic Focus Series were designed to include a disciplinary or interdisciplinary course along with a related theology course. The Peacemaking and Conflict Studies Focus Series initially also included a one-unit Mediation Practicum.

In 1995, Reimer and Claassen, encouraged by the president and provost, developed the Master of Arts and related graduate-level certificate programs in Peacemaking and Conflict Studies. Again the liberal arts focus of the university informed the curriculum with theory and best practices taught, along with a graduate version of Historical Peacemakers and a course in the theology of conflict and peacemaking.

Certificates with emphasis on education, counseling and school psychology, business, and church, provided opportunities for persons from a variety of FPU degree programs and community organizations/businesses to add competence in peacemaking to whatever their profession might be. Continuing and professional credit was also offered depending on the on-going requirements of the particular profession of concern.

In 2004, a cooperative program with the San Joaquin College of Law was inaugurated offering a combined Juris Doctorate and Master of Arts in Peacemaking and Conflict Studies.

The Basic Institute

On January 14-18 of 1991, the first version of the Basic Institute in Conflict Management and Mediation was offered jointly by MB Biblical Seminary and the Center for Peacemaking under the title of “Conflict and Peacemaking in Churches.” By the following year it had become the Basic Institute with the addition of a summer offering including continuing education credit through FPU’s Professional Development Division. When the graduate program was added in 1995, the Basic Institute also became the entry course into that program. Throughout, Claassen served as the lead instructor, with assistance from Reimer. Reimer opened each class session with some story-telling focused on the families of Genesis. He highlighted the options for addressing conflict with these stories and then expanded the final day to Jesus’ perspective. The two continued until 2014, usually offering the Institute several times a year, both on campus as well as on occasion in the FPU Visalia and Bakersfield centers, and on one occasion in British Columbia. The Institute brought together a mix of FPU and MB Biblical Seminary students, church leaders, and a variety of professionals from the community. Almost every Institute included some people from other parts of California, some from other states, and some international participants.

A version of the Basic Institute, including an expanded course, was further developed specifically for teachers. To add credibility for teachers, Roxanne Claassen, 8th grade teacher and FPU MA Peacemaking and Conflict Studies graduate, co-taught the last day of the institute.

Professionals engaging in continuing and graduate education expect that their teachers not only know theory but have significant experience practicing what they teach. Claassen, because of his extensive experience in victim-offender, family, church, business mediation and consultation, gave the Basic Institute a high level of credibility. Reimer’s story-telling of conflict and peacemaking approaches in the families of Genesis and Jesus beginning each day of the Institute added further perspectives related to options for working with conflict.

Pedagogical Approaches

In late spring of 1984, Reimer visited Oxford and Cambridge Universities in Great Britain to explore the tutorial method of teaching, central to the delivery of education in these universities. At Oxford, he interviewed Oxford faculty (dons) and students, as well as researched the same in Oxford’s Bodleian Library. At Cambridge, he took a short course on the Cambridge colleges.

The tutorial, a one-on-one student-faculty encounter, encourages independent thinking, highly prized in these British institutions. For each tutorial session, students are required to write and then read a paper on the subject matter of concern, which then is the focus of conversation and critique by the university don. Don and student unite in preparing the student for the ultimate external exam on which the student’s degree will be based. Grades are abhorred as

compromising this cooperative approach to preparing the student for the final external examination, which will be evaluated by someone other than the student's Don.

At Fresno Pacific, Reimer first adapted the tutorial approach to teaching the undergraduate course in Historical Peacemakers. As he explained to students, this approach might be understood as reversing the usual teacher-student roles, in that the student becomes the teacher and the teacher the student. The faculty member, as teacher, has the obligation of providing the student with a beginning bibliography of sources focusing on a particular aspect of the larger subject of the course. Unlike traditional course syllabi, which tend to list specific required readings, more open-ended tutorial bibliographies, on which the student may draw in preparing a paper, actually motivates learning beyond specifically required readings. Moreover, responsibility for learning is shifted significantly to the student as compared to teacher-centered learning modalities such as lectures and alternative classroom strategies. Moreover, being more research based as students prepare papers, the frequency of meeting is also reduced.

When Fresno Pacific adopted the graduate program in peacemaking and conflict studies, developed by Reimer and Claassen, the tutorial method became a core means of delivering graduate education. As a small program, it did not depend on minimum class sizes. With busy, working graduate students, it also allowed for great flexibility in scheduling tutorial sessions on an individualized basis. Faculty load credit given for a tutorial was pro-rated within the standard faculty load policy. Though grading was required by the university, close relationships between faculty tutors and students still developed. Both Reimer and Claassen used the tutorial, or slightly modified tutorial, for most of their classes.

The International Program

The International Program of the Center was the vision of Dalton Reimer. After extensive travel to visit Mennonite Brethren and some other Mennonite Bible Institutes, some of which were in the process of becoming Universities, he secured the commitment of these institutions to send a person to PACS to complete an MA in Peacemaking (funded by grants, MCC, and endowments). Upon return to their institution, they would be supported in starting a peace program within their institution. The PACS international program was small in numbers of students but had a very extensive and ongoing impact. Dalton continued to direct this program in his retirement.

The International Peace Education Development Project has roots dating back to the late 1990s but was formally established as a cooperative project with the Peace Office of Mennonite Central Committee (MCC binational) in 2003 (Appendix 3 - International Peace Education Development Project). As a part of their later reorganization moving decision making more to country directors, MCC chose to withdraw from the program as it had been since 2003, subject to renegotiation under the new MCC structure. Amdetsion W. Sisha, the last person under the cooperative program, returned to Ethiopia in August of 2013, together with his family. He now anchors the peace work as a member of the faculty and administration at Meserete Kristos College, the college of the Mennonite church of Ethiopia.

Climaxing this phase of the program was the return to the Center in Fresno in 2013 of most of those involved in the program over the years. This gathering included sharing from each other's

work, reflections on the relevance of their earlier studies in preparing them for their work in their particular contexts, biblical and theological reflections, and the like. This gathering was directed by Peter Smith of the Center for Peacemaking and funded by the Wabash Center for Teaching and Learning in Theology and Religion.

International graduates now anchor programs in their respective higher education institutions in Ethiopia, Brazil, Lithuania, India, and in the case of Vietnam, from a SE Asia position with the Institute for Global Engagement located near Washington, D.C. From 2003 to 2019, Pascal Kulungu also founded and directed the Center for Peacebuilding, Leadership and Good Governance in the Democratic Republic of Congo until his untimely death in 2019 just after being elected to the national Parliament of the country.

Three peace education endowments have also been established with the FPU Foundation to carry this program into the future. In this regard, it might also be noted that one of ten recommendations emerging from the 2007 Global Higher Education Consultation of the International Community of Mennonite Brethren (ICOMB) held on the FPU campus was that “The Fresno Pacific University Center for Peacemaking and Conflict Studies should continue to develop sites around the world.”

Faculty

A faculty equipped to teach this breadth of curriculum was gathered - trained and experienced in the art of mediation, law, communication, conflict dynamics and analysis, cultural nuances, and in several cases also holding a seminary degree. Coursework linked theory with practice along with theological, cultural, and conceptual foundations of conflict and peacemaking.

Faculty practitioners may or may not hold terminal degrees. More important is expertise and experience, which gives any practitioner-oriented program credibility. So as faculty were recruited for the Center and its related academic programs, a mix of faculty developed. (Appendix 4 – Faculty and Staff List).

Faculty Book Publications are listed in Appendix 5 and Graduate Student Book Publications are listed in Appendix 6.

PRACADEMICS (Practitioners who are also Academics) And COMMUNITY SERVICES Center for Peacemaking and Conflict Studies (CPACS)

Shalom, the word for peace in the Hebrew Bible, is the kind of peace that is the result of “right relationships.” It is very different from fear-based peace. *Shalom* does not mean that we never have conflicts. Rather, it is the kind of peace that is the result of knowing that when a conflict emerges, all involved will be willing to seek a constructive outcome for all.

The Center was early in the development of the field of Conflict Resolution and Restorative Justice. Claassen, having a background in Mathematics, was especially interested in patterns, models, and structures. Two models that he developed are the Peacemaking Model and the Four Options Model. Both emerge from social science study, observation and experience, and from Biblical study.

Peacemaking happens when all are willing to listen and recognize the conflicts and injustices, make agreements to: restore equity as much as possible, and to create a future that improves both individual and relational wellbeing, and to revisit these agreements in follow-up meeting(s). When all acknowledge that the agreements (original or modified) have been kept, trust grows. It is also true that when people in conflict are unwilling to make agreements or make them and don’t keep them, trust diminishes. Followers of Jesus are all called to be *Shalom*-makers. The development of this Peacemaking Model/Structure is documented in Website 1: “A Peacemaking Model” <http://restorativejusticediscipline.com/library/APeacemakingModel.pdf> And Website 2 “A Peacemaking Model: A Biblical Perspective” <http://restorativejusticediscipline.com/library/APeacemakingModelBP.pdf>

There are many options when addressing or responding to conflict. Some leaders in the field were saying that all of these options could be categorized into just a few. Ron believed that one could not understand fully the categories unless they could be visualized in a model. After years of working on it, Ron developed a model. The development of the “Four Options Model: Responding to Conflict and Making Decisions” can be found in Website 3 http://restorativejusticediscipline.com/library/Four_Options_Model-sfts_wm%20%20_SFTS.pdf and a biblical perspective “Matt 18 and the Four Options Model” can be found in Website 4. [Matthew 18 and the Four Options Model \(restorativejusticediscipline.com\)](http://restorativejusticediscipline.com/library/Matt_18_and_the_Four_Options_Model.pdf)

As we have said before and will continue to emphasize, from the beginning of the Center, theory balanced with practice and practice based on theory, were core driving forces of program development. Peacemakers, in addition to understanding theory must acquire appropriate tools and finely honed skills, which come with structured and supervised practice. Theory without practice leaves students lame, as practice without theory leaves students blind. Both are essential for a skilled peacemaker. That meant that the Center had to offer all students opportunities to not just role-play but to work with real interpersonal, organizational, and community conflicts and injustices. To make this possible, the Center developed services to address conflicts and injustices in the community and to provide FPU students opportunities to practice and grow in

the art and science of peacemaking utilizing a variety of traditional and non-traditional teaching methods including coaching and mentoring students into practice.

The structure of PACS/CPACS was simple in some ways and very complex in others. The primary vision and leadership for both was provided by co-directors, Dalton Reimer and Ron Claassen and all big-picture decisions were made in collaboration and only when there was a consensus. At first, when the Center faculty was just Claassen and Reimer, they met weekly for breakfast, and this is where ideas were discussed and decisions were made. When other faculty were added, these meetings continued but staff meetings were added where all were invited to provide ideas and help in decision-making. The details of APACS – Academics were guided by Dalton Reimer. The details of CPACS – Services/Training/Consultation were guided by Ron Claassen. At times, both APACS/CPACS reported to the academic dean. At times both reported to the Provost. At times APACS reported to Dean of HRSS and CPACS reported to the Provost. Since CPACS was to be self-funding, at least annually there was a meeting with the person in charge of finances, later the VP for Finances. Center Reports for the FPU Board, requested by the Provost, 2000-2008 are in Appendix 7. PACS/CPACS brochures provided an overview of the services and opportunities for students. Some brochures or content of brochures can be found in Appendix 8.

Services to the Local Community

Some of these services were primarily led by graduate students who were supervised by faculty. Some were services led by faculty with students observing and assisting.

- FPU On-campus Mediation Services
 - Criminal Justice, Juvenile Court and Probation Restorative Justice
 - Victim Offender Reconciliation Program (VORP)
 - Community Justice Conferences (CJC)
 - Circles of Support and Accountability (COSA)
 - Civil Court Alternative Dispute Resolution
 - Restorative Justice in Fresno
 - Restorative Justice in Schools
 - Peer Mediation Training
 - Peer Mediation Services
 - Restorative Justice Discipline Training
 - Family and Court Mediation
 - An FPU/CPACS Conflict Resolved to the Satisfaction of All
 - Association for Conflict Resolution (ACR)
 - Church Mediation
 - Community and Organizational Consultation, Training and Mediation
 - Visiting Scholars
 - A Few Exceptional Cases

FPU On-Campus Mediation Services

On-Campus Mediation emerged as an integral part of the Restorative Discipline structure developed by Student Life in consultation with the Center. The Fresno Pacific University Restorative Discipline policies and structure, Website 5 http://restorativejusticediscipline.com/library/FPU_Campus_Restorative_Discipline-RJ_Handbook , were adopted and implemented by the University. A key element in the structure, calls for the Student Mediation Program (staffed by PACS graduate student interns funded by Student Life). The policy required that all cases beyond those handled informally, were to be referred to the Mediation Program. Our graduate student intern mediators contacted all students, staff, and faculty who were involved. After preparation, the student brought them together and led a mediation process. If they came to agreement, and if in the follow-up the agreements had all be kept, this ended the student discipline case. And it did much more, it restored relationships that had been broken by the conflict or violation. An article published in the Association for Conflict Resolution Magazine, “Restorative Discipline” (Website 6 - [http://restorativejusticediscipline.com/library/Restorative_Discipline-Ron and Zenebe-ACR_Magazine_Spring_2007.pdf](http://restorativejusticediscipline.com/library/Restorative_Discipline-Ron_and_Zenebe-ACR_Magazine_Spring_2007.pdf)) written by Ron Claassen, PACS Co-Director, and Zenebe Abebe, Dean of Student Life, describes the development of the Restorative Discipline Structure, its implementation, and outcomes.

Juvenile Court and Probation Restorative Justice Services

The *Victim Offender Reconciliation Program* (VORP) was founded and directed by Ron Claassen, starting in 1982. In 1990, it became a program of the Center for Peacemaking. It continued to be a self-funded program directed by Claassen. It maintained its separate 501C-3 while operating fully as a program of the Center. It provided opportunities to both undergraduate students and graduate students to practice peacemaking skills and strategies as part of their academic coursework. It also provided paid internships for graduate students. Correctional Psychologist Magazine Article published an article “Restorative Justice - Implementation: The FRESNO MODEL” Website 7- http://restorativejusticediscipline.com/library/RJ_Article-Implementation.pdf . This is an article that describes the development of VORP and Restorative Justice in Fresno, written by Ron Claassen. Appendix 2 and Website 8 - “VORP: History and Analysis using Niebuhr's Categories, Where to from Here” describes the cultural context of VORP in Fresno.

<http://restorativejusticediscipline.com/library/VORP-History-AnalysisUsingNiebuhr'sCategoriesandWheretofromHere.pdf>

The *Community Justice Conference* process is an extension of VORP, but given a different name so that it could be tracked separately for research purposes. The VORP experience taught us that the frequent turnover of officers in the juvenile court and probation created a problem for VORP. As new officers would see the work of VORP, they would make more referrals. Then they would be transferred to a new position and the new officers would start again not knowing and trusting VORP. As they would gain trust in VORP, cases would increase and then in a few years (or less), the cycle would start again. In 1996, the guest

speakers at the Annual Restorative Justice Conference were Judge McElrea and Matt Hawkiaha (probation officer) from New Zealand. They described the legislation that transformed their Juvenile Justice System which had been similar to the United States system of justice that relies on the ubiquitous punishment system. Their minority indigenous community, the Maori, had introduced and advocated for a process that was utilized in their culture, a Family Group Conference (FGC). The new legislation was adopted in 1989 and implemented starting in 1990. By the time of our 1996 RJ Conference, 95% of their juvenile cases were being addressed using an FGC. Recidivism had dropped and 2/3 fewer juveniles were incarcerated. They had closed ½ of their lock-up facilities. Having heard of their experience, we decided to advocate for something similar in Fresno County. You can read about its development and see the amazing results, research completed by a group from UC Berkeley Law School. See Appendix 9 or Website 9 - http://restorativejusticediscipline.com/library/CJC_Introduction-History-Evaluation.pdf

VORP/CJC have become part of the Community Justice Center of Fresno which continues to carry out the VORP/CJC original and expanded mission. The Community Justice Center is led by Sheri Wiedenhofer, a CPACS graduate.

The *Circles of Support and Accountability* (COSA) was formed as one of the service programs of the Center for Peacemaking and Conflict Studies in 2007. It was initially funded by a Community-Based Reentry Initiative Grant from the California Department of Corrections and Rehabilitation. COSA, in its beginnings, was a reentry program for persons who had committed sexual offenses (since then it has been expanded to include any reentry persons). Based on restorative justice principles, its mission is to build safer communities by providing circles of support and accountability for these formerly incarcerated persons. Clare Ann Ruth-Heffelbower was the founding director of the program. Dr. Arthur Wint helped Clare Ann write the initial grant for COSA while on sabbatical from Fresno State University.

COSA was modeled closely after the original COSA program which began as a pilot project of Mennonite Central Committee of Ontario, Canada in 1994 in response to the needs of the community and an individual, a sex offender, recently released from prison at high risk to re-offend. A COSA Circle consists of 4-7 volunteers from the community and a previously incarcerated person, called the “Core Member.” Some of the volunteers were FPU students. Approximately 60 Circles were formed during the time that COSA was part of CPACS. Core Members included persons released from California State Prisons, Federal Prisons, and California State Hospitals. Core Members were assisted with the challenge of reentry into the community and none of them reoffended while in a circle. COSA was incorporated as a separate organization in 2014. Both before and during the years of COSA, some informal circles were formed for persons released from prison who had committed offenses other than sexual offenses. A CPACS vision was that all persons released from prison would have a Circle of Support and Accountability and that all would be encouraged and assisted to recognize their violation and injustice and to make things as right as possible, preferably with their victims if the victims were open to meeting.

COSA has become part of the Community Justice Center of Fresno and continues to carry out its original and expanded vision and mission. The Community Justice Center is led by Sheri Wiedenhoefer, a CPACS graduate.

Restorative Justice in Fresno

In 1998, Claassen organized a Restorative Justice Community Forum for system and community-based organization leaders that was attended by more than 100 community leaders. That forum concluded with a consensus decision to set up an RJ Community Group to provide leadership to implement “systemic change based on Restorative Justice Principles.” As an outgrowth of that effort, in 2000 Ron initiated and convened a group, (members representing Probation, Sheriff’s dept., San Joaquin College of Law, and Center for Peacemaking) that met monthly. The group co-authored the “Framework for Restorative Justice, 2001.” See Appendix 10 or Website 10 - <http://restorativejusticediscipline.com/library/rjframe0201.pdf>

This conversation and document were the catalyst for the Dept. of Social Services adopting and utilizing the Family Group Conferencing process for many family domestic abuse and other similar cases.

Restorative Justice in Schools

Peer Mediation training was an early community training service of the Center. The focus was on Peacemaking and Conflict Resolution training for teachers who in turn trained students to mediate conflict situations between students. One of the first Peer Mediation Programs was developed at Roosevelt High School. Ed Barton had been a volunteer VORP mediator for several years and was a long-time teacher at Roosevelt. He organized a training for Roosevelt teachers who then trained students and started a Peer Mediation Program. The training of school staff for Peer Mediation grew and Restorative Justice Discipline was added.

Restorative Justice Discipline training grew to where week-long training events were offered two or three times per year, with up to 20-50 teachers attending each training event. The content also matured. Roxanne Claassen completed her MA in Peacemaking and Conflict Studies while teaching. In addition, she had been a VORP mediator. She applied her practical and academic training to replace the traditional punitive discipline system. She partnered with Ron in the training events, sharing her classroom experience. These trainings/classes were offered to teachers, counselors, and administrators for a participation fee and professional development credit for an additional fee, and graduate credit for students from the FPU School of Education. Students/teachers often reported that having taken this class was a significant reason for being selected for employment or advancement. Teachers reported that their classrooms were more peaceful and cooperative and effective when they fully implemented the restorative structure and utilized these skills and strategies. Teachers reported how much they learned from the training but were frustrated when their school gave them 1 hour to train the others in their staff. They requested a book to help them. Ron and Roxanne, at the request of teachers, wrote the book, *Discipline That Restores* - 2008, 2020. Website 11 - [Restorative Justice Discipline - Home](#) It is designed to be read and implemented without additional training. While the language used in the

book is mostly secular, the underlying theory is based on biblical Anabaptist/Mennonite theology and social sciences consistent with biblical teaching.

Peer Mediation Services was developed when schools requested help in training students as peer mediators and/or help in coordinating their campus peer mediation programs. FPU Student interns provided training, oversight of the Peer Mediation program, and as a mediator for the most difficult cases. Schools provided funding for the paid interns who were supervised both by the school and Ron, CPACS Director. Ron and Roxanne wrote a curriculum to train student mediators and published it as *Making Things Right* -1996, 2015. Website 11 [Restorative Justice Discipline - Home](#)

Family and Court Mediation Services

Family mediation in the United States usually revolves around divorce, but is also commonly used in family business and estate disputes. When Duane Ruth-Heffelbower joined CPACS he brought his experience in family law and his involvement with the Academy of Family Mediators. AFM merged with two other national organizations in 2000 to create the Association for Conflict Resolution (ACR). AFM became the Family Section of ACR and Duane transferred his involvement there, ultimately chairing the section, and involving our graduate students who also took the Family Mediation course. Some attained Advanced Practitioner status with ACR.

When the legislature created the Dispute Resolution Program Act to fund mediation in court cases CPACS bid and received the contract to handle the civil portion. These services were primarily handled by students under faculty supervision. DRPA was funded from court filing fees. Before it began there was very little mediation being done with Fresno civil court cases. Fifteen years later the court required that all civil cases use or seriously consider mediation. While not requiring mediation, many cases were resolved in mediation.

When the local court decided to open its family mediation to bid under the Dispute Resolution Program Act (DRPA) the Center bid on the project and was selected as the vendor also of family mediation services at the courthouse. Duane Ruth-Heffelbower oversaw the project and the services under the contract were performed by our students and some staff who were former students. This continued until Duane's retirement when the Center/University decided to drop the program.

An FPU/CPACS conflict resolved to the satisfaction of all.

As the Center grew, space needs had to be addressed. When the request was made to the provost, the message back was that space could not be added at that time. The Center and VORP were in one house and space was needed to accommodate new VORP and Center staff and new Center faculty. At the same time, there was a plan put forth by Administration to hire an outside security company for the Campus and that would include signs indicating that security were armed. PACS and Center faculty opposed this plan. Ron asked for a meeting with President Ewert to discuss this. President Ewert's primary thought was that we should focus on other

things that directly related to our mission. So, Ron began discussing with him what those things were from his perspective. After the Meeting with President Ewert, his interests and goals were outlined by Ron and sent to him for his verification. Ron later referred to these as Merrill's Mandate. They were included in the written request to the Provost outlining space needs and preferred options. Following is the space needs request note to the Provost:

TO: Pat Anderson – Provost
FROM: Ron Claassen – PACS Director
DATE: 5-15-03

RE: Space Needs

While we are working on our strategic plan for the next 10 years, we have some immediate space needs related to Graduate Assistant positions for this next year that can be addressed with a modification to our current space. In addition, we want to present two possible options to address the 2004-5 academic year space needs as we open the Campus/Community Mediation and Training Center as requested by President Ewert.

The immediate needs are a result of the growth in our graduate academic program, which is related to the number of Graduate Assistantships available. Students are being attracted to our program in part due to the integration of our academic program and real-world experience made possible by our Graduate Assistantships. Following is a summary of projected 2003-04 Graduate Assistantships and space needs.

2 Positions – DRPA: Graduate Assistants receive cases from the Superior Court, contact each party, and arrange for or lead mediations. Each is 20 hours per week and each needs a workstation.

1 Position – Caruthers: Graduate Assistant trains student mediators, leads and/or supervises student/student mediations, teaches anger management classes, and facilitates Family Group Conferences as needed. Most work time is on Caruther's campus but does occasionally needs access to a workstation at FPU.

2 Positions – PACS Office/Faculty Support: Graduate Assistants serve as receptionists, make copies as needed, make institute manuals, maintain PACS library, coordinate scheduling, etc as needed to assist Office Manager. Need at least one work station.

3 Positions – VORP: Graduate Assistants receive cases from Probation and the Court, enter into Case Management System, assign cases to VORP volunteer mediators, consult with and assist mediators as needed, mediate cases. Students also receive, record, and deposit donations, pay bills, etc. Each student works 20 hours per week and at least 2 workstations are needed.

2 Positions- Two International Students will be starting this fall and a third will be joining us in January. The international students will be doing some on campus work and some off campus. They will need at least one workstation.

1 Position – Campus/Community Mediation and Training Center: Student will provide training and mediation services. MTC will work in coordination with Campus Life and Human Services and begin offering training and mediation services. Planning will be completed for the opening of the Campus/Community Mediation and Training Center beginning with the Academic Year 2004.

1 Position – Restorative Justice Position: Student will assist the coordinator of RJ Conference, California VOP Gathering, and local RJ Core Group and make RJ presentations as needed.

These positions require seven to eight work stations and we currently have five.

By enclosing the front porch we can create two to three additional workstations. I have talked to Jim Slentz and he is projecting that the work can be completed by July 30 and he can do the work at a cost to the Center of materials only.

President Ewert's mandate to the PACS (see list extracted from his 1-23-03 e-mail) will create additional space needs.

President Ewert's interests and goals are as follows:

1. To have the entire FPU community exposed to conflict resolution skills.
2. To have every student, every staff, and every faculty member knowledgeable about and skilled in conflict management or conflict resolution.
3. To have the FPU Community known as peacemakers. To have peacemaking as our signature skill.
4. To make conflict resolution [and] training available to neighbors of the university.
5. To make conflict resolution training available to churches.
6. To make conflict resolution training very accessible. To have a brochure that lists at least 15 conflict resolution training opportunities.
7. To have PACS take the lead role in accomplishing these goals.
8. To have PACS invest time in concept formation, in model building and testing, in curricular development, classroom teaching, workshop training, writing, consulting, and in promotion.

Space Options for 2004-05 Academic Year.

Preferred Option: Townsend 7 (the house immediately to the west of us): The Campus/Community Mediation and Training Center (MTC) will require a physical location with meeting and training rooms and a case management/reception/coordinating office. Since it will require significant oversight by PACS faculty, we are proposing that Townsend 7 would be an adequate and excellent location. In addition to the mediation center it could provide additional space for graduate assistant workstations and free space in Townsend 8 for additional faculty members as needed.

Resolution: As a result of these conversations, it was agreed to add Townsend 9 rather than Townsend 7 and later Townsend 10 was added.

In addition to the positions outlined above, CPACS had a significant impact on increasing the use of mediation to resolve University related cases that otherwise would have been handled in the court. Because of the sensitive nature of these mediations, they are not named here. CPACS also had a significant impact on Student Discipline and the Faculty Handbook section regarding conflicts. All of these reduced costs for the university while repairing and restoring relationships and improving climate.

Association for Conflict Resolution (ACR) – Local Chapter

ACR, soon after its merger, encouraged local chapters to form. CPACS faculty were instrumental in encouraging and leading the development of a local San Joaquin Valley Chapter. Faculty and students participated actively in the local ACR Chapter. Duane Ruth-Heffelbower took a leading role.

Church Mediation Services

Prior to the beginning of the Center in 1990, Claassen was the Mennonite Conciliation Services representative on the West Coast. In that role, Claassen provided training and mediation services to churches (mostly Mennonite Churches) in Washington, Oregon, Idaho, California, and Arizona. In 1990, Claassen continued these services, now as co-director of the FPU Center for Peacemaking and Conflict Studies. Graduate students from PACS and the Mennonite Biblical Seminary, who were taking a class from Claassen on Church Conflict and Mediation, gained practical experience as co-trainers/mediators. A few advanced students were assigned Church cases to work on independently, and under the supervision of Claassen.

Community and Organizational Consultation, Training and Mediation Services

Prior to beginning the Center in 1990, Claassen, as an independent contractor, provided mediation services and Conflict and Peacemaking training, in organizations (schools, non-profits, and businesses). Claassen, with Duane Ruth Heffelbower, formed a service named Mediation Associates. In 1990 Claassen continued providing these services, now as the co-director of the FPU Center for Peacemaking and Conflict Studies. Services provided included training and consultation for businesses, schools, non-profit organizations and occasionally with colleges and universities. With the addition of a lawyer to CPACS faculty, Duane Ruth-Heffelbower, the services were expanded. It also seemed logical to offer trainings for State Bar Continuing Legal Education Credit (MCLE). Under the direction of Ruth-Heffelbower, CPACS was able to achieve provider status with the State Bar, and this allowed CPACS to offer lawyers credit for all of our courses and training events. This activity developed mediator capacity in Fresno County and had a significant impact on the courts as mediation became normalized for more attorneys.

Community Mediation services were provided by Claassen and Ruth-Heffelbower, working individually or as a team, for businesses (including ending of partnerships), organizations (staff/management conflict), and families (especially cases related to farm family transitions).

Visiting Scholars

Dr. Arthur Wint, Professor of Criminology and Director of Peace and Conflict Studies, Fresno State University, devoted a sabbatical to be in residence at the FPU Center for Peacemaking to study, experience, and advance restorative justice. In addition, he helped write and secure the Initial COSA Grant.

Angkana Boonsit, a doctoral student from Thammasat University, Bangkok, Thailand spent three months studying restorative justice and initial writing on her dissertation. See International Training and Consultation, Thailand, for more details.

Dr. Cheryl Swanson, Associate Professor, School of Justice Studies and Social Work, The University of West Florida used a sabbatical to study Restorative Justice and observe/experience the VORP program.

A Few Exceptional Cases

Community/police conflict: This case centered around two of five Hispanic youth killed by police within a one-year period. Walt Parry, Director of Metro Ministries, was asked to organize a meeting to address the issues directly between the family and police. He contacted Claassen to lead the preparation and meetings and joined Claassen as co-facilitator. It started with the family of two of the youth and support people meeting with the Chief and several other officers. After two meetings and several agreements that reduced the immediate tensions, two community meetings were held with community members speaking to the city council. The meeting was in the Mosqueda center in South Fresno. It was attended by more than 200 community members.

Claassen helped the Human Relations Commission develop the process for the meeting and Claassen also was the facilitator for the meeting. While not directly decided in the meeting, the next step was the development of an ombudsman position to address police/community issues. The Hispanic Civil Rights network, at a special meeting, thanked Claassen for helping them speak freely and directly to the city council and police about their experiences of police excessive force against their community. They presented Claassen with a signed and framed "Peace Prayer."

Public policy conflict: The issue was that the state of California had decided to change its method of payment for Medi-Cal. In the past, a physician would treat a Medi-Cal qualified patient and send their bill to the state. With the new plan, it would no longer distribute Medi-Cal payments directly to physicians. One option was for a county to form a group who would contract with the state for service to Medi-Cal qualified patients. Each county could submit a plan, but for the state to consider the plan, it would require a group representing doctors and nurses' groups, all hospital CEOs, and patient advocates to develop a plan that they could all agree to. In Fresno County, a representative group of 30 persons was created and after a few meetings, a few people were walking out angry. Claassen and Ruth-Heffebower were contacted to provide facilitation/mediation. After about 10 meetings, the group agreed on a plan which was submitted to the County Board of Supervisors for approval. Unfortunately, a majority of the county supervisors did not agree to approve the plan. However, the group felt that the process had developed relationships that would help them work on other issues.

Community/Developer Conflict: A developer's group had submitted a plan for a development that would ultimately house about 20,000 people. It was the largest development plan in the county and was opposed by a coalition of groups representing land use, traffic, air quality, affordable housing, and others. The development had been blocked for about 10 years and it was about to go to court for a final ruling. An attorney for the coalition group, having worked with Claassen on several other issues, suggested trying mediation. This was a monumental suggestion that would require agreement of all coalition members and each of their attorneys and all of the principal builders in the development and their attorneys. Claassen, accompanied by graduate student Jack Dison, met with representatives from each group, including their attorneys, and presented a plan and a written process for the mediation. They all agreed, and the court gave them some extra time to do the mediation. Both the coalition and the builders decided they would meet with Claassen without their attorneys present. If they were able to come to an agreement, that agreement would be presented to the full group, including all attorneys, who would then develop the language to complete the agreement. At the end of three meetings, the coalition members and developers had come to agreement. The next meeting included the attorneys, more than doubling the size of the group. Members of the smaller mediation group presented their agreement with rationale. Together with the attorneys, with only a few minor modifications, all agreed to move forward. At the end of that meeting, one of the builders said, "it says here in our process sheet, that we should celebrate if we reach agreement. I think an appropriate celebration would be to pray. I am a Muslim, and I would suggest my friend, a Baptist, should pray." I said that would be fine if all would agree. We asked each person, coalition members, builders and all attorneys (approximately 30 total), and all agreed with the suggestion. The Baptist prayed and ended it with, "in the name of Jesus." The Muslim who had made the suggestion said, "Thanks for the prayer. I would end it just a little differently."

Another person said, “I am a Jew and I also thank you for the prayer and I also would end it just a little different.” Several others added their similar comments from various perspectives. That meeting ended in a spirit of cooperation and kindness that had replaced the earlier combative and angry climate. The attorneys worked on the language and details to implement the agreement. Eighteen months later, the lawsuit was dropped, and city and county approvals had been completed. Claassen was invited to a large lunch celebration that included all of the individuals in the meetings and many of their staff.

A Drunk-Driving Case that killed a High School Student, Amy Wall (I, Ron, have been given permission to use names): A Chaplain at the Fresno County Jail called Claassen, and asked if he would visit an inmate who was on suicide watch. He, Joe Avila, when told about Restorative Justice, expressed interest. Elaine Enns and I visited him, introduced him to Restorative Justice, and that started a long, over 30 years and counting, process. When Elaine left CPACS, Roxanne Claassen joined in the preparation meetings and finally, after 10+ years, co-led three meetings: each included Joe and his wife, one with Amy’s brother and his pastor, one with her father and his new wife, and one with her mother and her uncle. Each meeting was amazing, opening the doors for restoration, healing, and even reconciliation. Ron and Roxanne continue to have contact with all of the people involved. All of the people involved in this case are amazing people. Please read their story written as a sermon/meditation. The Amy Wall story can be found in Website 12 - http://restorativejusticediscipline.com/library/The_Amy_Wall_Story_10-20-19_Laurelville.pdf.

Services Beyond the Local Community

While most CPACS services were focused on improving local community, the Restorative Justice Conferences were focused both on the local community and included significant speakers and participants from throughout the nation and world. Because of the high quality of the local RJ services, CPACS was widely recognized as a leader in Restorative Justice. CPACS Faculty were often invited to provide training/mediation/consultation throughout the US and in International Settings.

Restorative Justice Conferences

Annual Restorative Justice Conferences began in 1993. The purpose of the Restorative Justice Conferences was to advance knowledge in the field through pre-conference training, speakers and workshops that alternated focus between RJ in Fresno and RJ throughout the nation and world. The conferences attracted between 75-150 participants both from Fresno and from other parts of the nation and world. Almost all conferences had some attendees from outside the USA. Speakers included leaders from Fresno and RJ leaders working in other parts of the USA and around the world. Ron Claassen invited the speakers, and with the help of staff, organized and convened the conferences. A list of the conferences can be seen in Appendix 11.

PACS/CPACS Web Presence

One primary reason that our theory, services, academic programs, etc. were so widely recognized was because of our significant presence on the worldwide web (WWW).

In late 1995, when the very first WWW page was five years old, CPACS appeared on the Web as a folder in peacemaking.com, Duane Ruth-Heffelbower's personal domain. Duane continued as our webmaster until his retirement in 2015. Fresno.edu came into existence in April 1996, and soon after CPACS moved to that domain. You can see how the site looked in 1998 on the Internet Archive

at <https://web.archive.org/web/19980110035251/http://fresno.edu/dept/pacs/>. The site as of Duane's retirement is available

at <https://web.archive.org/web/20150905070800/http://peace.fresno.edu/>. In 2016 the site became a page on the FPU site.

Recruiting students for the CPACS graduate program was limited in the days of print media, but the Web soon brought us to the attention of everyone with a computer and an interest in our field. By 1998 a prospective student could find out everything there was to know about our degree and certificate programs, and service and internship options on the Website. We discovered that all of our prospective students came to us either through the Basic Institute, Website, personal connections, or some combination of these. The Basic Institute and personal connections were always supplemented by visits to the Website. Our Website was one of the most-visited pages in this field and the most visited on our site was Job Opportunities in Conflict Resolution.

The Website connected us to opportunities with people we never would have known. As you can see in the international training and consultation section, most of these were initiated because of people seeing us on the website. In the early years, a search for restorative justice brought up our CPACS home page or other documents several times on the first page. The website also allowed people interested in our services or grant makers to check us out. As online education began to grow in importance, CPACS was part of that movement as well. It is difficult to imagine CPACS without the World Wide Web and Duane's being our webmaster and his being ahead of the curve in using it.

Association for Conflict Resolution (ACR)

ACR was a national association that had sections devoted to Family Mediation, Restorative Justice, Mediation and Restorative Justice in Schools, and others that were of interest and relevant to many CPACS activities. Faculty and students regularly attended its national/international conferences and had significant impact on the direction taken by several

sections. CPACS faculty provided many workshops and seminars at these conferences. On some occasions, students had the opportunity of co-presenting with faculty.

CPACS Refugee Project

In 1996 CPACS was informed of a federal grant to assist the Office of Refugee Resettlement in dealing with the conflict that always emerges when a group of refugees is placed in an American community. Duane Ruth-Heffelbower had just joined CPACS and was given responsibility for following up, with assistance from Elaine Enns, former VORP staff and PACS graduate student, who was also newly hired as CPACS staff. The grant proposal was funded for \$500,000 and began in September for a 3-year project.

The project goal was to create a best practices model for orientation of refugees, resettlement agencies and receiving communities in cross-cultural conflict resolution. The methodology was, in each of five cities per year, to identify a cooperating resettlement agency receiving new Bosnian and Iraqi refugees, through an RFP process and with the cooperating agencies create a cross-cultural team including refugees, agency workers and representatives of community agencies to engage conflict as it developed. We ultimately worked in twelve cities throughout the US.

The cities participating in the FY 96 projects were:

- Atlanta, GA
- Buffalo, NY
- Pittsburgh, PA
- San Diego, CA
- San Francisco, CA

The cities participating in the FY 97 projects were:

- Baltimore, MD
- Falls Church, VA
- Portland, OR
- San Diego, CA
- Utica, NY

The cities participating in the FY 98 projects were:

- Boston, MA
- Grand Rapids, MI

Restorative Justice Services Throughout the USA

1993-94 - Joby Dupuis, an attorney, and Ron Claassen co-taught the first course at the San Joaquin College of Law on Alternative Dispute Resolution with a focus on Mediation and Restorative Justice.

In 1999 Ron Claassen was Co-Chair with Jim Rowland, former director of Calif. Dept. of Corrections, of the California Restorative Justice Initiative. The project was funded by the

National Institute of Corrections. The project worked with leaders in Shasta, Fresno, Monterey, Sacramento, and Orange counties to develop Restorative Justice initiatives in their counties.

1990 – 2010 - Claassen provided technical assistance and training to help groups in more than 40 locations start VORP programs. To assist in the development of these programs Ron wrote and made available, a training manual “VORP Organizing & Program Manual.”

Between 1982 and 1999, Ron wrote a monthly VORP newsletter which included an educational piece and a VORP story from 1984 to 1999. It was received in over 3000 homes and churches, and several law libraries throughout the U.S. and Canada. Its public education value continues as copies are available at Website 13 - <http://restorativejusticediscipline.com/library/vorpnews/>.

2010 – 2012 Building Healthy Communities, a collaborative program of five community-based organizations, serving Southwest Fresno and funded by the California Endowment, identified Restorative Justice as their guiding principle for dealing with conflict and misbehavior and addressing the pipeline from school to prison pattern. They contracted with the Center for Peacemaking (Ron and Roxanne Claassen) to provide training, training for trainers, and a model for schools to develop an alternative to the dominate Zero Tolerance and other punitive policies.

2005 – 2020 University of California Berkeley and/or Davis – Ron Claassen (and Roxanne after 2010), were invited by Mary Louise Frampton, who was a professor at the BOALT Law School and later at the UC Davis Law School, to present guest lectures annually in her Restorative Justice Class on the topic of Restorative Justice Principles, Models and Practice in Criminal Justice and School Discipline.

2010 – 2015 Ron and Roxanne provided Restorative Justice Discipline and Discipline That Restores training (usually 4-day events) for schools and districts including Fresno, Merced, Davis, Coachella, Los Angeles, Salinas, Albany, Le Grand, Bakersfield, Avenal, and San Diego; and outside California for Schools or districts in Indiana, Ohio, Oregon, Arizona, Alaska (University of Alaska, Fairbanks).

2015 – 2017 Claassen served as a Restorative Justice expert and represented Mennonites on an interfaith committee convened by the California Catholic Conference (meetings were held in Sacramento) to address the California Adult Sentencing Law. AB 2590 was finally passed and included much of the language and many of the ideas proposed by the committee. The opening paragraph was changed from “the purpose of sentencing is punishment...” to “...the purpose of sentencing is public safety, best achieved through rehabilitation, restorative justice and punishment...” Unfortunately the language of punishment was added to the bill at the last minute by the District Attorneys Association. The people working on criminal justice reform for the prior 20 years said that this was the most significant change in that period.

Restorative Justice Presentations by Claassen Throughout the USA

“The Power of Encounter” Plenary Address, Feb. 1999, National Forum on Restorative Justice, Washington DC

“Restorative Justice as Christian Work” Plenary Address, Oct 1999, Western Christian Peacemaking Conference

Academy of Family Mediators National Conference, Chicago, Illinois. Workshop: “Restorative Justice in Families” July 1999

“Framework for Restorative Justice in Fresno” Plenary Address, Oct 2000, Western and Pacific Association of Criminal Justice Educators, Sacramento

American Chaplaincy Training School – June 2000, Keynote Speaker, Taylor University, Fort Wayne, IN

“United Methodist Church: Speaker, Two Plenary Addresses, Conference on Justpeace, “Restorative Justice, and Conflict Transformation” Washington, DC October 17, 2002

A Symposium on Crime, Punishment, and the Common Good in California
Plenary Presentation: “Responsibility, Rehabilitation and Restoration,” “Discipline that Restores” – Workshop, “Restorative Justice” – Workshop, Loyola University, March 15, 2003

Association for Conflict Resolution, October 2003, International Conference, Orlando, Florida
Two workshops: “Restorative Justice Models: Peacemaking, Power and Decision-Making” and “Restorative Justice in Schools”

San Quentin Prison, Keynote Address, “Restorative Justice Principles” January 2005

Restorative Justice Training – 4 hours, San Diego Catholic Diocese – Social Ministry
San Diego, CA, October 2005

Conflict Resolution Training – 6 hours, Prison Fellowship International Country Directors
Washington DC, November 2005

Restorative Justice Presentation, “Restorative Justice Project, Legislation, and Victims Services”
Attorney General’s Office, State of California, Sacramento, CA, December 2005

Victim Offender Reconciliation Program Introduction/Training, San Diego Diocese
November 12, 2005, 2-day Training: March 17 & 18, 2006

Restorative Justice and VORP in Lock-up Facilities, Match-Two Mentoring Outreach Program
November 17, 2005

Conflict Resolution and Restorative Justice: A Biblical Perspective, Plenary Address and 3 Workshops, Provincial Chapter, Franciscan Friars, Mission San Luis Rey, January 11, 2005

Restorative Justice Institute on Law, Religion, and Ethics, Plenary Address, Pepperdine University School of Law, February 4, 2006

Embedding Restorative Justice in Structures, Association for Conflict Resolution, National Conference, Philadelphia, PA, October 26, 2006

Conflict Resolution and Restorative Justice Training, 2 day, Catholic Diocese, Albuquerque, NM May 22-25, 2008

Advanced Principles and Strategies in Restorative Justice, Association for Conflict Resolution, National Conference, Austin, TX, September 25, 2008

2010 – Ron and Roxanne Claassen co-presented with Beatriz Ramirez at CALSA's 9th Annual Summer Institute (Calif Assoc of Latino/a School Administrators). The title of the presentation was “Restorative Justice in Schools.” Beatriz was the superintendent at Roxanne’s school.

2014 – Ron and Roxanne Claassen presented two workshops, “A Restorative Justice Discipline System” at the Mennonite Educational Association annual meeting in Washington DC.

And more than 60 other workshops and seminars at regional, national and international conferences such as:

- National Conference on Peacemaking and Conflict Resolution
- Society of Professionals in Dispute Resolution
- Academy of Family Mediators
- Victim Offender Mediation Association
- Association for Conflict Resolution

Awards and Recognition for Claassen/Center

Chicano Civil Rights Network, 1987

“Muchas Gracias: The Art of Peace”

For leading Forum addressing “Police Excessive Force” with City Council

Certificate of Appreciation for Distinguished Service

Human Relations Commission, 1990

City of Fresno

Victim Offender Reconciliation Group, 1990

Restorative Justice: Victim Awareness

California Medical Facility South

Solano Prison, Vacaville, CA

“Blessed are the Peacemakers” Winter 2000
Article about Ron’s work in Restorative Justice
The Magazine of Prison Fellowship Ministries

California State Assembly, 2001
Certificate of Recognition
Founder of Victim Offender Reconciliation Program, Fresno

Higher Goals in Christian Journalism Award – 3rd Place – 2001
Category: Cause of the Year: Restorative Justice

President’s Distinguished Service Award, 2002
Fresno Pacific University

Carl and Esther Robinson Award
Outstanding Advocate for the Common Good
2007 Honoree

Someone You Should Know: Ron Claassen
Fresno Bee
June 23, 2008

Nomination for Irvine Leadership Award
Fresno Regional Foundation
2008, 2009, and proposed for 2011

FPU Commencement Speaker
Spring 2010

California Dispute Resolution Council
Ester Soriano Memorial Award
For Outstanding Contribution to Community Mediation
November 3, 2012

International Organizational Participation

Dalton Reimer served as the Education Facilitator for the International Community of Mennonite Brethren (ICOMB), 2007-11.

Dalton Reimer was the Coordinator for the ICOMB global higher education consultations in 2007 that were convened on the campus of Fresno Pacific University. And was again the

Coordinator for the conference in 2011 which was held on the campus of the Mennonite University in Winnipeg, Manitoba.

Ron Claassen, in 1996, was invited to present his Fundamental Principles of Restorative Justice to the United Nations NGO Working Party on Restorative Justice. Claassen had written a series of principles on restorative justice because, as the language of Restorative Justice was becoming popularized, many were using the language without implementing the underlying ideas. Some local justice systems were developing new methods and nicer ways of punishing while others were adopting the language of restorative justice to use as new label for the same old punitive practices. In the light of these concerns, Claassen was encouraged by the Fresno VORP Board to develop and circulate principles of restorative justice. They were published in the monthly VORP Newsletter, that by now was circulating to more than 3000 subscribers, mostly local people interested in VORP, some colleges and law school libraries, and a large number of restorative justice advocates or practitioners from across the US. One of the people receiving the VORP Newsletter was a member of the United Nations Committee mentioned above. He introduced them to the committee and the committee invited Claassen to present them to the committee at a meeting in New York at the UN. The Committee was looking for a way to introduce Restorative Justice to the Agenda Committee that would be meeting in Vienna, Austria the following month. The goal of the committee was to get Restorative Justice as an official agenda item at the 2000 UN International Crime Congress. The committee, with a few minor changes, adopted Claassen's principles and used them as their first presentation to the agenda committee. Restorative Justice was included in the official agenda of the 2000 International Crime Congress and at the meeting a resolution was adopted asking all member nations to study and consider Restorative Justice. At the 2005 conference, a resolution was passed. A Scholar in Belgium said, "to understand the underlying purpose of the resolution, one must read the Claassen principles..." This is included here to inform the reader of the scope of the influence of the Fresno Pacific University Center for Peacemaking.

International Training and Consultation

In the following Countries (brief descriptions below)

Brazil
Spain
Democratic Republic of Congo (DRC)
Israel
Vietnam
Indonesia
Ethiopia
Canada
Kenya
Thailand
Philippines
Pakistan

Paraguay
Russia
Japan
India
Lithuania
Germany and Netherlands
Germany/Switzerland

Brazil –

Claassen was invited (1990) by an international mission organization to provide Peacemaking and Conflict Training with a multi-cultural team. In addition, there was a specific situation on the team that was experiencing significant conflict and the individuals had requested mediation. Ron worked with the team for one week and throughout that time had additional mediation meetings. The same organization later requested Ron to provide training at an annual conference at a conference center in California which was attended by a gathering of all of their international/intercultural teams.

Dalton Reimer was invited to Curitiba, Brazil - ISBIM; July, 2000. He was the instructor of an intensive course on conflict and peacemaking for ISBIM students, church leaders and pastors, and professionals from the community. ISBIM is the Mennonite Bible Institute/Seminary in Curitiba. [now Faculdade Fidelis]

Spain –

1996 - Claassen was invited by Dave Dupuis, the husband of Joby Dupuis, a former VORP Board Member and San Joaquin Law School class co-instructor, to provide training on a US Navy Base. The issue that needed to be addressed was the ubiquitous conflict between spouses and their families when the recruit returned from a long (6 months or more) deployment. The conflict related to family leadership and discipline of children which often escalated to domestic abuse. The request was to provide recruits with skills and strategies to negotiate agreements related to these issues when they returned from deployment.

Democratic Republic of Congo (DRC) -

Dalton Reimer provided consultation and financial support of the Center for Peacebuilding, Leadership and Good Governance in Kinshasa founded and directed by Pascal Kulungu from 2003 until his death in 2019. Kulungu's master's degree at Fresno Pacific University was in Administrative Leadership with a Certificate in Peacemaking and Conflict Studies.

Reimer served as Chair of the Board of Mama Makeka House of Hope (MMHH) directed by Pakisa Tshimika, including financial support from 2003 to the present; mission of leadership development in peacebuilding, health, education, and community development in the DRC. Multiple visits to Congo from 2003 to the present, also reconnecting on each occasion with Pascal Kulungu. Visits in 2003, 2005, 2006, 2008, 2009, 2010, 2012.

Reimer, together with larger family and friends, established the Mama (Tillie) Wall Scholarship Endowment (2010) for Mennonite Brethren Higher Education students in Congo as part of the International Community of Mennonite Brethren (ICOMB) scholarship portfolio. The endowment continues the tradition of annual Congo Christmas scholarship giving of the extended Reimer family (2004-2019).

Israel

Claassen was invited to provide Restorative Justice training and to be a keynote speaker at the first ever Restorative Justice Conference at Tel Aviv University. Claassen was a co-trainer/presenter with Martin Wright, a restorative justice expert from London, England. The training was offered in three sessions: one for 25 Judges, one for 25 defense attorneys, and one for 25 police/prosecutors. The training was done with full simultaneous translation. A fuller report can be found at Website 14 - http://restorativejusticediscipline.com/library/Claassen_Israel_Report.pdf.

Vietnam

Mennonite Central Committee country directors in Vietnam (Ken and Fran Martens-Friesen), invited (1999) Ron and Roxanne Claassen to lead a restorative justice/conflict resolution training to a group of NGO leaders from around Vietnam. The training was done in Hanoi at a government building. One of the attendees was Hien Vu. She later came to FPU and completed an MA in Peacemaking and Conflict Studies. She continues to use her knowledge and skills to do ongoing training in Vietnam. Ron and Roxanne led an advanced follow-up training in 2001.

Indonesia

Duane Ruth-Heffelbower, FPU PACS faculty, took a 2 1/2-year leave of absence 1999-2001 to help develop Pusat Studi dan Pengembangan Perdamaian (Center for the Study and Promotion of Peace) at Duta Wacana Christian University in Yogyakarta, Indonesia. This work was sponsored by Mennonite Central Committee. Indonesia was in a time of great transition with the fall of its long-time dictator and a burgeoning new democratic government. This period was marked by great openness to change at a time when the military was unable to maintain control of the population as it had in the past. A group of UKDW faculty were trained and embarked on peacemaking missions. PSPP is still in operation 20 years later.

Ethiopia

Reimer, beyond several fraternal visits to Meserete Kristos College in Ethiopia, in July of 2006 co-taught a course on church conflict with Girma Kelecha Oda, director of missions and evangelism of the Addis Ababa region of the Meserete Kristos Church, part-time faculty at the college, and master's degree graduate in Peacemaking and Conflict Studies at Fresno Pacific University.

Canada

Ron presented the Keynote Address, "The Journey Toward Reconciliation," Jan 1998, at the Agents of Creative Change Conference - Winnipeg, Manitoba, Canada

Ron and Roxanne Claassen were co-presenters at the Interaction 2006, National Conflict Resolution Network Conference in Winnipeg, Manitoba, Canada on Restorative Justice in Schools for the pre-conference training and a conference workshop.

Kenya

Reimer, in 2006, presented on peacemaking at the Nairobi Evangelical Graduate School of Theology, now Africa International University.

Thailand

Ron and Roxanne Claassen, in 2001, Training for MCC County Representatives at Cha Am for MCC Retreat.

Late in the summer of 2003, Angkana Boonsit's major advisor, Dr. Suwatchara Piemyat, Professor, Faculty of Social Administration at Thammasat University, contacted Claassen via e-mail to inquire about the possibility of Angkana (who was a senior level probation officer in their National Department of Probation) traveling to study Restorative Justice with Claassen. This e-mail led to tutoring, dissertation advising and defense, training for probation officers, and more. After a search of the internet, they had decided that for her dissertation, she wanted to study Restorative Justice and they were attracted to principles, models, and strategies as Claassen had articulated them. They were particularly attracted to the focus on spirituality and peacemaking. After many e-mails, arrangements were made and they applied to the Thailand Research Fund. The grant that was awarded to Angkana paid for her to study with Claassen for three months in Fresno, for Dr. Suwatchara to visit her for two weeks in Fresno and assist her with her writing, and for Claassen to travel to Thailand and participate with Angkana and her other advisors in the final defense of her dissertation. While she was not officially a student at FPU, she spent 3 months working in a Tutorial Study arrangement, reading RJ literature assignments, writing reflections on the reading, and discussing her reflections with Claassen. When she returned to Thailand, she completed her dissertation, the first written and presented in English at Thammasat University. Claassen traveled to Thailand to participate in her final presentation and defense of her dissertation. On that trip, Claassen was also invited by General Director Nathee and General

Director Kittipong to present a three hour lecture on Restorative Justice to approximately 80 of their senior level staff members from the Departments of Correction and Probation and several members of the judiciary. In addition, Ron and Roxanne met with leaders of several schools. You can read more at Website 15 -

http://restorativejusticediscipline.com/library/Claassen_Thailand_Report.pdf .

Philippines

In November 2011 Ron and Roxanne Claassen were invited to speak at a one-day conference followed by a 3-day workshop. They were invited and hosted by Sister Lilia Therese L. Tolentino, President of Saint Paul University, Manilla. She wanted the St. Paul University System to learn about the structures, strategies, and models of restorative justice “so they could practice their biblical faith more effectively in their systems of discipline and grievance.” On November 29, 2011, 440 people attended the One-Day Conference on Restorative Justice and Peacemaking. Ron presented three lectures, Introduction to Restorative Justice Theory and Biblical Perspectives, Models and Strategies for Restorative Justice and Peacemaking with Stories, and Restorative Discipline at Fresno Pacific University. Roxanne presented a lecture “Restorative Justice in K-12 Schools.” Thirty leaders attended the three day Restorative Justice and Peacemaking in Schools Training the Trainers Workshop led by Roxanne and Ron. Attendees included St. Paul faculty and administration, Nursing Leadership and Management, Philosophy, Christian Morality, and Pastoral Care Professors, VP’s for Student Services and Academics. Also included were HR Development Directors. A detailed report can be found at Website 16 - http://restorativejusticediscipline.com/library/Claassen_Philippines_trip_report.pdf

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Pakistan

Duane Ruth-Heffelbower - Gandhara University and the Federal Investigation Agency of Pakistan held a conference on restorative justice in Peshawar, Pakistan in 2003. Duane Ruth-Heffelbower represented CPACS, presenting a paper at the conference on macro-level restorative justice and consulting with various governmental and civil society participants on the use of restorative justice principles in their work. The trip included travelling up the Khyber Pass to the border with Afghanistan.

Paraguay

Dalton Reimer, in August 2000, at the Evangelical University of Paraguay, Asuncion, was the main plenary presenter at the Tercer Congreso para Educadores Cristianos (Third Congress on Christian Education) sponsored by the School of Education of the Evangelical University of Paraguay on the theme of conflict and peacemaking in schools.

Ron and Roxanne Claassen’s book, *Discipline That Restores*, was selected by El Centro de Estudios de Teologica Anabautista (CETAP) an Anabaptist organization (under the direction of Robert Wiens) lodged in the Mennonite Seminary in Asuncion, Paraguay as their Anabaptist

book to be translated and published in Asuncion in 2013. The Spanish book title is, *Disciplina Que Restaura*. Because of the interest generated by the book, Ron and Roxanne were invited to do several training events in the month of February, 2016. They did two 3-day training events and one 4-day event and four 1-day consultations with several districts, all with the help of translators. The first training was at Colegio Johannes Gutenberg, where Delbert Unruh is the Superintendent. They have 1300 students. Approximately 250 faculty attended the training. In addition, they visited the Mennonite Colonies in the Chaco where they also met with administrators and others from several schools. For a detailed report with pictures, see Website 17. [Trip_report-Paraguay_Feb_2016.pdf \(restorativejusticediscipline.com\)](http://restorativejusticediscipline.com/Trip_report-Paraguay_Feb_2016.pdf)

Russia

Dalton Reimer, together with Russian-speaking FPU graduate Alex Sannikov (master's degree in Peacemaking and Conflict Studies), co-taught a five-day, 32 hour Peacemaking Seminar, in March 2013, to regional superintendents of the Russian Baptist Church in Moscow at the Theological Seminary.

Japan

Dalton Reimer was a presenter on peacemaking at the Evangelical Biblical Seminary in Osaka, Japan, and the Anabaptist Center in Tokyo in April of 2003.

India

Dalton Reimer provided support/service/teaching on multiple occasions at the Mennonite Brethren Centenary Bible College in Shamshabad-Hyderabad including the following:

1999 – Chapel series on conflict in the families of Genesis. Also worked with an MCC Indian trainer as primary resource person for “Equipping the Saints – A Seminar on ‘Mediation’”, held on February 25-27, 1999, for pastors and church leaders.

November, 2003 – March 24, 2004: Visiting professor at the Bible College.

March, 2004 - Resource educator at inaugural “Workshop on Peacemaking and Conflict Resolution” of the Center for Peace Studies of the Conference of the Mennonite Brethren Church of India held in Shamshabad, India.

2012, 2013 and 2014: Presenter at peace seminars of the Bible College, the latter co-sponsored by the Theology Committee of the Serampore system of theological colleges, a network of 50+ theological colleges in India.

2017: Presenter at Summer Institute of “Theologies of Life” co-sponsored by the Center for Peace and Conflict Resolution of the Bible College and the Collective of Dalit Ecumenical Christian Scholars of India. Public lecture in Hyderabad on “Peacemaking the Jesus Way,” later translated into Telugu. The College peace center is directed by Christina Asheervadam, Fresno Pacific master's degree graduate in Peacemaking and Conflict Studies.

February 2020 – Commencement speaker at the MB Centenary Bible College in India.

Dalton Reimer, with family and friends, established two faculty endowments, an endowment for the peace center, and funded Bethshalom, a new facility on campus housing a

chapel/multi-function hall, the peace center, and overnight guest rooms for seminars, conferences and the like.

Ron and Roxanne were invited as keynote speakers at the first Restorative Justice Conference (January 2013) at Mennonite Centenary Bible College at Shamshabad, near Hyderabad, by Christina Asheervadam. Christina said that participants included Police Academy participants' ranks such as, Sub-Inspectors (SIs), Divisional Superintendent of Police(DSPs), Inspector of Police, a few higher officials, and Administrators, College students, pastors, and altogether the number was 100 or above. Christina, a graduate from our Peacemaking and Conflict Studies MA, on returning to India, taught courses on Peacemaking and Conflict Studies and started the Center for Peacemaking and Conflict Resolution at the Bible College.

Lithuania

Dalton Reimer - Lithuania Christian College, Klaipeda, Lithuania; June, 1998. Instructor of intensive summer “intercession” course on Peacemaking and Justice, now LCC International University.

Reimer, again in June 2004, Lithuania Christian College, Klaipeda, Lithuania, Co-taught a course on Violence and Non-Violence with Giedre Gadeikyte, faculty member in peace studies at LCC and Fresno Pacific University master’s degree graduate in Peacemaking and Conflict Studies.

Ron Claassen – LCC International University - Giedre Gadeikytė, on completion of her MA in our Peacemaking and Conflict Studies international program, became the instructor of Conflict Studies and Peacemaking at LCC International University in Klaipeda, Lithuania on the Baltic Sea. Her LCC colleague, Robin Gingerich PhD, from LCC invited Ron Claassen to present a plenary address on Restorative Justice at their Annual Academic Conference (April 5-6, 2013). LCC, the only Christian liberal arts university in the Baltic States was founded just after Lithuanian independence in 1991. The broad theme of the conference was Justice and strategically written to attract a wide variety of papers to bring together a diverse audience of academics from a variety of disciplines such as sociology, psychology, education, business, and theology and from many Eastern European countries. Roxanne and Ron together led a workshop for conference attendees and teachers from the area, and a few from surrounding countries, including Georgia.

Germany and Netherlands

Reimer, in 2012, lectured on conflict and peace in the stories of Genesis in the Mennonite Church of Hamburg, Germany, and the Mennonite Seminary in Amsterdam, Netherlands.

Switzerland/Germany

Claassen’s first invitation (2014) came from Frieder Boller who was at that time the President of the Mennonite Seminary in Bienenberg, Switzerland. Ron learned to know Frieder while he was

studying at the Seminary in Fresno and participated in the Center for Peacemaking Basic Institute. The invitation was for Ron to lead a seminar at Bienenberg for the University of Fribourg in partnership with Theological Seminary, Bienenberg, Switzerland on the topic of Restorative Justice from an Anabaptist Christian Biblical perspective. Marcus Weiland was the person at Bienenberg that worked out all the details and was our very gracious host. Three years from the initial invitation we were in Bienenberg (2017). While there, in addition to the scheduled seminar, we visited a school that had expressed interest to Marcus in having a person at the seminar and also invited us to visit their school to meet and share how DTR implements Restorative Justice in schools. (More details and pictures at Website 18 - http://restorativejusticediscipline.com/library/Lectures_training_and_travels_Nov_2017.pdf)

Roxanne and Ron were invited to return in May 2019 to do another DTR Training at Bienenberg for teachers and administrators from the area (Bienenberg is on the border between Germany and Switzerland), a DTR introduction training at the Lorrach School in Germany for the full staff, and also to be the speakers at a two day conference for VEBS, an Association of Christian Schools in Germany. In 2020, Sophie Fuenfgeld, developed a DTR Handbook in German (based on *Discipline That Restores*). Ron and Roxanne have been on several Zoom calls with Sophie, Marcus, and Serge related to progress in schools where DTR has been introduced to the DTR Handbook and their plans for them to provide DTR training for more schools in Germany.

Appendices

1. Conflict, Violence and Peacemaking in the Recent Past
2. “VORP: History, Analysis using Niebuhr's Categories, Where to from Here?”
3. International Peace Education Development Project
4. Faculty and Staff list
5. Faculty Book Publications
6. Graduate Student Book Publications
7. FPU Board Founding Minutes
8. Board Reports 1990 - 2008
9. PACS Brochures 2008, 2009
10. VORP/CJC History and Evaluation
11. Restorative Justice Framework for Fresno
12. Restorative Justice Conference History

Website References

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<http://restorativejusticediscipline.com/library/APeacemakingModel.pdf>
2. A Peacemaking Model: Biblical Perspectives
<http://restorativejusticediscipline.com/library/APeacemakingModelBP.pdf>

3. Four Options Model: Responding to Conflict and Making Decisions
http://restorativejusticediscipline.com/library/Four_Options_Model-sfts_wm%20%20_SFTS.pdf
4. Matt 18 and the Four Options Model
[Matthew 18 and the Four Options Model \(restorativejusticediscipline.com\)](http://restorativejusticediscipline.com/library/Matt_18_and_the_Four_Options_Model.pdf)
5. FPU Restorative Discipline: Policies and Structure
[http://restorativejusticediscipline.com/library/FPU_Campus_Restorative_Discipline-RJ_Handbook](http://restorativejusticediscipline.com/library/FPU_Campus_Restorative_Discipline-RJ_Handbook.pdf)
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[Restorative Justice Discipline - Home](http://restorativejusticediscipline.com/library/Restorative_Justice_Discipline_Home.pdf)
12. Amy Wall Story (Drunk Driver and Victim Family)
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13. VORP Newsletters 1984 – 1999
<http://restorativejusticediscipline.com/library/vorpnews/>
14. Israel Report
http://restorativejusticediscipline.com/library/Claassen_Israel_Report.pdf
15. Thailand Report
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16. Philippines Report
http://restorativejusticediscipline.com/library/Claassen_Philippines_trip_report.pdf
17. Paraguay Report [Trip_report-Paraguay_Feb_2016.pdf](http://restorativejusticediscipline.com/library/Trip_report-Paraguay_Feb_2016.pdf) (restorativejusticediscipline.com)
18. Switzerland/Germany Report
[http://restorativejusticediscipline.com/library/Lectures_training_and_travels_Nov_2017.p
df](http://restorativejusticediscipline.com/library/Lectures_training_and_travels_Nov_2017.pdf)

Appendix 1

Conflict, Violence and Peacemaking in the Recent Past Dalton Reimer

The Bible uses multiple images and metaphors to speak of atonement; that is, making peace with God. In recent years biblical scholars and theologians have taken another look at this rich heritage of images and metaphors in attempting to understand, for example, how Jesus “saves.”

This essay begins with the assumption that making peace with God, however that is understood, also has implications for making peace with each other. My primary focus, then, has been on these implications for living with each other and making peace as families, neighbors and enemies.

This address of the human side of the equation has its own recent history. In the first half of the twentieth century, our world experienced two wars of sufficient magnitude to be called “world wars.” The second of these wars was climaxed with the dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki, thus ushering in the nuclear age. The “cold war” of the second half of the century followed, along with regional wars in places like Korea and Vietnam. The century ended with a decade of conflicts ranging from war between nations to civil wars to genocides. It was, indeed, a century of war. More than one hundred million persons died as a result of all these wars, exceeding an average of one million per year. The beginning of the twenty-first century has been no different.

By the middle of the twentieth century, hence, war and peace had become major concerns. In response, the first college and university academic programs in peacemaking, which came into existence in the United States post WW II, focused primarily on this larger concern of achieving peace among the nations of the world.

My own orientation toward peace at the time, too, was war-oriented. I grew up in Mennonite churches and attended a Mennonite high school. During my senior year in the mid-1950s, I wrote a research paper on “nonresistance” in Anabaptist Mennonite history for a culminating high school class. Turning eighteen in my senior year, I needed to register for the military draft, which was in effect at the time, and so my research had considerable personal relevance. Consistent with my churches’ history and Confession of Faith as a historical peace church, and also personal conviction, I then registered as a conscientious objector to war.

In my Mennonite context this orientation to war came to be known as “the peace position.” In a late twentieth-century survey of Mennonites, eighty-one percent of respondents thought their fellow parishioners still viewed “peace and nonresistance primarily as conscientious objection to war.”¹ Yet, while I was trying to sort out my own, personal relationship to war in the mid 1950s, other things were brewing around me. And I confess being somewhat oblivious to what was brewing. Yet what was brewing has led to major growth in our understanding of the breadth of peacemaking.

War, of course, has remained a critical peace challenge. But peace concerns have progressively broadened since the mid-1950s as new challenges have emerged.

Cultural Change as a Seedbed of Conflict

Norman Shawchuck has suggested that change is the seedbed of conflict.² The amount of conflict generated by cultural change during the second half of the twentieth century would seem to validate his claim. Indeed, I suggest that cultural change became the key competitor with war as a foreground peace issue during the second half of the century.

While the military draft and war were still in the foreground for me during the 1950s, something else was happening in the larger culture. Change was in the air.

In 1952, for instance, the United States Supreme Court ruled that movies fall under first amendment free speech protection, opening the door to a much broader expression of sex and violence.

In 1953 television entered the political arena as Dwight D. Eisenhower was inaugurated as president of the United States under the eye of the television camera, but not without competition. On January 19, the day before his inauguration, Lucille Ball gave birth to a baby boy on the same day as her television character, Lucy, gave birth in the series in which she starred. Over sixty-eight percent of the country's television sets were tuned to *I Love Lucy*, competing with the inaugural events. And complementing Lucy and her television family were shows featuring murder and violence. A new television culture was emerging.

Also in 1953, the first issue of *Playboy Magazine* featuring Marilyn Monroe signaled movement toward a sexual revolution. And in yet the same year, the words "women's liberation" appeared for the first time in the United States in a translation of *The Second Sex* by French feminist writer Simone De Beauvoir. Then there was Elvis Presley and the new music of Rock and Roll. And, of course, within time the Beatles.

Here were the seeds of a new politics, the sexual revolution, the women's liberation movement, a new television culture with the likes of Lucy as the new storyteller, and an emerging new music culture.

Then, in 1955, the year I graduated from high school and began my freshman year of college, Rosa Parks refused to give up her bus seat in Montgomery, and the Civil Rights Movement was on.

The cultural changes of the 1950s continued during the 1960s. The decade began with great idealism and promise. In the United States President Kennedy concluded his 1961 inaugural address with a ringing call to service: "Ask not what your country can do for you; ask what you can do for your country." And he provided the opportunity to serve through programs like the Peace Corps. In other places, such as Africa, independence movements were creating new opportunities and hope.

But the decade soon plunged into confusion and frustration as President Kennedy, to begin with, and then Martin Luther King Jr. and Robert Kennedy were assassinated. American cities burned as racial tensions exploded. And Vietnam became not just a distant war, but a war on the streets

of America as the anti-war movement grew. And independence movements in other parts of the world floundered for a variety of reasons.

The Volatile Mix of War and Culture

During the 1960s, the two themes of war and culture came together in a volatile and confusing mix. The mix of the two made it difficult for people, including churches, to discern which of the two they were responding to--war or culture. When men's long hair is mixed with anti-war sentiments, which is the issue? Post-Vietnam, both war and culture have continued as major peace issues, but culture has competed for preeminence.

It is significant that as the second half of the century began, the stage for discourse among Christian thinkers about the issue of culture was set by Richard Niebuhr in his seminal work on *Christ and Culture* (1951). He saw five possibilities: Christ Against Culture, Christ of Culture, Christ Above Culture, Christ and Culture in Paradox, Christ the Transformer of Culture.

Niebuhr placed my own Mennonite people in his category of Christ Against Culture: "The Mennonites have come to represent the attitude most purely, since they not only renounce all participation in politics and refuse to be drawn into military service, but follow their own distinctive customs and regulations in economics and education."³

Niebuhr's categorization, while factually true of some Mennonites at that time but surely not all, has rested uneasy with Mennonite thinkers and theologians. So Mennonite thinkers over the past half-century have worked to formulate more accurate and satisfying ways of describing their understanding of the relationship between Christ and culture. More recently, Duane K. Friesen has suggested that "Christ and culture" may be the wrong way of even framing the question. Christ incarnated always implies culture, as he observes, and so perhaps we would do better to speak of alternative visions of culture.⁴

A view of Christ incarnated in cultures that are always complex and keep changing and so keep generating conflicts opens the door to a much larger peacemaking agenda than war. This larger agenda emerged within time in both the larger society and the church. The seedbed of the post-World War II era with its accelerated cultural and political changes of the 1950s and explosive dynamics of the 1960s led finally in the 1970s and 1980s to new initiatives in peacemaking. Conflict was no longer just a matter of distant wars, as it surely never was. But conflict had come to the main streets of our world with renewed force, and could not be ignored.

Indeed, these main street conflicts found their way into faith communities, including the Christian church. Issues of music and worship styles, women in ministry, sexuality, and the like could not be ignored. Cultural and social change moved to the foreground, and new questions emerged that needed to be engaged.

Innovations in the Seventies and Eighties

The decades of the 1970s and 1980s were a fertile period of innovation. Conflict resolution grew into prominence as a language of peacemaking, followed in time by the alternative expressions

of conflict management, and, later, conflict transformation. Mediation as an alternative way to resolve conflicts began to grow in popularity. Applications of mediation began to multiply. Peer mediation programs in which children and young people learn to mediate their own conflicts on school grounds began to appear. Community mediation centers emerged in which volunteer mediators from their own communities mediate community conflicts. In the legal field, Alternative Dispute Resolution (ADR) was broadened to new applications.

In my Mennonite circles in the mid-seventies, the Victim-Offender Reconciliation Program was birthed in Ontario, Canada, and Indiana, United States, and has since contributed to a larger restorative justice movement fed by multiple streams, including a return to the ways of traditional cultures. In 1979 Mennonite Conciliation Service came into being, and a decade later International Conciliation Service, both in the larger context of Mennonite Central Committee, the Mennonite world relief and service organization. In 1984 Ron Sider challenged the Mennonite World Conference meeting in Strasbourg, France to establish “a new, nonviolent peacekeeping force of 100,000 Christians” that could be “sent into the middle of violent conflicts to stand peacefully between warring peoples in Central America, Northern Ireland, Poland, Southern Africa, the Middle East, and Afghanistan.” And Christian Peacemaker Teams came into being, though not yet on the scale that Sider envisioned.

In the larger world, Gandhi’s nonviolent approach to social and political change of the first half of the twentieth-century greatly influenced similar movements of the second half of the century, including the American Civil Rights movement and the historic changes in Eastern Europe toward the end of the century, as earlier noted in this work.

Simultaneously, new and expanded academic programs in peace and conflict studies began to emerge in colleges and universities around the world, including graduate programs. The language of conflict resolution (alternatively conflict management and conflict transformation), alternative dispute resolution (ADR), mediation, restorative justice, trauma healing, nonviolent social change and the like have increasingly come to be understood, taught and practiced.

In brief, the accelerated cultural and societal changes of the post-World War II era of the 1950s and 1960s led in the last three decades of the twentieth century to a vastly expanded peace agenda. In some ways, this development was a healthy return to the breadth of the biblical understanding of peace as shalom.

Toward century’s end, an initial group of twenty-three Christian scholars representing different perspectives and denominations gathered in the United States to again address the issue of war and peace, but with a question viewed as transcending the historic debate between pacifism and just war theory; namely, “What essential steps should be taken to make peace?” Their focus, then, shifted to what they named “just peacemaking,” which was proposed as a “new paradigm for the ethics of peace and war.” Ten “peacemaking initiatives” emerged out of this collaborative effort.⁵ These have been presented as initiatives around which persons of different faiths and theological orientations can unite, and reflect the more activist peacemaking movement of at least the second half of the twentieth century.

Also toward the end of last century, the World Council of Churches chose to begin the new, twenty-first century with a global peace initiative called “The Decade to Overcome Violence: Churches Seeking Reconciliation and Peace”(2001-2010). As the beginning violence of our present century reveals, the challenge remains.

In brief, the movement since WW II has been toward a much broader peace agenda than only war, along with a more activist approach to peacemaking at all levels of life. This work is an expression of that larger breadth and movement. Peace as in the Hebrew *shalom*, the Arabic *salaam*, and similar words in other languages, has to do with far more than war. Peace is an inclusive word that embraces all of life, symbolized by family, neighbor and enemy.

Note: This essay is an adaptation of an earlier article appearing in the journal Direction (Spring, 2003) titled: “Toward a Holistic Understanding of Peace: The Twentieth-Century Journey” This version, here slightly edited, appeared as a Postscript in the book, Story-Formed Pathways to Peace, Headline News from Genesis, Jesus and Today (Dalton Reimer, Xlibris Press, 2017)

Appendix 2

VORP: History, Analysis using Niebuhr's Categories, Where to from Here?

Written by Ron Claassen, Initially for Culture and Mission Class, San Francisco Theological Seminary, 2002. Some slight modifications.

Background

We Mennonites/Anabaptists often refer to our theology as a theology of discipleship. It is an implicit rather than a explicit theology. We think that a carefully written and well defined system would be a stumbling block to discipleship. A system would seem foreign and inadequate due to the subjectivity of a life of discipleship. In this Theology of Discipleship, the Bible is central, and Jesus’ life and teachings provide the primary lens for interpreting and understanding the Bible.

One important part of discipleship is awareness of and response to the powers. The powers are that in-between and unseen power that acts on all of us. They include governments and all structures of church and society. To the extent they are respectful and reasonable and work toward restoration and reconciliation between people and with God and all of creation they are good. To the extent they are disrespectful, unreasonable, stigmatize people, ostracize people, and divide people, they are in need of being redeemed. We, as individuals and the Church, do

not attack the powers but concentrate first upon not being seduced by them and then respond by demonstrating another way.

Discipleship also includes acting in ways that value all human life, especially those who are oppressed, not valued by the dominant structures of society, or seen as an enemy by the dominant structures. One of the earlier manifestations of this discipleship was taking a stand against use of violence and refusing to participate in war. This act of discipleship eventually led to a national policy allowing people who object to serving in the military because of religious conviction, to serve an alternative service. One of the results of the WWII men who served an alternative service to military service was heightened awareness of the horrific condition of the mental health facilities in which many served. This act of discipleship led to the development of a model mental health network, a demonstration for the larger culture of another way, one that demonstrated value for all human life and incarnated God's love for those who suffered from mental illness. In the mid-seventies our awareness was heightened regarding the uneven and unfair treatment of people in the criminal justice system. It was clearly a structure that was not working for reconciliation and restoration. It seemed necessary and natural to develop an alternative model.

Description of Ministry

The Victim Offender Reconciliation Program (VORP) trains volunteer mediators who meet separately with the offender and victim and, if both are willing, bring them together in a joint meeting. At the joint meeting the mediator leads a process in which they recognize the injustice, consider how they could restore equity as much as possible and create agreements for a just and peaceful future. If they come to agreements, these agreements are written and signed by the parties and their support people. The agreement includes a follow-up meeting in which the agreement is read and the parties discuss if it has been kept. If it has they celebrate and if not they discuss their options.

Most cases are referred to VORP by officials in the criminal justice system, usually from the probation department or the court. A few cases are self-referred or referred by some other interested party. In approximately 90% of the cases in the Fresno VORP, the offender is a juvenile and the cases are non-violent or property offenses. As trust and confidence in VORP has developed, the referrals include more adults and more serious offenses.

Restorative Justice theory was initially developed to help describe and communicate the values and rationale behind VORP. Its focus has been to help distinguish the difference between Retributive Justice and Restorative Justice. (See Principles, Appendix B)

Restorative Justice theory has been adapted to include how misbehavior and conflict can be responded to in all organizations and systems throughout the community, not just the legal or criminal arenas. Many Restorative Justice practices, beyond VORP, have been identified and developed. [See Restorative Justice Framework, Website 10.]

Brief History of Ministry

The first case that led to the development of VORP happened in 1976 in Kitchner, Ontario, Canada. The first VORP in the USA started later in that same year in Elkhart, Indiana. It was developed in both places initially by Mennonite Central Committee. While attending Seminary at the Associated Mennonite Biblical Seminaries in Elkhart, Indiana, I attended church

with Howard Zehr (who developed the first VORP in Elkhart), we became friends, and I became acquainted with VORP through our friendship.

Upon completion of an M.Div. with an emphasis in Pastoral Counseling and Conflict Resolution, our family returned to Fresno, CA. In 1982 I began to convene a group of people to talk about VORP and to encourage them to consider starting one in Fresno. After about six monthly meetings the group decided it would be a good idea to develop a VORP in Fresno. I felt my work was done but they asked me to help get it started. From 1982 to 1999 I worked part-time as the director of Fresno VORP.

Fresno VORP started with 5 experimental cases and received 85 cases in the first year and expanded to receive 750 case referrals. VORP started as part of Criminal Justice Alternatives and in 1983 VORP of the Central Valley was created as a charitable, non-profit organization.

A decision was made to require all staff and Board of Directors to be active participants of local Christian churches. It was also decided that recruitment for volunteer mediators would be done primarily in Christian Churches but that any person who wanted to be a volunteer mediator would be welcome.

In an early attempt at seeking Criminal Justice funds we learned that to be a successful applicant we would have to disguise the central purpose of the VORP meeting, reconciliation of victim and offender, as a means for collecting restitution and a form of punishment. After that experience a Board decision was made to seek funding from individuals and churches as our primary source. The primary avenue was a newsletter, sent out monthly, and including a self addressed envelope. Each newsletter contained an education piece, a story of a reconciliation, a request for funds, and an invitation to attend the next volunteer mediator training session.

In the early years of VORP (1982-85) in Fresno, Roxanne, my wife, and I were the only staff. By the third year we had additional staff from Mennonite Voluntary Service programs and later employed staff.

In the beginning we covered all staff functions which included: 1. Presentations with churches and service organizations to describe the ministry and its purpose and to invite participation. 2. Writing the monthly newsletters (which pushed me to continue to identify and articulate the guiding values, principles and practices). 3. Fundraising with individuals and churches. 4. Ongoing development of our Board of Directors. 5. Mediation Case work. 6. Training volunteer mediators and assisting them through their cases. 7. Case management, following each case through to completion including follow-up meetings, and reporting back to the referral source. 8. Liaison work with system officials for negotiating, educating, and being educated. As time passed, other people took over many of the tasks and I took on new ones.

One of the tasks I took on was what we called VORP Expansion. I have a passion that every community should have a VORP. Our Board approved this effort and I began to contact people in other counties (personally and by sending the newsletter) and to respond to inquiries. This effort has assisted in the development of VORP in 25 counties in California and more than 50 others throughout the US and Canada. In 1990 this function was moved from VORP to the Center for Peacemaking and Conflict Studies.

The Center for Peacemaking and Conflict Studies developed as a result of conversations between Dalton Reimer and I. Dalton had been at Fresno Pacific College (now University) for more than 25 years and in many capacities, including academic dean. In December of 1989 we presented a proposal to the University President and Provost and in the Summer of 1990 the Center was initiated and I became a member of the faculty and co-director of the center with

Dalton. The first course we did together was an intensive course named, a “Basic Institute in Conflict Management and Peacemaking.” It was offered for credit in the Seminary (Mennonite Biblical Seminary) and advertised as a seminar to Church and business leaders. Soon an undergraduate focus series was developed that included a practicum based on VORP training and mediation. In 1995 the MA in Conflict Management and Peacemaking was introduced. I now teach 60% in that program and 40% of my effort is directed at training and intervention in the community with a special emphasis on Restorative Justice in the schools and the criminal justice system.

While Restorative Justice emerged to describe and give direction to VORP, it soon expanded to describe other restorative activities already existing both in and outside the criminal justice system. I have been active in adapting Restorative Justice to all organizations, with an emphasis on churches and schools, utilizing the basic values, principles and practices to address all types of conflict and misbehavior. In Fresno County I convene a group made up of a probation officer, a sheriff's officer, and an attorney called the RJ Core Leadership Group. This group emerged as the result of several focus groups and a forum. The mandate was to develop a RJ Framework (appendix C) and then encourage and assist the systems of our community to adopt the Framework and begin to make movement in the direction of "systemic change based on RJ Principles."

Cultural Context and Shaping Forces (1982 and 2002)

1982 - The Fresno metropolitan area was very ethnically and racially diverse. For example, Roosevelt High School has over 100 original languages represented. The largest group was still of European origin but the next from Mexican or other Central or South American origin. The next largest group was from Southeast Asian origin. The largest subgroup are Hmong, a group that fought with the US in the Vietnam War and had to leave after the war. Most would have been from Vietnam and Laos.

2002 - The ethnic and racial diversity has increased. In many of the small communities in Fresno County those of Mexican or other Central or South American origin comprise a majority. A newer group has been recent arrivals from Europe due the wars in the Balkan region.

1982 - The Criminal Justice and Legal culture was firmly planted and not questioned. They were responsible for safety and peace in the community. In fact, the rules and laws made it very difficult, if not a crime, for anyone outside their structure to attempt to intervene in a criminal situation. The criminal justice system was responsible to track down the wrongdoer, determine if he/she was guilty of violating a law, and punish the convicted wrongdoer. Their actions were guided by a very complex set of laws and rules which we call "due process." This set of rules determined how and in what situations system officials were authorized to act and make decisions utilizing authority and coercive structures. It was believed that following these laws and rules was the most fair way to reward the right and punish the wrong. One of the shaping forces motivating the development of VORP was the awareness that people with less power and finances were less able to use the structures of the system for their advantage and therefore became victims of a system intended to produce justice and fairness.

2002 - Due to VORP's presence for twenty years, many of the officials in the criminal justice system have at least heard of and many have had some personal contact with VORP. The theory of Restorative Justice has developed and many of the Criminal Justice System officials have some awareness of and some even have a strong commitment to Restorative Justice. While the system has not yet changed its basic structure and mandate, the context is quite different from 1982.

1982 - The faith community in the Fresno area was predominately Christian with a mix of main-line Protestant, conservative or fundamental Protestant, and Catholic. The Catholics had a social service called Catholic Charities. The mainline Protestants had recently combined efforts to work at social justice through Metro Ministries. The conservative and fundamentalist Protestants had just started Evangelicals for Social Action. While all of these were addressing a variety of social issues, none were actively addressing criminal justice. The one area where the churches in the community were active and welcomed to work alongside the Criminal Justice System was prison ministries.

2002 - The faith community composition of Christian churches has not changed very much but there are more Jewish, Buddhist, Muslim, Hindu, and other religious communities. While they do not nearly comprise a majority, these other faith communities are much more visible than they were in 1982. Most Christian churches have had at least one presentation about VORP and many churches have members who have been volunteer mediators. Forty-four churches have signed commitment statements to be Sustaining Friends of VORP. While prison ministries have grown, in addition to VORP several other ministries that have emerged such as a victim services program, a home for those just released from prison, safe homes for domestic violence victims, and support groups for families of inmates.

Brief Analysis using Niebuhr's Categories

Christ Against Culture: In the early years of VORP I viewed the criminal justice system as a system that was a fallen structure because it was oppressing those least able to defend themselves and not working for restoration and reconciliation. The history of attempts to reform the criminal justice system indicated that reform attempts were usually co-opted and did not transform the system. Therefore it seemed necessary to develop a model that would stand on its own, be funded independently, and provide an alternative structure and vision which would incarnate the spirit of Christ. Finally, the transformation of the system is the work of God. So while I did not withdraw from culture, I could resonate with Tolstoy and Tertullian in their criticism and pessimism about the potential good of a domination system like the criminal system. I felt some closeness to the radical positions they expressed and still do to some extent.

The Christ of Culture: Over the years I learned to know people in the system. Some expressed that the system is God ordained and has a responsibility to punish the wrongdoer. Since this is the system given authority by God and the community, it is simply accepted as necessary and good. In addition, from some I heard stories of how they valued people caught up in the system and worked to create constructive alternatives within the structure of the system. It did create some dissonance in me. It was not possible to see the system or the people in it as all working in wrong direction. While I was not ready to change my view to a synthesis position, I could see some value in this position.

Christ and Culture in Paradox: I also met Christians in the system who were dualists. They told me that if I understood the depravity of the offenders, I would understand why they need to be locked up and kept apart from the community. They were often the ones who were very much in favor of the prison ministries and presentation of the message of God's great gift of the miracle of grace, which forgives them without their doing anything on their part. The idea of bringing victim and offender together and asking the offender to take responsibility was of no use, due the depravity of the offender. But it was seen as important to them that the message of forgiveness be preached to those in prison. While I do see value in some of the prison ministries, I did not buy into this view.

Christ the Transformer of Culture: I also met people in the system who were convinced that the system, although necessary, was broken. They were convinced that the system could be transformed. They were excited by the values of VORP and Restorative Justice and encouraged us to continue nudging them in the direction of "systemic change based on restorative justice principles." It is those people who have encouraged me to be involved in our effort to develop a Restorative Justice Framework for Fresno County. It is their encouragement that convinces me to make appointments with system leaders to encourage them to endorse the Framework. In addition we are providing educational opportunities for system officials (we are currently offering an 8 hour training for all sheriff's officers).

We keep asking what systemic changes are being made. While in 1982 I thought we needed a model apart from the Criminal Justice System, because of these experiences and because of hearing of some other experiences, especially in New Zealand, I am increasingly attracted to this position. I do believe that the powers can be redeemed. It will be necessary to be constantly evaluating if the structure is being redeemed or if we are being co-opted. I believe that the presence of VORP has unmasked the powers that are not working for restoration and reconciliation.

Developing A Local "Theology" and Mission – The Translation and Adaptation Models

In 1982 in Fresno, California we decided that we wanted to develop a VORP. A VORP model had been developed in Elkhart, Indiana and we decided to duplicate that model. They said we could duplicate whatever we wanted but we should develop our own program and we would have no formal relationship with the Elkhart VORP. We received their program development materials and began implementing the program and soon realized we needed to make several adaptations for the Fresno context. For example, population was much larger in Fresno County (800,000) than in Elkhart County (100,000). That actually translated into a criminal justice system that was more than ten times larger. That meant that the number of system officials running the system was much larger and the number of cases was much larger. While they worked with both juvenile and adult cases, we decided to focus on juvenile cases.

Another change was that our probation department wanted us to collect the restitution. This meant we had an opportunity and the responsibility to follow the case until the contract was completed, not just until a contract was made. Another change was that the Elkhart VORP had decided to be a community-based program and we decided to be a church-based program. One significant effort to contextualize our program was in the joint meeting process. (see appendix A) Over the years adaptations continued to be made to adjust the program to fit the changing context.

Developing Local "Theology" and Mission – The Contextual Model -The Next Generation?

I ended my tenure as director of VORP in November of 1999. The program in the intervening years has continued, though not without struggle. The director who took over has submitted his resignation effective September 30, 2002. The Board of Directors has asked if our Center for Peacemaking would be open to providing oversight and management. On August 20, 2002 at 7:00am a meeting is scheduled to discuss possibilities. There are short term and long term considerations.

For the long term I am considering suggesting that we approach the next stage in VORP's development adapting the Schreiter contextual model categories in Constructing Local Theologies.

What follows is a combination of proposed process and some preliminary and tentative information. You will also notice some modification of Schreiter's language since VORP is not a church.

Identify previous local "theologies" - Our starting point would be to identify our previous local "theologies." We could do this by convening current and past board members and long term volunteer mediators. We could identify our values and "theology" by listening to stories, creating a time line, and collecting significant documents and newsletters. This process would be introduced as opportunity to remember, to help us identify obstacles, and to be open to revelation.

The opening of culture through analysis. - The communities we would need to listen to include the Christian church community, the larger faith community, the mediation community, past victims and offenders or representative groups, and criminal justice system officials at a variety of levels (ethnic diversity would be necessary in as many groups as possible). The representatives from these communities would be convened to discuss their values, the reasons why they support or don't support VORP. We would listen to the communities mentioned above for the impact of the VORP on these communities, for parallel themes in the communities, and for emerging themes. It is only through trying to catch a sense of these communities holistically and with all of the complexity will we be in a position to develop a truly responsive next generation of VORP. To be responsive we need to be respectful of the cultures (including the VORP culture) as we also listen for the changes needed (adapted from Schreiter).

The impact of the VORP on Local Theology/Communities - We would listen for "if" and "how" VORP has impacted each of the communities. If VORP has impacted them we would want to ask the "what," "how" and "why" questions regarding that impact. If not, we would want to know why not?

Parallel and Emerging Themes - When VORP started, it was the first program in the Fresno community to utilize mediation. Now there is a Community Dispute Settlement Center, the Law School has a mediation program for family disputes, the Department of Human Services has a mediation program for CPS cases, the Court has a mediation program for Civil Cases, and the Court is developing a program for adult criminal cases (I am on the committee that developed and oversees both of these Court programs). As we listen to each of the communities we need to identify additional parallel and emerging themes.

Schreiter suggests paying special attention to current and/or urgent need and larger patterns of how things are being done. We know there is urgent need on two fronts. VORP has an urgent need for management. We know that the Criminal Justice System is overloaded with criminal cases. We will listen for more clarity on these and additional urgent needs that might arise. We also know that there is a pattern change regarding the perspective toward Restorative

Justice. With the Probation Department and Sheriff's Department endorsing the RJ Framework and with the Court, Police Department, Department of Human Services, and Schools giving the RJ Framework serious consideration, this is a very different context from 1982. At that point most thought VORP was a foolish idea and the theory of Restorative Justice had not even been articulated.

Opening of VORP Culture and Tradition – There are many VORP and VORP type programs that have developed in the US and throughout the world. There are many models and traditions that could be instructive for VORP.

The one I mentioned before in New Zealand has already had an impact on the Fresno VORP. Twice we have invited officials from New Zealand to tell us about their experience. Five years after their legislation mandating Family Group Conferences their number of cases going to the court was reduced by 75% and the number of youth incarcerated was reduced by 66%. They describe the process as strengthening families and communities. In addition, their crime rate has dropped. Between the two visits we developed a pilot Community Justice Conference process to work with felony cases. We have already benefited from listening to them and allowing their program to influence us. This amazing model developed in large part due to their willingness to listen to and learn from the traditional experience of the Maori.

Just as the New Zealand Criminal Justice System learned from the traditional conflict resolution methods of the Maori, it could be very instructive for VORP listen to the patterns of dealing with conflict in other ancient and indigenous cultures. For example, we heard from Pascal Kulungu about the tradition in the Congo of the "Palaver Tree" where the elders gathered with the disputing parties to help them discuss and resolve their conflicts. John Karanja told about a similar process in Kenya. In Canada, "Circles" and a technique using a "Talking Stick," traditions of First Nations People, have been adapted to create a current Criminal Justice System strategy called "Sentencing Circles." While VORP has already drawn heavily on the Biblical material, another look at these stories and models could provide additional insights and direction.

These ancient traditions and current experiences that resolve conflicts through engaging supportive communities for the disputants, are important considerations as we develop the next generation of VORP.

The impact of new context and emerging themes on VORP - Having listened and analyzed what we heard, we need to determine the impact of the new context and the parallel and emerging themes from the communities. In the light of what has been heard, the questions that need to be answered in order to develop the next generation of VORP, or the alternative to VORP, need to be identified. They may include some of the following: How much should these new themes influence the shape of VORP? Are there conflicting themes and if so, which ones are of greater importance? How responsive does VORP want to be to the identified communities? How much does VORP need to change to be responsive? How much can VORP change and remain true to the primary values that have motivated the development and operation of VORP? Is VORP being co-opted by the powers? Who should make the decisions?

Appendix 3

FRESNO PACIFIC UNIVERSITY CENTER FOR PEACEMAKING AND CONFLICT STUDIES

International Peace Education Development Project Transitional Report: August 15, 2013 (with a few inserts post 2013)

A Cooperative Project with Mennonite Central Committee from 2003 to 2013

Project Coordinator (circa to date of report): Dalton Reimer
Center for Peacemaking and Conflict Studies (CPACS)

Introduction

The purpose of the Fresno Pacific International Peace Education Development Project has been to grow teacher-practitioners in peacemaking with master's degrees in the field for Mennonite-related institutions of higher education and national churches around the world. For most institutions and churches, participants in the program have constituted a first generation of such teachers rooted in biblical, theological and social scientific understandings of peacemaking, and trained in both theory and practice.

Participants in the program have been nominated by their institutions and national churches. Nominating entities have committed to a faculty or leadership position upon completion of studies, and participants have committed to return to such positions. While in study, participants engaged in a graduate assistantship under faculty supervision focused on preparing themselves specifically for their post-graduate assignment. This has included preparation of culturally appropriate training and learning materials in local languages for use upon their return. The Center has also provided follow-up professional assistance to graduates as they have established programs in their home countries.

A primary goal of the program has been to embed peacemaking education and training in existing institutions of church-related higher education and national church offices where this work can be sustained on an on-going basis under the leadership of faculty and church leaders from the cultures being served. In these contexts, both specialist training as well as generalist training for students and leaders representing many interests and professions become possible. And as leaders, teachers and others are trained in these institutions, peacemaking flows outward from these centers and so impacts the larger church and society.

Sustainability is also enhanced as the financial requirements for the support of peacemaking education and training, too, become embedded in the larger financial structures of these institutions. Experience at the Center for Peacemaking suggests that in some cases transitional support may be required as programs become established, but most of the institutions included in this report are sustaining this work on their own.

The International Peace Education Development Project has roots dating back to the late 1990s, but was formally established as a cooperative project with the Peace Office of Mennonite Central Committee (MCC binational) in 2003. As a part of their recent reorganization, MCC has chosen to withdraw from the program as it has been since 2003, subject to renegotiation under the new MCC structure. Amdetsion W. Sisha, the last person under the cooperative program, returned to Ethiopia this August of 2013, together with his family. He will resume his work with the national Meserete Kristos Church in September.

Climaxing this phase of the program was the recent return to the Center in Fresno of most of those involved in the program over the years. This gathering happened in May of this year (2013), and included sharing from each other's work, reflections on the relevance of their earlier studies in preparing them for their work in their particular contexts, biblical and theological reflections, and the like. This event, directed by Peter Smith of the Center for Peacemaking and funded by the Wabash Center for Teaching and Learning in Theology and Religion, merits a separate report, and so is not included here.

As to the future, one might note the encouragement that emerged from the 2007 Global Higher Education Consultation of the International Community of Mennonite Brethren (ICOMB) held on the FPU campus. One of ten recommendations identified by the consultation's Findings Committee was that "The Fresno Pacific University Center for Peacemaking and Conflict Studies should continue to develop sites around the world."

[This note inserted by Ron. Juan and Maite Romero, were sent by MCC to the FPU Center for Peacemaking in 1991 to study Peacemaking, Restorative Justice, VORP, and Conflict Resolution/Transformation for one year prior to starting the Peace Center in Brussels, Belgium. They were our first international participants. They were at the Center prior to the MA program.]

Profile of Students and Graduates of the Program

Following is a profile of the students and graduates who have been a part of this program.

Pre-MCC Involvement

1. Pascal Kulungu - Democratic Republic of Congo

- Background: After completing his primary and secondary education in Mennonite Brethren (MB) schools in Congo, Kulungu continued his education in the teacher training institute in Kikwit in preparation for a career in education. He then became a teacher, and within time, a school headmaster. He then was invited to become the administrator of the MB sponsored health district hospital in his home community of Kajiji.

After a period of time in hospital administration, he was sent by his church for further studies in business administration at Fresno Pacific University. It was during his business administration studies that he discovered the FPU Center for Peacemaking, and determined to include peacemaking as a significant part of his graduate studies and future ministry.

- FPU Degrees:
 - BA in Business Administration
 - MA in Administrative Leadership with a Certificate in Peacemaking and Conflict Studies, 1998
- Master's Thesis: "Leadership Challenges in Health Care Systems: The Case of the Democratic Republic of Congo"
- Current Positions:
 - Founding Director – Kinshasa Center for Peacebuilding, Leadership and Good Governance. Former chief financial officer of the Christian University of Kinshasa
- Current Activities: Through the Kinshasa Center, Kulungu offers training and mediation services to the church, school, community and government in Congo.
- Publications: Pascal T. Kulungu, *Manuel de Formation de Formateurs – Sur la Résolution Pacifique, Médiation et Réconciliation de Conflits*, 2011 (Preface by Dalton Reimer)
- FPU exchange visits:
 - Dalton Reimer to Congo: 2003, 2005, 2006, 2008, 2009, 2010, 2012.
 - Pascal Kulungu to FPU Center for Peacemaking: 2004, 2007, 2010, 2013.
- FPU Consultation: Continuing consultation and support

[Addendum: After a short illness, Pascal unexpectedly died in early 2019 shortly after being elected to the national Parliament of the Democratic Republic of Congo.]

2. Yogyakarta, Indonesia - Universitas Kristen Duta Wacana (UKDW)

Duane Ruth-Heffelbower, on leave from FPU's Center for Peacemaking, was on assignment at UKDW under Mennonite Central Committee (MCC) sponsorship for two-and-a-half years from fall, 1999, to winter, 2001. His work at UKDW included assisting in the establishment of a program in peacemaking and conflict studies at the university with the intent that an Indonesian, namely Paulus Widjaja, who at the time was completing his doctorate in theological ethics at Fuller Theological Seminary, would assume leadership of the program. That transition was completed in 2002, and the program developed by Heffelbower continues under Indonesian leadership, as originally intended.

Paulus Widjaja directs the Center for the Study and Promotion of Peace at UKDW. His work includes research, education and training, consultation and conflict intervention, trauma healing, disaster risk reduction and resourcing. The Center serves not only Christians, but also Muslims, Hindus, and others.

3. Giedre Gadeikyte - Lithuania

- Background: Giedre Gadeikyte was an early graduate of Lithuania Christian College, now LCC International University. LCC was founded in 1992 in the post Soviet era of Lithuania, the first of the Soviet republics to gain independence. LCC's board early made a commitment to the study of peace as part of the LCC curriculum. Upon graduating from LCC, Gadeikyte was sent by the college to Fresno Pacific for graduate study to prepare for a teaching position in the field at LCC.
- FPU Degree: MA in Peacemaking and Conflict Studies, 2002
- Master's Thesis: "Social and Cultural Factors in the Lithuanian Nonviolent Independence Movement"
- Current Position: Faculty in sociology and peace and conflict studies at LCC
- Current Activities: At LCC Gadeikyte is responsible for program development in peace and conflict studies, and teaches LCC courses in the field. Since assuming her position at LCC, she has had one six-month "sabbatical", which she took in Egypt working with MCC in their peacework with the churches of Egypt. .
- FPU Exchanges: Dalton Reimer taught LCC's first course in conflict management in the summer of 1999 prior to Gadeikyte's study at Fresno Pacific. Post her study, in the summer of 2004, he team- taught a course with her at LCC on non-violence. She has made return visits to FPU in 2005 and 2013. In 2013 Ron and Roxanne Claassen of the FPU Center served as primary resource persons for the annual LCC Academic Conference focusing on "Whose Justice? Global Perspectives in Dialogue."
- FPU Consultation: Continuing periodic consultation regarding curriculum development and related matters.

Cooperative Program with MCC (since 2003)

4. Ernst Janzen - Brazil

- Background: Ernst Janzen was sent by Faculdade Fidelis (Fidelis College) in Curitiba, Brazil, to FPU for graduate study in peacemaking and conflict studies. His first bachelor's degree in Brazil was in mathematics education, followed by a bachelor's and master's degree in theology, the latter with an emphasis in Pastoral Psychology.

Prior to his studies at FPU, Janzen held dual appointments as pastor of an MB Church in Curitiba and a member of the faculty of Fidelis. Fidelis is sponsored by the Mennonite Brethren, Mennonite, Evangelical Mennonite Association and Evangelical Free churches of Brazil, along with the Mennonite Educational Foundation of Brazil.

Upon returning to Brazil after completing his FPU masters, he resumed both his pastoral role and teaching position at Fidelis.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2004
- Master's Thesis: "Building Peace: A Teaching Curriculum" (in both English and Portuguese)
- Current Positions: Faculty in peace and conflict studies at Faculdade Fidelis, as well as pastor of an MB church in Curitiba
- Current Activities: In addition to his teaching at Faculdade Fidelis and pastoral work, Janzen conducts workshops and trainings in churches and schools, and carries on an aggressive writing agenda.
- Publications: Since completing his master's degree, Janzen has published four books in the Portuguese language of Brazil. All have been published by the Brazilian publisher, Editora Evangelica Esperanca.

The first book, *Conflitos - oportunidade ou perigo? A arte de transformar conflitos em relacionamentos_sadios*, (2007) was selected by the Brazilian Association of Christian Publishers as the best book in its category for 2007.

The second, Reunioes da agenda ao resultado, is a guide to leading meetings for church leaders and others.

His third book is a guide to marriage: *Rumo Ao Altar – Um manual para quem vai se casar*

His fourth and most recent book focuses on church conflict and is titled *Conflitos na Igreja*.

- FPU Exchanges: Prior to Janzen's study at Fresno Pacific, Dalton Reimer taught an early intensive course in peacemaking and conflict management in Curitiba in 2000. Since completing his study, Janzen has made two return trips to Fresno (2007 and 2013).
- FPU Consultation: Occasional consultation through email.

5. Girma Kelecha Oda – Ethiopia

- Background: Girma Kelecha Oda was sent to FPU for graduate work in peacemaking and conflict studies by the Meserete Kristos (Mennonite) Church and College of Ethiopia. Peacemaking is a strong agenda of the MK Church, and a part of the curriculum at MK College.

Girma was already an established leader in the church prior to coming to FPU. Upon completion of his studies, he returned to his position as a regional coordinator of the church in the capital of Addis Ababa, which became a platform for teaching conflict resolution/transformation to church leaders, intervention in church conflicts, and part-time teaching at the college.

Upon returning to Ethiopia after completion of his program, Girma reported that he was warmly welcomed back, and was given an open door to working with conflict in the

church. Beyond this, he reported that he has also been able positively to impact the “bureaucratic” organizational structure in the regional Addis Ababa office of the church, where he is based.

The Ethiopia – Fresno connection developed in the 1990s through MB Missions and Services, International (now MB Mission). The groundwork for the FPU – MK Church and College peacemaking connection was laid through a familiarization visit to Ethiopia by Dalton Reimer in 2003.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2006
- Master’s Thesis: “A Proposal for Church Discipline”
- Current Position: Coordinator of the Evangelism and Mission office of the Addis Ababa region of the MK Church, and adjunct faculty member at MK College.
- Current Activities: Girma has incorporated conflict resolution/transformation into his leadership training program for church planters and leaders. He has also continued as an adjunct faculty member at MK College. In addition he has been involved in church conflict intervention work.
- FPU Exchanges: In the summer of 2006, Girma and Dalton Reimer team-taught a course on church conflict at MK College in Addis Ababa. Girma was the lead teacher, and Reimer assisted with some lectures. Some 29 students took the course.
- FPU Consultation: Visits by Reimer to Ethiopia in 2006 and 2008 have created opportunities for updated briefings on Girma’s work in Ethiopia.

6. Fekadu N. Abebe – Ethiopia

- Background: Fekadu N. Abebe was sent by the MK Church and College to FPU to prepare for a faculty leadership and teaching role in peacemaking and conflict studies at MK College. After his first year of study, his wife, Desta, and daughter Kalkidan, joined him in Fresno. Desta also sat in selected courses in preparation for a possible cooperative future ministry in peacemaking in Ethiopia together with her husband.

While in his program, Fekadu also extended the reach of his studies to include courses in leadership in the FPU graduate program in leadership and courses at MB Biblical Seminary (now FPU Biblical Seminary).

Upon returning to Ethiopia, Fekadu taught for one year at Meserete Kristos College before returning to the US to pursue doctoral studies in the field.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2010
- Master’s Thesis: “Peacemaking and Conflict Resolution: A Curriculum for the Meserete Kristos College (MKC) Addis Ababa, Ethiopia”
- Current Position: Fekadu’s future involvement in peace education in Ethiopia is uncertain at this time.

7. Amdetsion Woldeyes Sisha – Ethiopia

- Background: Amdetsion Woldeyes Sisha has served as the national Peace Ministry Coordinator of the Meserete Kristos Church of Ethiopia. He was nominated for graduate study in peacemaking and conflict studies at FPU by the leadership of the national MK church in Ethiopia.

Amdetsion's initial university degree was in chemistry, upon which he began a teaching career in the south of Ethiopia. Upon his conversion as a result of the witness of a fellow teacher in physics, the two began planting churches in the region under the umbrella of the MK Church. Theological study at MK College followed, and then an appointment initially to the national Christian education office of the church, and subsequently the national Peace Ministry office.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2013
- Current Position: [Note: Post this 2013 report, Amdetsion has been appointed as a faculty member in Peace and Conflict Studies, and also as Dean of Students, at MK College.]
- Current Activities: Resuming work in the national office of the MK Church in September, 2013
- Publication: Translator (into Amharic) – John Paul Lederach, *The Journey Toward Reconciliation*
- FPU Exchanges: Not applicable at this point in time.
- FPU Consultation: Beginning via email [Note: Post this 2013 report, Peter Smith made a consultative visit to reconnect with Amdetsion in the summer of 2015.]

8. Hien Vu – Vietnam

- Background: Hien Vu was working with World Vision in Vietnam when she participated in a five-day training on “Peacemaking and Restorative Justice” conducted by Ron Claassen of FPU's Center in Hanoi, Vietnam in 2001. She was one of 25 NGO Program Directors who participated. A second, three-day advanced training followed in 2002. Both were sponsored by MCC Vietnam, at that time directed by MCC country leaders Ken and Fran Martens-Friesen, presently members of the FPU faculty.

Hien later moved to the United States on her own for further studies, and within time entered FPU master's program in peacemaking and conflict studies. She became part of the cooperative program with MCC during her second year of study. Her bachelor's degree is from Hanoi University in Vietnam.

Given limited institutional bases in Vietnam for peacemaking education and training, upon graduation in December of 2006, Hien arranged for a year internship with Fresno Interdenominational Refugee Ministries (FIRM) under established U.S. immigration arrangements. Mid-year, however, she applied and was appointed as Vietnam Program Officer for the Institute for Global Engagement (IGE), which works at “promoting sustainable environments for religious freedom worldwide.” Subsequently, her role was expanded as IGE's Program Officer for East Asia. Main offices of IGE are in Virginia near Washington D.C.

As part of her assistantship during her studies, Hien developed, in English and Vietnamese, several training manuals. Among the manuals is a presentation on “Peacemaking & God’s People” made at the Annual Conference of the Vietnamese Baptist Churches in the U.S. in Dallas Texas on June 30 –July 3, 2006.

During her studies Hien also worked with and provided leadership for the Fresno Vietnamese and SE Asian communities.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2006
- Master’s Thesis: “Attitudes and Perceptions of Vietnamese Christians on Conflict and Peacemaking.”
- Current Position: Program Officer for East Asia – Institute for Global Engagement (IGE)
- Current Activities: From her base at IGE, Hien has been offering trainings in peacemaking in Vietnam, which to date has included trainings for ca 450 Vietnamese pastors.
- FPU Exchanges and Consultation: Occasional contact and updates by email, as well as a return visit to FPU in 2013.

9. Christina Asheervadam - India

- Background: Christina Asheervadam was nominated by the MB Centenary Bible College and MB national church leaders in India for graduate study in the master’s program in peacemaking and conflict studies at FPU. Her previous education in India included a master’s degree in English, and at the time she was a member of the faculty of the Bible College in English language instruction, but with a strong interest in peacemaking.

Prior to coming to FPU, Christina received initial training in conflict resolution in India, and helped coordinate and lead several workshops, including a workshop conducted cooperatively with MCC India. She then began her graduate studies in the United States with the 2006 Summer Peacebuilding Institute at Eastern Mennonite University, and then at Fresno Pacific in August of 2007.

Upon completion of her FPU studies in 2009, she returned to India to resume her faculty position at the Bible College, now expanded to include peace and conflict studies. Christina also directs the Center for Peace and Conflict Resolution Studies (CPCRS) at the College. I.P. Asheervadam, her husband, who is a theologian and historian, serves as the principal of the Bible College. Christina and her husband work together as a team in peace education activities sponsored by the Center. MCC India has also been a strong supporter of their work.

- FPU Degree: MA in Peacemaking and Conflict Studies, 2009
- Master’s Thesis: “Peacemaking and Conflict Resolution: A Curriculum for the Mennonite Brethren Centenary Bible College (MBCBC) in Shamshabad, India.”

- Current Position: Faculty member of MB Centenary Bible College and director of the College's Peace Center.
- Current Activities: Teaching and trainings in the field, including a one-year post-graduate program for church leaders and professionals.
- FPU Exchanges: In 1999 Dalton Reimer visited the Bible College in India, delivering on the occasion a series of chapel talks. This was followed in 2003-04 with a teaching appointment at the college, concluding with a workshop on "Peacemaking and Conflict Resolution" in March of 2004. Early in 2012 Ron and Roxanne Claassen participated in a seminar offered by the College Peace Center, and later in 2012 Dalton Reimer also participated in a seminar offered by the Center.
[Note: Post this final report, Reimer has returned to India, participating in peace seminars in 2013, 2014 and 2017]
- FPU Consultation: Occasional contacts and updates by email along with occasional visits.

10. Sandra Baez (Garcia) – Colombia

- Background: Sandra Baez and her husband, César Garcia, were co-pastors of an MB church in Bogota, the capital of Colombia, prior to coming to Fresno to pursue graduate studies at Fresno Pacific (Sandra) and MB Biblical Seminary, now FPU Biblical Seminary (César). César was also the national chair of the Mennonite Brethren church in Colombia.
- FPU Degree: MA in Peacemaking and Conflict Studies (2011)
- Master's Thesis: "An Alternative Model for Parental Discipline in Colombia"
- Current Position: Senior Pastor of the Iglesia Torre Fuerte (Strong Tower Church)
- Current Activities: Sandra provides training and interventions in family, church and community conflicts from her church base. César serves as General Secretary of Mennonite World Conference.
- FPU Exchanges: In the summer of 2007, Larry Dunn, faculty member of the FPU Center for Peacemaking and designated Center liaison to Colombia, participated in an MCC sponsored visit to Colombia, which helped to lay the groundwork for Sandra's study in the master's program.

In the summer of 2011, Jill Schellenberg, also a faculty member of the FPU Center for Peacemaking, participated in an MCC sponsored visit to Colombian pastors, which allowed her also to reconnect with Sandra in her early transition back to Colombia. Jill returned to Colombia in 2013, and Sandra also returned to the Center in 2013.

- FPU Consultation: Continuing contact through visits and other forms of communication.

[Note: After a number of years post FPU and seminary graduation back in Colombia, Sandra and César have relocated to Ontario, Canada, which now serves as the base for César's work as General Secretary of Mennonite World Conference.]

Others Not Under the Cooperative Program

11. Oksana Bevz – Ukraine and former Soviet Union Countries

Oksana Bevz, together with her husband, Vladimir Ignakov, came to Fresno Pacific as graduate students from Ukraine through their association with Wendy Wakeman, at the time the dean of the FPU School of Professional Studies.

Vladimir had been a medical doctor and Oksana a doctor of psychiatry in the former Soviet Union. Upon becoming Christians, they left these professions to pursue alternative careers in Christian higher education. Before coming to Fresno Pacific, Oksana had been an adjunct faculty member at Donetsk Christian University and Kremenchug Bible College in Ukraine.

From Fresno Pacific, Oksana and Vladimir transitioned to Fuller Theological Seminary, where Vladimir pursued studies toward a Ph.D in theology, and Oksana became a research librarian in the Fuller library.

While at Pacific, Oksana and Vladimir discovered the Center for Peacemaking, and incorporated courses in peacemaking into their programs of study. Post completion of their FPU studies, Oksana had a desire to share what she had learned with the larger Russian speaking community, which led to a book project.

Oksana, with the assistance of Dalton Reimer (co-editor), has developed and translated into Russian an anthology of writings and materials on conflict and peacemaking. The anthology was published in 2008 by “The Bible for Everybody” publishing House in St. Petersburg, Russia, as part of the Bible Pulpit Series (Odessa, Ukraine) of the Euro-Asian Accrediting Association of Evangelical Schools. The English translation of the title is *Christian Peacemaking and Conflict Resolution*. The entire book is now also accessible in Russian on the internet.

12. Alex Sannikov – Originally from Ukraine

Alex Sannikov holds a master’s degree in Peacemaking and Conflict Studies from Fresno Pacific University (2012). Originally from Ukraine, he holds a Bachelor of Arts from the Odessa National Academy of Law, as well as Specialist in Law in State Control and International Relationships. Prior to his studies at Fresno Pacific, he worked as a lawyer in Ukraine. He now resides in Clovis-Fresno, together with his wife and two children.

In March of 2013, Alex and Dalton Reimer co-taught a five-day, 32-hour Peacemaking Seminar to regional superintendents of the Russian Baptist Church in Moscow. The seminar was an activity of the Moscow Theological Seminary's Leadership Institute for Baptist Church superintendents. Superintendents participating in the seminar came from as far away as the eastern Pacific region of Russia, Siberia and other areas of the country. The purpose of the seminar was to provide superintendents with biblical perspectives of conflict and peacemaking, and basic understandings of the theory and practice of working with conflict.

Each member of the seminar was provided with a peacemaking manual in the Russian language prepared by Reimer and Sannikov. In addition, the St. Petersburg publisher of *Peacemaking and Christian Conflict Resolution* (English title), the Russian-language reader in the

field earlier edited by Oksana Bevz and Reimer, provided 30 complementary copies for participants in the seminar.

Reimer and Sannikov were invited to co-teach the seminar by President Peter Mitskevich of the Moscow Seminary. The seminary is the mother theological training institution of the Russian Baptist Church, with seven centers scattered throughout Russia.

Alex's father, Sergiy Sannikov, is a mentor to the Moscow Seminary in his role as president of the Euro-Asian Accrediting Association of Evangelical Schools. In 2005, Sergiy conducted research on Menno Simons in the Fresno Pacific archives under a Fulbright grant, leading to the recently published work on *Menno Simons and Anabaptists* (translation of Russian title), which includes first translations into Russian of selections from the collected writings of Menno Simons. Sergiy was helpful in connecting Alex and Reimer with President Peter Mitskevich of the Moscow Seminary, who was looking for someone to teach the seminar on peacemaking to these regional leaders of the Russian Baptist Church.

Financial Summary

	<u>Income Sources</u>		
	<u>MCC Grants**</u>	<u>FPU CPACS</u>	<u>Total</u>
<u>Cost</u>			
1. *Pascal Kulungu		Fully covered by FPU	
2. Giedre Gadeikyte		Fully covered by FPU	
3. Duane Ruth Heffelbower, Indonesia	Under MCC		
4. *Ernst Janzen	19,500	12,140	31,640
5. Girma Oda	20,000	13,785	33,785
6. *Fekadu Abebe	20,000	47,547	67,547
7. *Amdetsion Woldeyes Sisha	41,590	49,093***	90,683
8. Hien Vu	10,000 (2 nd yr)	21,683	31,683
9. Christina Asheervadam	20,000	13,369	33,369
10. *Sandra Baez (Garcia)	25,000	25,943	50,943
11. *Oksana Bevz	-----	Fully covered by FPU	
12. Alex Sannikov	_____	Some FPU grants	_____
TOTAL	156,090	183,560+	339,650+

*Students with family in residence

**FPU portion covered by CPACS endowments, graduate grants and donors. Total cost amounts are approximate rather than definitive given multiple arrangements and accounts to which expenses were charged, but not less than reported.

***The significantly larger cost for Amdetsion was due to his hip replacement surgery during his course of studies leading then also to an extra year of residency.

Report by Dalton Reimer, Program Coordinator - August 15, 2013 (with a few post-2013 updates)

Appendix 4

Faculty and Staff List

Administration/Faculty

Ron Claassen: Co-Director, 1990-2002; Director, 2002-2010; Faculty 1990-2014

Dalton Reimer: Co-Director/Faculty, 1990-2002; Adjunct faculty, 2002-2014

Duane Ruth-Heffelbower: Faculty, 1996-2015; Director, 2010-2014

Gregory Zubacz: CPACS Director, 2014-2016; Faculty

Sheri Wiedenhoefer: CPACS Director, 2017-2020

Larry Dunn: Faculty, 2001 – present

Jill Schellenberg: Faculty, 2004-2015

Peter Smith: Faculty, 2011 - present

Elaine Enns: 1989-91 – VORP Case and Volunteer Manager (Mennonite Voluntary Service)

1992 – VORP Assistant Director & Sustaining Friend Program Director

1995 – CPACS Associate Director, Restorative Justice Ministries Director.

Mediation Associates Mediator

1996-1999 – Faculty (contracted services post 1999)

(Faculty appointed after 2015 not included)

Staff

Shannon Janzen: 1990-93, Administrative Assistant

Kathy Stuck: 1994-1995, Administrative Assistant

Mark Roy: 1994-1999 - Associate Director of Mediation Associates, Director of Center Marketing, and assistant in developing Center materials and publications.

Sharon Wichert, 1995-1996, Administrative Assistant

Mary Helen Mierkey: 1996-1999, Administrative Assistant

Heather Dodge Bahne: Administrative Assistant, 2000-01

Jill Schellenberg: Administrative Assistant, 2002-2004

Holly M. Mattos/McFarlin: Administrative Director, 2004-2010.

Jennifer Clark: Administrative Assistant, 2011-2013

Gina Stanphill: Administrative Assistant, 2013-2016

2009-10 Faculty and Staff List

PACS: Center for Peacemaking and Conflict Studies at FPU (*established in 1990*)

Director: Ron Claassen

Administrator: Holly Mattos

Website: peace.fresno.edu

Email: pacs@fresno.edu Phone: 453-3418

APACS: Academic Programs

Undergraduate Minor: Peacemaking and Conflict Studies

Undergraduate Focus Series

Director: Larry Dunn

Degree Completion: Criminology and Restorative Justice Studies

Director: Jill Schellenberg

Graduate Degrees: Peacemaking and Conflict Studies, including Mediation, Restorative Justice, Church Conflict, School Conflict, Workplace Conflict, and a personalized option

Director: Duane Ruth-Heffelflower

MCC International Peace Education Development Fund

Coordinator: Dalton Reimer, Faculty Emeritus

CPACS: Community Projects

Campus Discipline/ Mediation

Funding: FPU Student Life and PACS

This program, in cooperation with Student Life, provides mediation for rule violations and other issues pertaining to students.

Case Manager/Mediator: Jessica Wood

COSA 'Circles of Support and Accountability'

Funding: California Department of Corrections and Rehabilitation

COSA (Circles of Support and Accountability) works in cooperation with law enforcement, government agencies and other community organizations to assist paroled sex offenders in their transition back into the community

Program Director: Clare Ann Ruth-Heffelflower

DRPA 'Dispute Resolution Program Act' Mediation Services

Funding: Superior Court of California

This contract authorizes the Fresno County Superior Court to contract with PACS Mediation Services. The program works with the Court's Alternative Dispute Resolution department to provide mediation services for civil cases, including civil cases with a criminal crossover.

Program Director / Lead Mediator: Donald Fischer; Graduate Assistant:

Restorative Justice Initiative of Fresno County

Funding: The California Endowment

The Restorative Justice Initiative is charged with developing a government/community consensus on an integrated and embedded restorative justice model for the Fresno County juvenile justice system.

Program Director: Jason Ekk

VORP 'Victim Offender Reconciliation Program'

Funding: Fresno County Probation, community grants, private donations

VORP volunteers, many FPU students, work with juvenile offenders and bring them together with their victims to work out an agreement that recognizes the injustices, restores equity, and clarifies the future intentions.

Director: Noelle Daoudian

Agreement Manager: Johnny Phouthachack

[http:// vorp.org](http://vorp.org)

Appendix 5

Faculty Book Publications

Ron and Roxanne Claassen, *Discipline that Restores: Strategies to Create Respect, Cooperation, and Responsibility in the Classroom*. Charleston, SC: BookSurge Publishing, 2008. 2nd Edition Seattle, WA: Kindle Direct Publishing, 2020.

Roxanne: FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2003

Thesis: School Discipline – Retributive or Restorative

Roxanne Harvin Claassen and Ron Claassen. *Making Things Right: Activities that Teach Restorative Justice, Conflict Resolution, Mediation, and Discipline That Restores - Includes 32 Detailed Lesson Plans with Prepared Projections and Handouts* (Second Edition). CreateSpace Independent Publishing Platform, 2015.

Larry Dunn, *Discovering Forgiveness: Pathways Through Injury, Apology, and Healing*, Cascadia Publishing House, 2014. *A Beanie and A Cup of Tea: A Father's Poems of Loss and Love*, Eugene, OR: Resource Publications (tentative title, not yet published at the time of this document.)

Dalton Reimer, *Story-Formed Pathways to Peace: Headline News from Genesis, Jesus and Today*. Xlibris Press, 2018 (awarded first place – best in non-fiction – in 2019 Pacific Book Awards – professional book review company)

Oksana Bevz and **Dalton Reimer**, *Peacemaking and Christian Conflict Resolution* (translated title of reader in the Russian language). St. Petersburg: The Bible for Everybody Publishing House, 2008.

Oksana Bevz: FPU Graduate Degree: MA in Psychology, 2003 (including studies in conflict and peacemaking).

Duane Ruth-Heffelbower, *Conflict and Peacemaking Across Cultures: Training for Trainers*. Fresno, CA: Center for Peacemaking and Conflict Studies, 1999.

Duane Ruth-Heffelbower, *The Anabaptists are Back: Making Peace in a Dangerous World*. Harrisonburg, VA: Herald Press, 1991.

Duane Ruth-Heffelbower, *The Christian and Jury Duty* (Peace and Justice Series). Harrisonburg, VA: Herald Press, 1991.

Duane Ruth-Heffelbower, *After We're Gone: A Christian perspective on Estate and Life Planning for Families that Include a Dependent Member*. Harrisonburg, VA: Herald Press, 2011.

John P.J. Dussich and **Jill Schellenberg**, Eds. *The Promise of Restorative Justice – New Approaches for Criminal Justice and Beyond*. Boulder and London: Lynne Rienner Publishers, 2010.

Jill Schellenberg: faculty and FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2003.

Thesis: Public Opinion on Implementing Restorative Justice Principles in Fresno, California.

Appendix 6

Graduates Book Publications

Though the existence of the Center for Peacemaking (since 1990) and the graduate program (since 1995) has been relatively short, a significant fruit has been the writing and publishing of its graduates. Following is a summary of books published, three of which have received awards

by national press/publishing associations. Others have been path-breaking in opening up new ways of being and doing, and in providing needed resources in places with scarce works in the field.

Roxanne Claassen

FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2003

Thesis: *School Discipline – Retributive or Restorative*

Books Published:

Ron and **Roxanne Claassen**, *Discipline that Restores*. BookSurge Publishing, South Caroline, 2008.

Roxanne Claassen and Ron Claassen. *Making Things Right*. FPU Center for Peacemaking and Conflict Studies, 1996. Also in Spanish: *Haciendo Las Cosas Bien*.

Roxanne Harvin Claassen and Ron Claassen. *Making Things Right: Activities that Teach Restorative Justice, Conflict Resolution, Mediation, and Discipline That Restores - Includes 32 Detailed Lesson Plans with Prepared Projections and Handouts* (Second Edition). CreateSpace Independent Publishing Platform, 2015.

Elaine Enns

FPU Biblical Seminary Degree: MA in Conflict Management and Peacemaking, 1995.

Books Published:

Ched Myers & **Elaine Enns**, *Ambassadors of Reconciliation, Volume I – New Testament Reflections on Restorative Justice and Peacemaking*. Maryknoll, New York: Orbis Books, 2009. [Winner of 2nd place award for Scripture by the Catholic Press Association in 2010]

Elaine Enns and Ched Myers, *Ambassadors of Reconciliation, Volume II – Diverse Christian Practices of Restorative Justice and Peacemaking*. Maryknoll, New York: Orbis Books, 2009. [Winner of 1st place award for Social Concerns by the Catholic Press Association in 2010]

Anthony J. Nocella II

FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2003

Thesis: *Using the Critical Pedagogy Approach for Peacemaking with Revolutionaries*

Books Published:

Steven Best and **Anthony J. Nocella II**, Eds. *Terrorists or Freedom Fighters? – Reflections on the Liberation of Animals*. New York: Lantern Books, 2004

Steven Best and **Anthony J. Nocella II**, *Igniting a Revolution: Voices in Defense of the Earth*. AK Press, 2006.

Randall Amster, Abraham DeLeon, Luis Fernandez, **Anthony J. Nocella II**, Deric Shannon, Eds., *Contemporary Anarchist Studies: An Introductory Anthology of Anarchy in the Academy*. Routledge, 2009.

Richard Van Heertum, **Anthony J. Nocella II**, Benjamin Frymer and Tony Kashani, *Hollywood's Exploited: Public Pedagogy, Corporate Movies, and Cultural Crisis (Education, Politics and Public Life)*. Palgrave Macmillan, 2010.

Anthony J. Nocella II, Steven Best, Peter McLaren and John Asimakopoulos, *Academic Repression: Reflections from the Academic Industrial Complex*. AK Press, 2010.

Steven Best, Richard Kahn, **Anthony J. Nocella II**, Peter McLaren, *The Global Industrial Complex: Systems of Domination*. Lexington Books, 2011.

Anthony J. Nocella II and Lisa Kemmerer, *Call to Compassion: Religious Perspectives on Animal Advocacy from a Range of Religious Perspectives*. Lantern Books, 2011.

Deric Shannon, **Anthony J. Nocella II**, John Asimakopoulos, Eds. *The Accumulation of Freedom: Writings on Anarchist Economics*. AK Press, 2012.

Douglas E. Noll

FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2001

Thesis: *Peacemaking*

Books Published:

Douglas Noll, *Peacemaking – Practicing at the Intersection of Law and Human Conflict*.

Telford, Pennsylvania: Cascadia Publishing House (co-published with Herald Press), 2003

John F. Boogaert and **Douglas E. Noll**, *Sex, Politics & Religion at the Office*. Fresno: Auberry Press, 2006.

Douglas E. Noll, *Elusive Peace – How Modern Diplomatic Strategies Could Better Resolve World Conflicts*. Amherst, New York: Prometheus Books, 2011.

Douglas E. Noll. *De-Escalate: How to Calm an ANGRY Person in 90 Seconds or Less*. New York: Atria Paperback, 2017.

Jill Schellenberg

FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2003

Thesis: *Public Opinion on Implementing Restorative Justice Principles in Fresno, California*

Books Published:

John P.J. Dussich and **Jill Schellenberg**, Eds. *The Promise of Restorative Justice – New Approaches for Criminal Justice and Beyond*. Boulder and London: Lynne Rienner Publishers, 2010

Foreign Language Publications

French

Pascal Kulungu

FPU Graduate Degree: MA in Administrative Leadership with a Certificate in Peacemaking and Conflict Studies, 1998.

Thesis: *Leadership Challenges in Health Care Systems: The Case of the Democratic Republic of Congo*

Books Published:

Pascal T. Kulungu, *Manuel de Formation de Formateurs – Sur La Résolution Pacifique, Médiation et Réconciliation de Conflits*. Kinshasa, Democratic Republic of Congo: Editions, CPLB, 2011.

Portuguese

Ernst Werner Janzen (Brazil)

FPU Graduate Degree: MA in Peacemaking and Conflict Studies, 2004

Thesis: *Building Peace: A Teaching Curriculum* (in both English and Portuguese)

Books Published:

Ernst Werner Janzen, *Conflitos oportunidade ou perigo? – A arte de transformar conflitos em relacionamentos sadios*. Curitiba: Editora Evangélica Esperança, 2007.

[awarded the best book prize in its category by the Brazilian Association of Christian Publishers for books published in 2007.]

Ernst Werner Janzen, *Reuniões – da agenda ao resultado*. Curitiba: Editora Evangélica Esperança, 2007 (a guide to leading meetings for church leaders)

Ernst Werner Janzen, *RUMO AO ALTAR – Um manual para quem vai se casar*. Curitiba: Editora Evangélica Esperança. (a manual to prepare couples for marriage)

Ernst Werner Janzen, *Conflitos na Igreja*. (book on church conflict)

Russian

Oksana Bevz

FPU Graduate Degree: MA in Psychology, 2003 (including studies in conflict and peacemaking)

Books Published:

Oksana Bevz and Dalton Reimer, *Peacemaking and Christian Conflict Resolution* (translated title in English). St. Petersburg: The Bible for Everybody Publishing House, 2008. [Part of the publishing initiative of the Euro-Asian Accrediting Association of theological schools in the former Soviet Union and Eastern Europe.]

Amharic (Ethiopia)

Amdetsion Woldeyes Sisha

FPU Graduate Degree: MA in Peacemaking and Conflict Studies

Book Translation Published:

Amdetsion Woldeyes Sisha, Translator: John Paul Lederach, *The Journey Toward Reconciliation* (English title). Addis Ababa: Berchanena Selam Printing Press, 20

Appendix 7

Founding Minutes

Page 10

TO FRESNO PACIFIC COLLEGE
BOARD OF TRUSTEES

FROM RICH KRIEGBAUM
PRESIDENT

April 19, 1990

Recommendations on selected items on the Decision Agenda

3. Institute of Conflict Management and Peacemaking

That the Board approve the establishment of the Institute of Conflict Management and Peacemaking, as a department of the college, under the supervision of the Academic Vice President, with implementation designed to ensure that the program is financially self-sustaining in each fiscal year, after covering all direct and indirect costs, but including its proportionate share of tuition revenue for courses offered by the institute.

4. Adult Degree Completion Program

4A That the Board approve in principle the offering of compressed-time BA degree programs, commonly known as Adult Degree Completion Programs, with admissions requirements, degree requirements, student lifestyle standards, organization, and clear Christian distinctives as described generally in the Proposal for an Adult Degree Completion Program as approved and forwarded to the Board by the Faculty, with the stipulation that any such programs be financially self-sustaining each fiscal year.

4B That the Board approve the offering of an Adult Degree Completion Program with a major in Management of Human Resources, as proposed, and that the Board authorize the purchase of this program and all related support services from Spring Arbor College, at the price and as described in the Proposal for an Adult Degree Completion Program.

8. 8A That if by June 30, 1990 pledges total \$2,000,000 or more, including a Kresge challenge grant, and the total project cost, not counting architectural and engineering costs already paid, is bid at \$2,700,000 or less, the administration is instructed to proceed with construction of the original (Nov 1987) plans for the Faculty Administration building, and to continue efforts to raise the rest of the total project cost during the construction period.

8B That if by June 30, 1990 pledges total between \$1,600,000 and \$1,900,000, including a Kresge challenge grant, the Board Chair will convene a meeting of the Planning Commission by July 15 to decide whether to:

8B1 Start construction of Alternate Plan (Nov 1988) Phase I

8B2 Start construction of complete Alternate

8B3 Continue fundraising

8C That if by June 30, 1990 pledges total between \$1,200,000 and \$1,500,000, but without a Kresge challenge grant, the Board Chair will convene a meeting of the Planning Commission by July 15 to decide whether to:

8C1 Start construction of Alternate Plan Phase I

8C2 Continue fundraising

16. Whereas the original purposes of the Church Advisory Council have been substantially achieved, and the CAC has become less active and effective despite good efforts to maintain it, and other means exist to achieve the original purposes of the CAC, and upon the advice of the pastors of the Pacific District Conference in caucus November 1989, we recommend that the CAC be terminated and dissolved.

CALL TO ORDER

Chairman Enns called the afternoon session to order at 1:00 P.M.

DECISION AGENDA (Section 1, pg. 6)

1. Board Calendar Revision

It was MSC to accept the Board Meeting Calendar as presented.
(Section 1, pg. 3)

2. School Psychology Program (Section 2, pg. 19, item 4)

Upon recommendation of the Academic Commission it was MSC to implement this program, with the understanding that the program must first be cleared with the California Commission on Teacher Credentialing.

3. Conflict Management/Peace Making Institute (Section 2, pg. 33)

Discussion was held and statement made indicating that this would be a teaching program. Upon recommendation of the Academic Commission it was MSC that the program be implemented with the understanding that VORP would continue as a separate entity.

4A. Adult Degree Completion Program (Section 2, pg. 22)

A discussion ensued in which it was stated that enrollment would be limited, with most instruction provided by regular FPC faculty. The program would be offered on or near the campus to ensure that students would relate the program to the College.

Upon recommendation of the Academic Commission it was MSC to approve the Adult Degree Completion Program. (Section 1, pg. 10) Cost of the program purchased from Spring Arbor will be \$385,000.

4B. Housing of the Adult Degree Completion Program (Section 6, pp. 73-76)

Upon recommendation of the Planning and Budget and Finance Commissions it was MSC to house the ADCP in one of the College owned residences, provided the College could meet the requirements of the City of Fresno, including the parking lot.

The Board Executive Committee was authorized to negotiate all permits, variances, etc., which are required to complete this project.

Appendix 8

Board Reports 1990-2008

FRESNO PACIFIC COLLEGE CENTER FOR CONFLICT STUDIES AND PEACEMAKING 1990 - 1991 ANNUAL REPORT

Coordinators: Ron Claassen and Dalton Reimer
Administrative Assistant: Shannon Jost Janzen

The Center for Conflict Studies and Peacemaking has enjoyed a very active first year of operation. The mission of the Center is to coordinate the college instructional programs in conflict management and peacemaking, to motivate and assist in the development of new church-based Victim-Offender Reconciliation Programs, to assist the church and church institutions in conflict management and peacemaking education and training, to develop school programs in conflict management, to provide mediation and consultative services in conflict management, and to motivate and initiate research in conflict management and peacemaking. An overview of the year follows.

College Instructional Programs. Biblical Theology of Conflict and Peacemaking (Hugo Zorilla, Instructor, 10 students enrolled), Conflict Management and Resolution (Dalton Reimer, Instructor, 10 students enrolled), and Historical Peacemakers (Directed Readings course with 2 students enrolled) were taught in the undergraduate program this year. Credit (1 unit) for mediation training through the Victim-Offender Reconciliation Program (VORP) was also instituted and several students participated. Individual presentations on conflict management also were made in several undergraduate and graduate classes and the adult degree completion program. An intensive three-day workshop on conflict management as it pertains to schools and classrooms was also provided by Ron Claassen in August of this year for the new teaching interns beginning this fall.

Victim-Offender Reconciliation Program (VORP). The VORP Central Function is the umbrella under which the Center assists in the beginning and development of new church-based VORP programs. These programs stand alongside the criminal justice systems in local communities as an alternative designed to bring victims and offenders together with a mediator to work towards reconciliation and restitution. The Center's VORP activities, under the leadership of Ron Claassen, have been in several areas.

Training of volunteer VORP mediators has been provided for Pasadena VORP, VORP of the Central Coast (Monterey and San Luis Obispo Counties), and Tulare County VORP. Multiple trainings for the VORP of the Central Valley program have also been provided by Claassen as part of his continuing work as Director of the Central Valley VORP.

Justice Fellowship, a branch of Chuck Colson's Prison Fellowship Ministries centered in Washington D.C., contracted for the services of Claassen as a consultant for the equivalent of about one month between November, 1990 and March, 1991. Claassen developed an initial case statement and then a model program manual for use by Justice Fellowship in developing VORP type programs through their network. Justice Fellowship's vision is to develop such programs throughout the country.

1991-92 ANNUAL REPORT OF THE CENTER FOR CONFLICT STUDIES AND PEACEMAKING

To: Gerald Winkleman, Academic Vice President

From: Ron Claassen and Dalton Reimer, Co-Directors of the Center (CCSP)

We begin this second annual report of the Center for Conflict Studies and Peacemaking with a brief reminder that the Center has as its mission directing the undergraduate minor in Conflict and Peacemaking; providing counsel, training, and technical assistance to new and developing Victim-Offender Reconciliation Programs (VORPs); working with schools in training administrators, faculty, staff and students in effective conflict management; working with churches and church groups in developing an understanding of effective conflict management practices; and providing training and mediation services to churches, businesses, schools, public agencies, etc.

This again has been a very busy and active year. A few examples will illustrate the range of services provided by the Center. On the **VORP** front, counsel and/or training was provided for VORPS in Tulare County, San Diego, New Jersey, Phoenix (Arizona), and Akron (Pennsylvania), as well as a prison group in California's Vacaville Prison. Exploratory conversations regarding possible new VORPS were held in Hanford (Kings County) and Madera. Persons also came to Fresno for consultation from places such as Los Angeles, Colorado, and South Africa. The Center's VORP Advisory Group has engaged in continuing conversation during the year regarding the establishment of a network of church-based VORP programs under the title of Restorative Justice Ministries for the purpose of providing a structure for continuing counsel and mutual aid.

On the **school** front, the expected development of several new Conflict Managers Programs did not materialize. The limited funding available to public schools this past year frustrated this development. Nevertheless, more limited training for such a program occurred in the Ahwahnee and Tioga middle schools here in Fresno. Other consultation was provided for other schools. A major mediation occurred in another Fresno school in serious conflict.

Training leaders and managers in effective conflict management is another activity of the Center. This past year intensive training was provided for the administrators of the McLane Pyramid of the Fresno School District and for the managers and supervisors of the Fresno Irrigation District. In addition shorter training sessions were provided in-house for FPC student leaders, FPC teaching interns, etc.

Mediation services continue to be provided to churches, schools, businesses, families, etc. through the Center. A major development during the year was the inauguration of Mediation Associates, a group of Christian professional mediators who have come together under Center sponsorship for the purpose of providing professional mediation services on a fee basis.

Workshops were provided by Center leadership at a "Ministry of Reconciliation" conference at Pepperdine University in the Los Angeles area, at several Mennonite and Mennonite Brethren church conferences, etc. Center leadership also served as teachers and speakers in several church, conference and retreat settings.

Board Version

FRESNO PACIFIC COLLEGE
THE CENTER FOR CONFLICT STUDIES AND PEACEMAKING

A Report of the First Three Years

1990 - 93

June, 1993

INTRODUCTION.....

Staff

Ron Claassen - Co-Director

(Ron is on fulltime contract with the Center. In turn, most of his work results from training, consulting and mediation contracts between the Center and churches, schools, businesses, victim-offender reconciliation programs, and other external organizations. A major contract is with the Victim-Offender Reconciliation Program of the Central Valley, Inc., which he serves as Director. Ron also shares responsibility for the administration and development of the Center, as well as for training programs directly sponsored by the Center.)

Dalton Reimer - Co-Director

(Dalton works parttime for the Center. He is responsible for coordinating the academic programs in conflict and peacemaking of the college, as well as teaching in the field. In addition Dalton shares in selected training programs and in the administration and development of the Center.)

Shannon Janzen - Administrative Assistant

(Shannon currently works half-time as Administrative Assistant in the Center.)

History

The Center for Conflict Studies and Peacemaking represents the bringing together of two streams of development during the 1980s. The Center developed out of extended conversations over time between Ron Claassen, Director of the Victim-Offender Reconciliation Program (VORP) of the Central Valley, Inc., and Dalton Reimer, Coordinator of Fresno Pacific's program in Conflict and Peace Studies. Ron fathered the Central Valley VORP in 1982 as the first VORP in California and nurtured its development until it has become a national model of an independent, church-based VORP. Simultaneously, in 1982-83, Reimer was a key mover in establishing the program in Conflict and Peace Studies at Fresno Pacific College. Since the early 1980s, Claassen has also served as the West Coast Representative of the national Mennonite Conciliation Service. Also during the 1980s, he established, together with a partner, a private mediation practice. After nearly a decade of independent development, Claassen and Reimer concluded that the joining of forces in a Center at Fresno Pacific College would allow for more effective use of resources and for a larger mission that would include expanded services to persons in the criminal justice field, education, church, business, etc. The identity of the College as a Mennonite-sponsored institution with a long tradition in peacemaking also made the possible sponsorship of the College particularly attractive. The proposal for a Center was received and endorsed by the College's faculty and administration, and approved by its Board of Trustees. Claassen and Reimer were appointed as Co-Directors of the Center, and the Center officially opened its doors in the summer of 1990.

ACADEMIC PROGRAMS.....

Mission

The mission of the Center is to encourage, develop and coordinate studies in conflict and peacemaking throughout the academic programs of the college.

Programs

Conflict and Peacemaking Minor (inaugurated in the early 1980s)

General Education Focus Series in Studies in Conflict and Peacemaking
(Includes two courses and a practicum experience, to be inaugurated the fall of 1993)

This is one of four Focus Series from which students must choose one as part of their General Education Program.

Additional Training Experiences

VORP (Victim-Offender Reconciliation Program) Mediation Practicum (1 unit - available through either the undergraduate program or through Professional Development.) Credit for this practicum requires completing the VORP training, supplementary reading and a minimum of one case.

(See the story of a VORP mediation completed by Chuck Deckert, an undergraduate student, on the next page.)

Teaching Interns in the Teacher Education Program
An intensive short-term training in conflict management has been provided the past two years for teachers beginning their internship experience.

Student Leadership Training in Conflict Management
An intensive short-term training has been provided the past two years for students assuming leadership positions in the undergraduate student body.

A STORY OF A VORP MEDIATION

(This story appeared in the June, 1993 issue of *VORP NEWS*, the bulletin of VORP of the Central Valley.)

YOUNG GRAFFITI OFFENDER LEARNS WHAT THE "R" IN VORP MEANS

Our story this month is from Chuck Deckert. Chuck is from South Dakota and has been studying at Fresno Pacific College. In fact, he came to Fresno Pacific College because he wanted a significant part of his education to be working with our VORP program. In addition to his studies this last semester, he volunteered 20 hours per week working with VORP cases and assisting in follow-up. Some names and details have been changed to protect identity.

As we were about to begin the joint meeting, Pete (the principal) asked Jim to remove his cap. It had writing on it and Pete construed it to be a gang symbol.

I always pray in preparation for a joint meeting and especially this time since I expected some tension. I was concerned about the attitude of these two young offenders (13 and 14 years old) who had been caught writing graffiti on Pete's elementary school. When I explained the VORP process to Jim, Billy, and their mothers, I found their mothers very supportive of VORP. But the attitude of Jim and Billy gave me the impression that they were being coerced into cooperation by their mothers, and they might be difficult to work with.

In a prior conversation with Pete, he expressed his concern about the attitudes of these offenders. He was willing to meet but he would not want them working off restitution on his school campus because he just didn't want them around.

But my concerns proved unnecessary as Jim and Billy spoke openly about what they had done. Pete wanted to know what they had written, what their nicknames were, and where on the building they had written (other graffiti had also been written). Pete pulled some pictures of graffiti from a file and Jim and Billy looked at these pictures, trying to identify their graffiti. Pete talked briefly about his own experience with a nickname. Jim and Billy listened while Pete told them how the younger children especially, were frightened by graffiti and the fear of gangs. Then he explained how the school needed a paint job badly, but it couldn't be done because the paint crews were frequently occupied painting over graffiti.

When I asked Jim and Billy to summarize, they clearly repeated the two major impacts that graffiti was having on Pete's school.

When I asked Pete what he believed fair restitution would be, he replied: "Well, for it not to happen again." As they discussed the costs Pete suggested that each boy should be responsible for about twenty dollars restitution. The others thought that was fair. Jim's mother asked if the boys could work it off. Pete expressed his satisfaction concerning the attitude of responsibility that Jim and Billy had taken, but he explained that his staff would not have time to supervise the boys. When Jim's mother offered to supervise Jim and Billy if they could work for the school, Pete was happy with the offer.

Pete said that he would be willing to ask for less labor if Jim and Billy would be willing to speak to several third and fourth grade classes about the need to stop doing graffiti. Both boys immediately agreed to Pete's offer. Furthermore, both boys assured Pete that their graffiti writing was over.

I was amazed at the positive attitudes Jim and Billy had chosen to take. As I watched Pete shake hands with Jim, Billy, and their mothers, I knew that God had done something here. As we were finishing up the meeting, Pete asked, "What does the R in VORP stand for?" "Reconciliation," I replied.

BASIC INSTITUTE IN CONFLICT MANAGEMENT

Mission

The mission of the Basic Institute is to provide an intensive, 30-hour training in the basic theory and practice of managing and resolving conflict for lay and professional persons in the church, school, business, and other institutions and organizations of society.

History

Three Institutes have been offered in cooperation with the Mennonite Brethren Biblical Seminary during the Seminary's January term.

A first summer institute was offered in the summer of 1992.

Future Projections

Two Institutes per year are projected for the immediate future. Those scheduled for the next year are: July 26 - 30, 1993
January 24-28, 1994

See announcement of the summer institute in the appended materials.

Responses to the Institute

"The course has provided wonderful tools for me personally in my work with churches. I tell ministers regularly that I think they would also benefit by attending it." - Henry Dick, District Minister of the Pacific District Conference of Mennonite Brethren Churches

"Since spending a week in the conflict course, I have thought of the many times in my pastorate I should have known and used the strategies taught there. Principles demonstrated in the classes, had I known them earlier, would have made me much more adequate in bringing healing and reconciliation to others, and would have removed much of my hesitancy and discomfort in confronting "touchy" situations." - Marvin Hein, Executive Secretary of the General Conference of Mennonite Brethren Churches

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SCHOOL PROGRAMS

Mission

The mission of the school program is to assist schools in developing peer mediation programs, classroom discipline based on restorative principles, and cooperative, consensus decision making.

Activities

During the first two years (1990-92) the Center trained teachers and assisted in establishing peer mediation programs in several schools (Raisin City, Roosevelt High School as well as Ahwahnee and Tioga Middle Schools in Fresno). This work has expanded to a varied agenda of involvement in the schools. An emerging focus is on classroom discipline in a restorative mode. Roxanne Claassen, Coordinator of the Peer Mediation Program at Raisin City, has described her experience in her classroom in the **article on "Discipline That Restores", which is included in the appendix**. A version of this article is found in the current issue of Conciliation Quarterly, a publication of Mennonite Conciliation Service.

Current year activities include:

Training Workshops

Forkner Elementary School
McLane Pyramid Teachers/Administration
Chester Rowell Elementary School
Ahwahnee Middle School
Tulare County School Mental Health Fair
Baird Elementary School
Fresno Unified School District Student Services
Viking Elementary School
Central Valley Christian School Coalition
Roosevelt Pyramid Teachers/Administration

Mediations (Number during 1992-93 in Parentheses)

Public Schools (3)
University (1)
Fresno Pacific College (3)

Lectures/Presentations (Number during 1992-93 in Parentheses)

Fresno Pacific College (7)
California State University, Fresno (1)

San Joaquin College of Law

A new course in Alternative Dispute Resolution was inaugurated in the curriculum of the San Joaquin College of Law in 1991-92 taught cooperatively by Ron Claassen and Joby Dupuis (enrollment of 10). The current year course is being taught cooperatively by Ron, Joby, and Duane Ruth-Heffelbower (enrollment of 59).

RESTORATIVE JUSTICE MINISTRIES

Advisory Group

Duane Ruth-Heffebower (Mennonite Pastor/Attorney/Mediator)
 Steve Penner (Director of West Coast Mennonite Central Committee [MCC])
 Howard Zehr (Director of the Criminal Justice Office of MCC)
 Richard Unruh (Fresno Pacific Faculty Member)

Mission

Restorative Justice Ministries is the umbrella under which the various justice interests of the Center are grouped. The mission of the Center through Restorative Justice Ministries is to encourage and assist in the development of new church-based Victim-Offender Reconciliation Programs (VORP), to provide an on-going forum for persons involved and interested in church-based restorative justice programs, and to be an advocate for restorative justice in the church, the justice system, and the larger community.

Activities

Since beginning VORP of the Central Valley in the early 1980s, Claassen has assisted core groups of private citizens in 14 different California counties interested in establishing VORPs in their areas. Nine of these are in operation today. Claassen has also served as a VORP consultant and trainer for VORPs in other parts of the country. He has also served as a consultant to Chuck Colson's Justice Fellowship group based in Washington, D.C. He continues to serve as a member of the advisory group to the California Youth Authority.

1992-93 Activities

Assistance to New Emerging VORP Programs:

Program in Kings County
 Program in Madera County
 Programs in Akron (PA), Denver and Boulder (CO), Phoenix (AZ).

VORP Training Programs Conducted Outside of Fresno:

San Diego
 Monterrey
 Arizona
 Reedley/Dinuba

First Annual Restorative Justice Ministries Consultation (March, 1993)

This consultation brought together thirty persons from throughout California and other parts of the United States and Canada who are involved or have an interest in church-based VORP programs.

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CHURCH MINISTRIES

Mission

The mission of the Center includes providing teaching and training in conflict management and peacemaking, speaking/preaching ministries, and mediation for the church.

Activities

Activities of the past year include:

Conference/Training Activities

Bible Conference on Biblical Foundations of Conflict and Peacemaking - Armenian Pastors Retreat (Summer, 1992)

Mennonite Brethren Pacific District Deacons Conference on "Conflict Management Resolution Skills" (February 19-20, 1993)

Bible Conference on Biblical Foundations of Conflict and Peacemaking - Dallas (Oregon) Mennonite Brethren Church (May 14-16, 1993)

Bethany Mennonite Brethren Church Workshop (May, 1993)

Church Presentations (sermonic, teaching, etc.) (c. 10)

Church Mediations (2)

Church Conference Presentations

U.S. Conference of Mennonite Brethren Churches - Workshop on Conflict in the Church and Community (Summer, 1992)

Religious Education Congress (Los Angeles) - "The Role of the Church in Restorative Justice" (February, 1993)

Valley Religious Education Conference - "Conflict Management in Churches" (March, 1993)

Other

Mennonite Conciliation Service: Claassen serves as West Coast Regional Representative of Mennonite Conciliation Service. As a result of this involvement, Ron responds to numerous telephone inquiries from pastors and lay leaders regarding possible options in conflict situations.

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MEDIATION ASSOCIATES.....

Identity and Mission

Mediation Associates is a group of trained and experienced professional mediators who offer mediation services to the community under the auspices of the Center. Mediators who are members of this Associates group and who are not fulltime employees of the College work as independent contractors. Mediation Associates was officially established in 1992.

The mission of this group is to offer professional mediation services for a fee. As an activity of the Center in the context of an educational institution, this service helps to keep theory informed by practice and practice informed by theory. It provides a continuing "reality check" for what is taught in the classroom and in training sessions.

Mediators

Mediation Associates has five members:

Ron Claassen, Director (Mennonite/College)
 Dalton Reimer (Mennonite/College)
 Mike Manghera (Catholic, Social Worker)
 Bill Smoyer (Presbyterian, Realtor)
 Duane Ruth-Heffelbower (Mennonite Pastor, Attorney)

Activities *(See the next page for a mediation story involving a business.)*

Mediation Associates offers mediation services in the areas listed below. The number of inquiries regarding possible mediation since March of 1992 are indicated in parentheses.

Consumer disputes (1)
 Partnership/Corporation disputes
 Real Estate/Construction disputes (3)
 Child custody/visitation/support/other family disputes (13)
 Property division/spousal support in marriage dissolutions (7)
 Contract disputes
 Estate disputes
 Community disputes
 Employer/Employee disputes (includes sex, race & age discrimination) (5)
 Personal Injury and Property damage
 Dispute within organization (7)
 Church disputes (4)
 Other (10)

Of a total of 50 inquiries, 16 cases have been completed, 11 are currently open, and 23 did not materialize, mostly because parties were not interested in pursuing the mediation option further.

Mediation Associates is still in infancy, but is expected to grow as the group becomes better known and as mediation itself becomes more widely accepted as an alternative way of resolving conflicts.

THE DIVISION OF THE ASSETS OF A FAILED BUSINESS

A Story of a Mediation by Ron Claassen

A business was growing rapidly and decided to expand to another location in another city. Three investors joined the venture with the principal owners/operators (three brothers) of the business. After three years experience, mounting operating losses, and no turnaround in sight, a decision was made to close the new venture. After the equipment was sold and debts paid there was a balance of \$30,000. Each investor had invested \$40,000 and the principal owners had invested \$100,000.

All investors and owners of the business were Christians.

The owners had invested the largest amount and figured that investors know they are taking a risk. They thought that the money should be their's to help cut their losses.

The investors talked and while they hadn't had much information thought that the failure of the business was due to lack of adequate training and mismanagement.

A quick conversation between them made it clear they were not in agreement and a lawsuit was threatened by the frustrated investors.

A pastor heard of this and suggested they consider mediation. They called me and a mediation was set.

We started by affirming that our intention was to look for a solution that would be the best possible one given the unfortunate circumstances. Since we were all Christians we also agreed that we were aiming for being able to say at the end of meeting as they did in Acts 15, "it seemed good to the Holy Spirit and to us."

We started with the owners giving a description of the business efforts, successes and failures. The investors listened and summarized until the owners said, "Yes, that is what we tried and that is what happened."

We then listed the main concerns of each person and looking at those concerns tried to see if there was an obvious way to resolve it. We surfaced a number of possible options but none of them seemed to satisfy all of the parties. Then, one of the participants suggested that we consider who was hurt most by the loss. They agreed that they would go around and each tell how the loss had impacted them. All had spoken except one. All had said basically that they never liked to lose money, always had been good at cutting their losses early, didn't want to accept the full loss and would like a portion of what remained to cut their losses. Each also added that this loss would not have a major long-term impact on them. The last to speak had been quiet throughout this part of the discussion and said finally that he was embarrassed to tell how it impacted him. He reminded them that he had not brought up this topic and had only hoped to get a portion of the remaining amount back. Then he told how he had mortgaged his home to borrow his portion of the investment, hoping to make a handsome profit to help his inadequate retirement.

The group quickly decided that the full \$30,000 should be given to this individual. This individual said he was very embarrassed and obviously was foolish in taking this risk, but he was extremely grateful.

As they left, one of them commented and others agreed that it never feels good losing money, but that he felt good about their decision.

SPECIAL PROGRAMS

Lectureships

David Augsburg - "Shalom Amid Our Brokenness" (September, 1990)
Augsburger is a professor in pastoral care and counseling at Fuller Theological Seminary.

John Paul Lederach - "Shalom in a Rambo World" (February, 1991)
The Staley Distinguished Christian Scholar Lecture Program. Lederach is Director of International Conciliation Services for the Mennonite Central Committee as well as Associate Professor of Sociology at Eastern Mennonite College in Harrisonburg, Virginia.

Howard Zehr - "Crime Destroys - Justice Heals: A New Focus for Crime and Justice" (March, 1993)
The Believers' Church Lecture Series (a joint series of the college and seminary). Howard Zehr is the Director of the Office of Criminal Justice of Mennonite Central Committee and a writer in the field of restorative justice.

International Internship

Juan and Maite Romero of the Mennonite Center in Brussels, Belgium have been in training for the past year at the Center under the sponsorship of the Mennonite Central Committee and the Mennonite Board of Missions (Elkhart, Indiana). The purpose of this training has been to prepare to open a Center in Brussels that will provide training and mediation services to the church and community in that region. The Romero's are of Spanish background, and are conversant in Spanish, French and English. While here, they have translated Center materials into Spanish and recently climaxed their training by conducting a training in conflict management in Spanish for pastors of Hispanic churches of this area. We anticipate a long-term sister relationship with the Center in Brussels.

BUDGET AND FINANCES.....

Guideline

The Center is expected to be self-financing. In assessing whether the Center is meeting this requirement, all income generated by mediation and training contracts as well as grants and donations is counted. In addition, tuition income generated by the three core courses in the College's minor program in Conflict and Peacemaking as well as other specific courses implemented by the Center in the various divisions of the College (e.g. Victim-Offender Mediation Practicum in the Undergraduate Program, or Professional Development Workshops or Graduate Courses) is credited to the Center for the purpose of this analysis. It should be noted that the latter do not appear on financial statements of the College, but are used internally to determine whether the Center is meeting its financial obligation. The following report includes all sources of income and expenditures for the Center.

Financial Summary : 1990-1993

<u>Income</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
Tuition Credit	\$18,825	\$28,930	\$43,155
Basic Institute in Conflict Management	694	1,315	957
Central Valley VORP, Inc. (Contract for Claassen)	9,583	10,250	9,170
West Coast Mennonite Central Committee (Grant for VORP Development)	5,000	5,000	5,000
Fees, Contracts, etc.	<u>21,343</u>	<u>23,709</u>	<u>15,577</u>
TOTAL INCOME	\$55,445	\$67,204	\$73,859
<u>Expenses</u>			
Personnel Salary/Benefits	\$45,086	\$59,639	\$49,938
Instructional Salaries/Benefits	5,183	5,481	6,209
Program and Office Operations	5,777	10,456	6,792
Capital	-----	2,373	150
Overhead	-----	-----	-----
TOTAL EXPENSES	\$56,046	\$77,949	\$63,089
NET INCOME/EXPENSES	(601)	(10,745)	10,770

**FRESNO PACIFIC COLLEGE
CENTER FOR CONFLICT STUDIES AND PEACEMAKING**

**1994-95 Annual Report
May, 1995**

Co-Directors: Ron Claassen and Dalton Reimer
Administrative Assistant of the Center: Mark Roy
Administrative Assistant in Restorative Justice Ministries and Mediation Associates::
Kathy Stuck (Voluntary Service)
Student Assistants: Roxie Sadler and Monique Clark

Consistent with its mission of equipping people to resolve conflict and promoting the development of "restorative" structures in the church and society, the Center has been particularly active during the 1994-95 fiscal year in the following areas: education and training in conflict management for individuals and organizations, promotion and development of restorative justice within the criminal justice system and of restorative discipline within the educational system; and constructive intervention in situations of interpersonal, congregational, and organizational conflict.

Education and Training

A primary function of the Center is to offer conflict management education and training to Fresno Pacific College and Mennonite Brethren Biblical Seminary students, educators and the public at large. Activities during the 1994-95 fiscal year are summarized below. In addition to the listed activities, new masters and certificate programs were developed in Conflict Management and Peacemaking to be implemented during the 1995-96 fiscal year.

Core Undergraduate Courses. Three undergraduate courses (Conflict Management and Peacemaking, Theological Ethics of Conflict and Peacemaking, and Historical Peacemakers) constitute the core of the undergraduate minor in Conflict and Peacemaking as well as a concentration in the Liberal Studies major. The first two combined with the Mediation Practicum also form the Focus Series in Conflict Management and Peacemaking in the General Education program. The Mediation Practicum offers students hands-on mediation training and experience in handling an actual juvenile justice case from start to finish in Fresno's Victim-Offender Reconciliation Program. Registrations for these core courses and the Mediation Practicum exceeded 100 students in 1994-95. Five Bachelor of Arts students graduated with a minor in the field.

Peer Mediation and Conflict Management Training (HBM 1071). Offered three times in fiscal year 1994-95 (August 1994, November 1994 and March 1995), this 2-3 credit course equips teachers and administrators to initiate and maintain student mediation programs in area schools. The following schools participated in the course in 1994-95: Pyle Elementary, Pixley Union Elementary, McCabe Elementary, Burroughs Elementary, Boys' and Girls' Clubs of Fresno County, John F. Kennedy Junior High, Jefferson Elementary, Sunset Elementary, Raisin City Elementary, Sun Empire Elementary, and Woodlake Elementary.

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Basic Institute in Conflict Management and Mediation (HBM 1059). The week-long Basic Institute is offered twice yearly--at FPC in July and MBBS in January--to seminary and graduate students, church leaders, and others who would like to effectively deal with the conflicts they encounter. In 1994-95, 42 people from the United States and Canada participated in the Basic Institute, which is offered for graduate credit (FPC and MBBS) and professional development credit (FPC).

Conflict Management and Peacemaking in Schools (CRI 704). This course, offered for the first time in the summer of 1994, exposes graduate students to the concepts and practice of peer mediation and restorative discipline. By developing a workable implementation plan, students are prepared actually to introduce these concepts and structures into their schools. Registrations for this course will increase as it has been adopted as a key course in several graduate education programs as well as the education concentration of the new Master of Arts Degree program.

Student Teacher/Continuing Education. Ron and Roxanne Claassen conduct a one-day management seminar each semester (May and November) for FPC student teaching students entitled *Introduction to Managing Conflict in the Classroom*. Ron also participated in the Professional Development Division's Summer Institute: *Managing Conflict in Schools* in June 1994, and again in Summer 1995.

Conflict Across Cultures -- Research & Training. This unique training experience brought together people from a variety of ethnic groups: Armenian American, Hmong American, German (Mennonite) American, African American, Mexican American, and Chinese American to learn from each other about inter- and intra-personal conflict. Ron Claassen was assisted in the training by John Paul Lederach of Eastern Mennonite University and Regina Shands Stoltzfus of Mennonite Central Committee. Ron and Regina will be reporting the results of this experience to the National Conference on Peacemaking & Conflict Resolution (NCPCR) in May, 1995 in Minneapolis, Minnesota.

Local Conservation Corps. Ron Claassen recently began working with young adults in the Corps, a national service organization which employs many women and men who have come from troubled communities. Ron is working with Corps leaders to train these volunteers to respond to conflict in new ways and to bring constructive conflict resolution strategies back to their communities. Ron is currently working with more than a dozen corps members.

Community Education & Program Promotion. In 1994-95 Ron conducted staff and faculty in-services for more than a dozen school and district entities. In addition, Ron has participated in meetings and spoken to congregational, educational, community groups and media representatives - well over 200 in all - in order to increase awareness of the Center and to promote the Center's programs and vision. He has also testified in support of restorative justice legislation before the California Senate.

Restorative Justice Ministries (RJM)

Fresno Pacific College and the Center for Conflict Studies & Peacemaking promote the development of Church-based Victim Offender Reconciliation Programs (VORP)

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through Restorative Justice Ministries, which is sponsored in part by Mennonite Central Committee West Coast and works closely with the MCC U.S. Office of Criminal Justice.

RJM has a three-fold purpose: (1) to develop and gather restorative justice resources; (2) to develop and advance restorative justice theory and practice; and (3) to encourage and assist in the development of a church-based VORP in every community. In fiscal year 1995, RJM made strides in all three areas.

In May 1994, RJM hosted a two-day conference on the FPC campus entitled Restorative Justice: The Role of the Church, which was attended by more than 50 participants (from three nations and 11 U.S. States). Speakers included the leading restorative justice thinkers and leaders in the United States and Canada: Dave Worth, Howard Zehr, Mark Umbreit, Dave Gustafson, Wayne Northey, and Dan Van Ness. Conference proceedings are being prepared for publication. A 1995 conference is in the planning stage. The October conference, entitled, Restorative Justice: A Church-System Dialogue, will feature speakers from New Zealand who have instituted restorative justice programs within the formal juvenile justice system. Workshops will equip criminal justice workers to develop and implement restorative systems here in North America.

In May and November 1994 and March 1995, RJM hosted three Church-Based VORP training workshops. Participants came from several California counties, the midwest and southern United States, Canada, and Singapore. Throughout the year, RJM distributed organizing/program manuals to groups interested in developing church-based VORPs in their communities. Books and videotape resources are also available from RJM. Through these workshops and direct technical assistance, RJM helped start 12 VORPs in fiscal year 1995. RJM also accepted one person into its Director-in-Training program. The trainee spent four months in the program, developing competencies in all aspects of VORP. He is now working with others in Alberta, Canada to start a church-based VORP.

RJM has been important to California VORPs, whether church- or system-based. In February, RJM hosted the seventh annual California VORP Gathering, a day-long opportunity for VORP directors and staff to share information, encouragement, and advice. This meeting was followed by a meeting in April to discuss current VORP-related legislation, including SB 1188 - a Justice Fellowship-sponsored bill which would benefit all California VORPs, but particularly those in the Bay Area and Fresno and Orange counties.

Mediation Associates

Mediation Associates is a group of professional mediators who offer affordable mediation services to the community. There are currently four associates: Ron Claassen, Duane Ruth-Heffelbower, William Smoyer, and Michael Manghera. Two others, Elaine Enns and Ed Barton, are training to join the team.

During 1994-95, Mediation Associates received 53 inquiries and referrals, and opened and worked with 21 cases. Divorce-related cases were most common, followed by work place and family disputes. Others included congregational, school, community, and real estate contract disputes. Despite its small size, Mediation Associates has

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earned the confidence of many community leaders. Area school districts and colleges, social service agencies, and advocacy groups are frequently referred to Mediation Associates by others who are familiar with our successes.

In 1994-95 Ron Claassen and Duane Ruth Heffelbower facilitated meetings of a local health care coalition comprised of the chief executives of Fresno hospitals, health care providers, and community advocates. During a five month period, coalition members drafted a vision statement which guided them to reach consensus on controversial issues with important consequences to the people of Fresno County. Also in 1994-95, Duane and Elaine Enns consulted with a seriously conflicted college faculty group; and Ron and Elaine helped a local social service agency resolve a work place dispute that threatened the jobs of several staff members.

VORP

The Center continues to maintain a close relationship with VORP of the Central Valley, Inc. By contract with the Fresno VORP, Ron Claassen continues as its director. Mennonite Voluntary Service workers handle the day-to-day operations at Fresno VORP, while Ron acts as overseer. Ron meets weekly with the VORP staff (and monthly with each individual staff member) to respond to questions and concerns. He also writes the monthly newsletter, *VORP News*, represents the program to local officials and media, and trains volunteer VORP mediators (96 volunteers in seven trainings from May 1994-April 1995).

Although the Fresno VORP is the largest and most stable program in VORP of the Central Valley, several others are operating or developing in surrounding cities and counties. Ron meets regularly with VORP boards or committees in Madera, Dinuba, and Visalia, as well as with Freedom INC (In the Name of Christ), a new program promoting reconciliation and healing for victims and offenders of sex crimes.

Twice yearly, Ron also travels to the California State Prison, Solano County, to work with inmates participating in VORG (Victim Offender Reconciliation Group).

Conferences & Presentations

Ron Claassen has been a featured speaker, presenter, or panelist in numerous conferences during 1994-95. In October he was a featured speaker at the Peace & Justice Assembly (sponsored by Council of Anabaptists) in Pasadena, a panelist at a restorative justice program sponsored by the Fresno Lay Institute of Theology, a presenter at the Tulare County Mental Health Faire, and a presenter at the SPIDR (Society of Professionals in Dispute Resolution) Annual Conference in Texas. Ron presented on Discipline that Restores, a restorative classroom management system, at the Focus on Unity in February 1995. In May, Ron will travel to Minneapolis, Minnesota, to participate in the National Conference on Peace and Conflict Resolution. Ron will present on church-based VORPs and restorative justice, Discipline that Restores, and cross-cultural conflict.

Also in 1994-95 Dalton Reimer has worked with pastors of the North American Armenian Evangelical Union at a North American pastor's retreat in Montreal,

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Canada (summer, 1994) on the theme of leadership and more recently at two regional pastor's retreats in California and Boston, Massachusetts on the theme of "Change, Conflict and Unity."

Awards, Publications & Involvements

In December 1994, Ron Claassen was presented with the Fresno Community Recognition Award by the city of Fresno Human Relations Commission for his work with VORP and the center. In April 1995, Ron was nominated to the board of directors of the Victim Offender Mediation Association, a VORP network with members throughout North America.

Two of Ron's articles: *Reconciliation - A Call to Wage Peace Against Crime*, and *Restoration - The Bible's Model for Seeking Justice* were featured in the January 1995 *Christian Leader* magazine. Ron and the Fresno VORP were also featured in the video *Restorative Justice: Making Things Right* (Mennonite Central Committee, 1994).



**Center for Peacemaking and
Conflict Studies**

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Fresno, CA 93702
Phone (209) 455-5840
Fax (209) 252-4800
E-mail: pacs@fresno.edu

TO: Dalton Reimer
FROM: Mark Roy
DATE: July 26, 1996
RE: Center Activities During Fiscal Year 1996

The preparation of this report is particularly ill-timed. Elaine is on vacation, you, Ron, and Mary Helen are in the midst of the Basic Institute, and I have had an unusually heavy work load. Because I don't have access to much of the information I need to prepare a detailed report, I have decided simply to revise and expand last year's report. I hope you can make some good use of it.

The Center for Peacemaking and Conflict Studies at Fresno Pacific College, under the leadership of co-directors Ron Claassen and Dalton Reimer, has been involved in a diverse array of important peacemaking activities.

Consistent with its mission of equipping people to resolve conflict and promoting the development of "restorative" structures in the church and society, the Center has been particularly active during the 1996 fiscal year in the following areas: education and training in conflict management for individuals and organizations; promotion and development of restorative justice within the criminal justice system and of restorative discipline within the educational system; and constructive intervention in situations of interpersonal, congregational, and organizational conflict.

Fiscal Year 1996 Highlights

Master of Arts and Graduate Certificate Programs in Conflict Management and Peacemaking. The most important development at the Center in fiscal year 1996 was Fresno Pacific College's inauguration of graduate degree and certificate programs in conflict management and peacemaking. Working closely with the Division of Graduate Studies, the Center has designed master of arts and graduate certificate programs in conflict management which include emphases in mediation, restorative justice, and congregational and school conflict management. During the 1995-1996 academic year, nearly 40 students enrolled in graduate courses offered through the Center, earning 126 semester units. A total of 23 graduate courses are currently offered or under development at the Center. Several courses offered through the Mennonite Brethren Biblical Seminary are also available to graduate students in the degree and certificate programs.

Office Expansion and Administrative Changes. Another welcome change was the relocation of the Center from Witmarsum Quad to a converted residence at 4882 East Townsend Avenue (across the street from Butler Avenue Mennonite Brethren Church). The move has enabled the Center to begin the development of a conflict management resource and curriculum library. The additional space has also enabled Center staff to conduct many mediations and meetings in-house. Office space and work areas have also been substantially increased.

While the leadership of the Center has remained constant since its founding in 1990, professional and support staff have undergone some recent changes. In mid-1995, Kathy Stück concluded her MCC voluntary service assignment at the Center and began working toward a master's degree in conflict management. In the months that followed, Elaine Enns and Mark Roy were made associate directors of the Center, and Mary Helen Mierkey was hired as secretary/administrative assistant. (Duane Ruth-Heffelbower is in the process of being added to the Center's administrative faculty.)

A Christian college of the arts and sciences

Finally, the name of the Center was changed in early 1996 *from* the Center for Conflict Studies and Peacemaking *to* the Center for Peacemaking and Conflict Studies. The name was changed to emphasize the Center's commitment to active peacemaking and the Anabaptist peacemaking tradition.

Education & Training

A primary function of the Center is to offer conflict management education and training to Fresno Pacific College and Mennonite Brethren Biblical Seminary students and to the public at large. In fiscal year 1996, more than 500 people participated in the Center's graduate, undergraduate, professional development, and non-credit courses and training events.

Mediation Practicum. This one-credit course for FPC undergraduates (offered Fall 1995 and Spring 1996) introduced 25 students to the theory and practice of restorative justice. Participants receive volunteer VORP mediator training and handle an actual juvenile VORP case from start to finish.

Peer Mediation & Conflict Management Training. Offered twice in fiscal year 1996 (November 1995 & March/April 1996), this course equips teachers and administrators to initiate and maintain student mediation programs in area schools. The following groups were represented in fiscal year 1996: John Burroughs Elementary School, Thomas Olaeta School, Boys' and Girls' Clubs of Fresno County, Raisin City Elementary, Kings Canyon Unified School District, Sunset Elementary School, Mathew J. Brletic Elementary School, Temperance-Kutner School, Mark Twain School, and John C. Fremont School. Some participants received graduate, undergraduate, or professional development credit.

Basic Institute in Conflict Management & Mediation. The week-long Basic Institute is offered twice yearly – at FPC in July and MBBS in January – to seminary and graduate students, church leaders, and others who would like to effectively deal with the conflicts they encounter. In fiscal year 1996, 37 people from the United States and Canada participated in the Basic Institute. Beginning in July 1996, participants could choose from five options: FPC graduate credit, FPC undergraduate credit, FPC professional development credit, MBBS graduate credit, MCLE credit (continuing education for attorneys), or no credit.

Conflict Management & Peacemaking in Schools. This three credit course exposes graduate students in the Curriculum and Teaching Program to the concepts and practice of peer mediation and restorative discipline. By developing an workable implementation plan, students are prepared actually to introduce these concepts and structures into their schools. Nine students enrolled in the course offered in Summer 1995.

Introduction to Alternative Dispute Resolution. Adjunct faculty member Duane Ruth-Heffelbower developed this new course for graduate students and attorneys. The course examines the history, practice, and promise of alternative dispute resolution. More than a dozen students enrolled in the course in the 1995–1996 academic year for graduate and/or MCLE credit, including several students in FPC's new Master of Arts in Administrative Leadership (MAAL) program.

Student Teacher/Continuing Education. Ron and Roxanne Claassen conduct a one-day conflict management seminar each semester (May and November) for FPC student teaching students entitled *Introduction to Managing Conflict in the Classroom*. Ron and Roxanne also participated in the Professional Development Division's Summer Institute: *Managing Conflict in Schools* in Summer 1995.

Community Education & Program Promotion. In fiscal year 1996, Ron conducted staff and faculty inservices for more than a dozen school and district entities. In addition, Ron has participated in meetings and spoken to congregational, educational, community groups and media representatives – well over 100 in all – in order to increase awareness of the Center and to promote the Center's programs and vision.

Restorative Justice Ministries

Fresno Pacific College and the Center for Peacemaking & Conflict Studies promote the development of Church-based Victim Offender Reconciliation Programs through Restorative Justice Ministries, which is sponsored in part by Mennonite Central Committee West Coast and works closely with the MCC U.S. Office of Criminal Justice.

RJM has a three-fold purpose: (1) to develop and gather restorative justice resources; (2) to develop and advance restorative justice theory and practice; and (3) to encourage and assist the development of a church-based VORP in every community. In fiscal year 1996, RJM made strides in all three areas.

In October 1995, RJM hosted a two-day conference on the FPC campus entitled *Restorative Justice: A Church/System/Community Dialogue*, which was attended by more than 130 people. The conference featured speakers from New Zealand who have instituted restorative justice programs within the formal juvenile justice system. Workshops equipped criminal justice and community service workers to develop and implement restorative systems here in North America. Locally, the conference resulted in a request for training by several Fresno county departments, including schools, probation, and social services. Center staff will conduct this training during the fall of 1996.

During fiscal year 1996, Ron Claassen, Elaine Enns, and the Fresno VORP staff trained nine teams to start Church-based VORPs in their communities. Plans have also been made to offer a Church-based VORP training in Lancaster, Pennsylvania. The August 1996 training (the first of its kind outside Fresno) will be co-sponsored by the Lancaster Area VORP and Mennonite Central Committee. RJM has also continued to offer books and videotape resources for rental or sale.

Mediation Associates

Mediation Associates is a group of professional mediators who offer affordable mediation services to the community. There are currently five associates: Ron Claassen, Elaine Enns, Duane Ruth-Heffebower, William Smoyer, and Michael Manghera. Ed Barton is training to join the team.

During fiscal year 1996, Mediation Associates worked with 24 cases, a 14 percent increase over the previous year. Divorce-related cases were most common, followed by work place and family disputes. Others included congregational, school, community, and real estate contract disputes. Despite its small size, Mediation Associates has earned the confidence of many community leaders. Area school districts and colleges, social service agencies, and advocacy groups are frequently referred to Mediation Associates by others who are familiar with our successes.

Ron has worked primarily with education-related conflict; Elaine has concentrated on working with non-profit organizational disputes; and Duane has handled marital and family mediation. William and Michael were inactive during the 1996 fiscal year.

VORP

The Center continues to maintain a close relationship with VORP of the Central Valley, Inc. Ron Claassen and Elaine Enns both contract a portion of their time to Fresno VORP, while Mennonite Voluntary Service workers and paid staff handle the day-to-day operations. Ron and Elaine meet weekly with the VORP staff to set program direction and to respond to questions and concerns. Ron also writes the monthly newsletter, *VORP News*. Ron and Elaine also train VORP volunteer mediators (more than 100 in fiscal year 1996) and represent the program to the larger community.

In 1995, VORP received a one-time grant of \$40,000 to expand VORP services. The grant enabled VORP to increase its case load substantially, to expand services to adult offenders, and to begin Community Justice Conferences modeled on the New Zealand experience presented in the 1995 RJM Conference.

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Conferences & Presentations

Center staff have attended and participated in a number of conferences, including SPIDR, VOMA, Ministry of Reconciliation, and Wichita '95. In early 1996, a committee of the United Nations working on criminal justice issues adapted Ron Claassen's *Restorative Justice Principles* for its use. The United Nations Alliance of Non-governmental Organizations Working Party on Restorative Justice will forward the *Principles* to the U.N. Agenda Committee for the Tenth U.N. Crime Congress in the year 2000, and to the U.N. Information Institutes located in Finland, Costa Rica, Rome, Africa, and the United States.

Center for Peacemaking & Conflict Studies Annual Report (Summary): Fiscal Year 1996-1997

During 1996-1997, the Center for Peacemaking & Conflict Studies of Fresno Pacific University has continued to expand its ministry of shalom-building. In the tradition of the apostles, the activities of the Center have grown from local initiatives to national and international ones—overcoming political, religious, and cultural barriers.

Graduate Programs in Conflict Management and Peacemaking

Under the auspices of the Fresno Pacific Graduate School, the Center administers the University's graduate programs in conflict management and peacemaking. This year, the number of students formally admitted to the master's program has risen from one to six. In addition, the Center estimates that more than a dozen students—some from other FPU graduate programs and some who have not yet completed the formal graduate admissions process—are actively pursuing either a master's degree or graduate certificate in conflict management and peacemaking. In all, 63 students registered for 161 graduate units in conflict management and peacemaking—an increase of nearly 30 percent over last year. In May 1997, the Center awarded its first graduate certificate in school conflict management and peacemaking.

Service Programs (Refugee Orientation Project, Restorative Justice Project, Mediation Associates, Discipline That Restores)

In September, the Center received a one-year, \$150,000 grant from the U.S. Department of Health and Human Services Office of Refugee Resettlement to develop cross-cultural conflict resolution services programs. The grant calls for the Center to provide direct services and assist local efforts to use culturally sensitive conflict management practices in helping refugees adapt to their new setting. Four cities have been chosen (five are authorized) for demonstration projects: Atlanta, Pittsburgh, Buffalo, and San Diego.

The Center's Restorative Justice Project attracted international attention this year, when the United Nations Alliance of Non-Governmental Organizations Working Party on Restorative Justice adopted a statement of fundamental principles of restorative justice authored by Center co-director Ron Claassen. For the first time, the Project also offered its VORP Organizing seminar in Lancaster, Pennsylvania, in conjunction with the Lancaster Area VORP and the Mennonite Central Committee U.S. Office of Crime and Justice.

Discipline That Restores, which applies principles of restorative justice to the school setting, has continued to grow locally. This year, the Center began offering Making Things Right (by Roxanne and Ron Claassen), an elementary–middle school conflict management and mediation curriculum, to local schools. The response to Making Things Right has exceeded expectations, and a companion volume on classroom management is currently being developed.

Finally, Mediation Associates has continued to provide services to people and organizations in conflict throughout California. Although family mediation accounts for the largest number of cases, the volume of organizational conflicts is growing. This spring, Mediation Associates was hired to facilitate focus groups and report their ideas on how to improve the delivery of health and human services to the Fresno County Board of Supervisors. Associates have also mediated employment, business, and non-profit organization disputes from Fresno to San Francisco.

Conclusion

The 1996-1997 year has been the most productive in the Center's history, exceeding both financial and program goals, and the new year offers equally exciting challenges.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES
Informational Report to the Faculty Session - 4/21/98
Prepared by Dalton Reimer, Co-Director of the Center

The purpose of this report is to respond to questions and concerns relating to the finances of the Center for Peacemaking and Conflict Studies. In character, this is an in-progress report. Center and university leadership are still in the process of working together to find a way to account for the finances of the Center in a manner that will be accurate, complete and readily understandable. In the meantime this report is intended to profile the Center's multiple activities, the related finances, and the issues that need to be addressed.

Mission and History. The Center for Peacemaking and Conflict Studies is an interdisciplinary, multiple-program center. Its mission includes advancing programs and activities in peacemaking throughout the university, church, community and world.

The Center was established in 1990 by action of the Fresno Pacific administration, Faculty Session and Board of Trustees. It was established with the understanding that it would be a self-financing operation of the institution. Two questions quickly emerged: (1) what would count as income towards this requirement? and (2) what would the Center need to contribute to the larger institution in terms of overhead?

In response to the first question, College and Center leadership early agreed that self-financing would be determined on the basis of a composite of the following income and expense components:

- *Core undergraduate courses in Conflict Studies and Peacemaking including the following:
 - Conflict Management and Resolution (3)
 - Theological Ethics of Conflict and Peacemaking (4)
 - Historical Peacemakers (3)
 - Mediation Practicum (1)
- *Other new program income (e.g. the graduate program)
- *Direct income generated by the Center from contracts, non-credit training programs, mediation work, etc.
- *Grants and donations

Early explorations also included the idea of establishing an endowment to support activities of the Center. Some initial steps towards an endowment were pursued in cooperation with the Advancement office, but these have since been overtaken by other priorities.

The second question of overhead was initially answered in general terms. Overhead expectations were initially waived, with the expectation that within time the Center would assume a fair share of institutional overhead costs. The more recent Cost Accounting Model has again brought this question to the fore.

Now, the questions of financial expectations and how to account for the activities of the Center are under review. Though the focus is immediately on the Center for Peacemaking, this review raises larger questions of the role and expectations for centers in a university structure. Centers advance the educational and service missions of universities in ways that are difficult through traditional academic departments. At the beginning of our life as a university, it seems important to think through carefully how we as a university envision centers as part of our overall design. Perhaps this review of the Center for Peacemaking can help to identify principle questions that need to be addressed.

Following, then, is an overview of the activities and related finances of the Center for Peacemaking.

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CENTER INCOME

Academic Programs. The Center for Peacemaking relates to all three schools of the university: Fresno Pacific College (undergraduate), Fresno Pacific Graduate School, and the School of Professional Studies. In addition, the Center relates to the Mennonite Brethren Biblical Seminary.

Fresno Pacific College (Undergraduate)

When the Center was established, as has been noted, College and Center administration agreed that the income and expenses associated with core courses in the undergraduate program (see above list) would be considered in determining the economic viability of the Center. In the current fiscal year these courses produced the following results:

1997-98 Student Credit Hours generated by core courses:	ca 259
Tuition income generated in the undergraduate program	ca \$101,528

Fresno Pacific Graduate School

The graduate programs in conflict management and peacemaking began in 1995. These programs include the Master of Arts in Conflict Management and Peacemaking (40-unit program) and several graduate certificate programs (15-unit programs).

The Center works cooperatively with several of the other graduate programs including the Master of Arts in Administrative Leadership (a Conflict in the Workplace certificate is offered in cooperation with the MAAL program), the Curriculum and Teaching Program (a concentration in School Conflict Management and Peacemaking is available), and the School Counseling and School Psychology Program (an add-on certificate in School Conflict Management and Peacemaking is available).

Graduate income appears in two categories: (a) in the Conflict Management and Peacemaking program (CMP) and (b) the Curriculum and Teaching Program (CRI). The basic course in School Conflict Management and Mediation is listed in the latter program with a CRI prefix, the others are listed with a CMP prefix. In the current fiscal year, graduate income generated is as follows:

1997-98 Student Credit Hours generated by CMP courses	ca 239
1997-98 Student Credit Hours generated by CRI course	<u>ca 111</u>
Total Graduate Student Credit Hours generated	ca 350
Tuition income generated in the graduate program	ca \$84,000

Fresno Pacific School of Professional Studies

Credit for several of the courses/training programs of the center is available through the School of Professional Studies. Students pay a basic fee to the Center for these training experiences and an additional administrative surcharge to the School of Professional Studies for credit. Hence, the income and costs for providing these trainings appear in Center accounts and the administrative surcharge appears in the accounts of the School of Professional Studies to cover appropriate administrative costs.

Beginning with the 1998-99 fiscal year, the Center will be responsible for one course in conflict management in the new Christian Ministries Major offered through the Center for Degree Completion. How to account for this in terms of Center income and expenses will need to be determined.

Mennonite Brethren Biblical Seminary

The Basic Institute in Conflict Management and Mediation is required or offered as one of two options in several of the seminary degree and certificate programs. Other conflict management courses offered through the university's graduate program are also available to seminary students. Seminary students

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register for those courses (e.g. the Basic Institute) listed in the regular seminary course listing through the seminary. The seminary then reimburses the university through the established tuition exchange arrangement between the seminary and the university. The number of student credit hours and related income generated by the Center through this arrangement are absorbed in the accounting system of the university and never appear as identifiable income to the Center. Nevertheless, income generated by the Center in this relationship this year is as follows:

1997-98 Student Credit Hours Generated by Seminary Students	ca 37
1997-98 Tuition Income Generated by Seminary Students	ca \$6,383

The foregoing is the current arrangement with the Fresno campus of the Seminary. This past fall the Basic Institute was also offered in cooperation with the Seminary in British Columbia as part of the seminary's extended campus in Canada. The Center's portion of the income generated by this extended program was paid directly to the Center by the seminary.

Other Academic Arrangements

Center staff serve as instructors in a variety of educational settings with different arrangements. Limited presentations or training experiences for selected Fresno Pacific groups are often done without a charge. Likewise, similar presentations at CSUF are done as a service. Longer term arrangements are handled differently. Elaine Enns, for example, has been invited to teach two courses in the field this summer at the University of Winnipeg. Elaine is on a full-year contract with the Center, and the University of Winnipeg is contracting with the Center for her services. Dalton Reimer will be teaching an introductory course in conflict management at Lithuania Christian College in June. Dalton is on a ten-month contract with Fresno Pacific, and will be teaching in Lithuania on his own time. So arrangements vary depending on the situation.

Center Service, Training, Consulting and Related Programs

Center programs include the following:

- *Mediation Associates is a professional mediation group that works on a fee basis
- *The Restorative Justice Project is the umbrella for training and development activities in relation to Victim-Offender Reconciliation and other similar programs.
- *Discipline That Restores is the umbrella under which training and development activities pertaining to school conflict management programs are offered.
- *Special Grants. For the past two years the Center has had an annual grant in the amount of \$150,000 from the Office of Refugee Resettlement (ORR) of the U.S. Government to provide training in conflict management and related services in cooperation with local agencies to recent refugees in five American cities: Atlanta, Georgia; Buffalo, New York; Pittsburgh, Pennsylvania; San Diego, California; and San Francisco, California. The major portion of this grant goes to local agencies with whom we work in each of these cities. A smaller portion goes to support salaries and expenses of the Center.

A variety of other training, consulting, contractual and related activities generate further income.

The budget and income generated by Center training and service programs for the past two years are as follows:

1996-97 budget for Center training and service programs	\$109,800
1996-97 actual income from Center training and service programs	\$117,708

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1997-98 budget for Center training and service programs	\$109,800
1997-98 actual income from Center training and service programs	ca 105,000 (after 11 mths.)

The major discrepancy between these actual income figures and the lower figures published in the university's reports is explained by the fact that the accounting for the salary component of the ORR grant has been handled by the business office as an entry against the salary cost on the expense side of the ledger, whereas the budgeted income figure of 109,800 had been premised on the assumption that it would be treated as income. In effect the Center exceeded the budgeted income projected for FY 1996-97 for its training and service programs. The same will be true for the current year. As noted above, after 11 months of the current fiscal year, the total income generated by the Center through training and service programs totals just under \$105,000 on a budget expectation of \$109,800, counting the salary portion of the ORR grant as income rather than as a reduction in salary cost.

A summary of the income projected for the current fiscal year is as follows:

Academic Programs:	
Undergraduate	\$101,528
Graduate	84,000
School of Professional Studies	-0-
MB Biblical Seminary Tuition Exchange	6,383
Center Training and Related Programs:	<u>115,000 Projection</u>
TOTAL	\$306,911

Special Projects

On occasion the Center also adopts a special non-budget project, for which it needs to raise extra funds. Pascal Kulungu has been part of such a project for the past two years. The Center has made it possible for Pascal to translate Center materials into French to take back with him to the Congo. Pascal will be located in Kinshasa in the national health office of the Mennonite Brethren Church when he returns to the Congo this summer. As part of his future work, Pascal envisions establishing training programs in conflict management in the Congo. We still need to raise several thousand dollars to cover his work in the Center. We must fully underwrite his costs through special contributions. Contributions are encouraged!

CENTER EXPENSES

Personnel. Following is a brief overview of personnel assignments in the Center:

*Ron Claassen serves as Co-Director of the Center. Ron teaches in the graduate program, conducts many off-campus trainings, directs Fresno VORP (sub-contract of the Center), consults, has particular responsibility as Co-Director for working with the Restorative Justice Project, Mediation Associates, and Discipline That Restores, etc. Ron is on a full-year contract with the Center.

*Elaine Enns serves as Associate Director of the Center with direct responsibility for the Restorative Justice Project. In this assignment Elaine has major responsibility for working with new and emerging Victim-Offender Reconciliation Programs, conducting trainings, directing the Center's annual national conference in Restorative Justice, etc. Elaine teaches in both the undergraduate and graduate programs in the field with particular responsibility for the Mediation Practicum. She will also teach the

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basic course in conflict management in the new CDC Christian Ministries major. She also serves as a mediator with Mediation Associates and assists Fresno VORP as part of our cooperative arrangement with them. She is a member of the training team that works with the special ORR (Office of Refugee Resettlement) project. Elaine is on a full-year contract with the Center.

*Duane Ruth Heffelbower teaches in the graduate program in conflict management and peacemaking. Duane also directs the ORR project, as well as serving as a trainer in the project. He is also a mediator with Mediation Associates. Duane has responsibility for special projects development, other development projects, and grant solicitation within the Center. He also assists Fresno VORP as part of our cooperative arrangement with them. Duane also publishes the Center's newsletter, serves as the webmaster for the Center and related graduate programs, and carries other assorted assignments in the Center. Duane is on a full-year contract with the Center.

*Mary Helen Mierkey serves as administrative assistant and office manager for the Center. As such she has responsibility for coordinating the complex schedules of Center personnel and related educational and training programs, assuring that the many people who connect with the Center are well served, supervising student workers, and generally managing the office. Mary Helen is on a full-year contract with the Center.

*Dalton Reimer serves as Co-Director of the Center. Dalton teaches in both undergraduate and graduate programs in communication and conflict management, carries particular responsibility for directing both undergraduate and graduate programs in the field, and manages the budget, personnel and daily operations of the Center. Dalton has a 10-month contract with the university (2/3 undergraduate teaching, almost 1/3 graduate teaching, and 1.5 units for Center management in the current year).

*Mark Roy serves as Associate Director for Mediation Associates. In this role Mark's responsibilities includes promotion and initial intake work on cases. Mark also serves as director of marketing for the Center. Mark also has responsibility for billing and financial record keeping in the Center. He also serves as the Center's in-house desktop publisher responsible for the many training manuals, brochures and other program announcements needed by Center instructors. Mark is on a full-year contract with the Center.

Expenses. Accurately assigning costs of the educational and training/service programs to their appropriate income centers has been only partially realized in the past. To accomplish this requires an accurate assignment of (a) professional staff salary and benefits to the different activities involved, (b) support staff salary and benefits to the different activities involved, and (c) supporting budgets such as telephone, supplies, travel, etc. to the different activities involved. To a significant extent, these costs heretofore have not been distributed to income centers. While interdisciplinary centers provide efficiency at the operational level by serving different entities (e.g. undergraduate college, graduate school, seminary, the community, etc.) through a single system (e.g. a single telephone system), cost accounting requires that costs be charged where the income is being generated. The challenge, then, is to break out the costs so that they can be charged against these income centers. This is the work that the leadership of the university and the Center are now engaged in. Without some system of matching income and expenses, reports of the university pertaining to the Center will continue to be misleading.

To create some sense of the whole at the moment, a summary of total expenses related to the various educational and training/service programs of the Center may be helpful. A summary follows: [Note

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that these are current 1997-98 figures. In non-salary categories, figures are based on year-end estimates based on the experience of the first 11 months of the fiscal year.]

Salaries/Benefits (includes all salaries for all programs in conflict management including undergraduate, graduate, training and service, and support services)	\$218,833
Support Budget (e.g. telephone, copying, etc.)	<u>42,000</u>
TOTAL	\$260,833

Final Summary

Total Income From All Programs and Activities	\$306,911
Total Expenses From All Programs and Activities	<u>260,833</u>
Total Income Over Expenses (excluding university overhead)	\$ 45,959

Center and university leadership will continue to work together to clarify appropriate financial arrangements for the Center.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES AND RELATED ACADEMIC PROGRAMS

1998-1999 Annual Report

The Center for Peacemaking and Conflict Studies has just concluded an exciting year, both within the Fresno Pacific community of learners and in the broader society.

PACS instructional staff, who also hold joint appointments with the graduate school, continue to work at building the graduate program in conflict management and peacemaking. Twenty students are currently admitted to the graduate program; the number of prospective student inquiries, now at 26 per month, is more than double the rate of the prior year. The majority of our graduate students are enrolled in one of five 15-unit certificate programs—often as concentrations in another of the graduate school's degree or credential programs—but a growing proportion of our graduate students are seeking the master of arts degree.

Significant numbers of undergraduate students are choosing the focus series in conflict studies, and 29 undergraduate students mediated real victim-offender or other disputes as part of the mediation practicum course offered through the Center for Peacemaking. Last year also saw the inauguration of the Christian Ministries program of the Center for Degree Completion, which includes an important conflict management and peacemaking component. In addition, PACS staff provided training in conflict management and "Discipline That Restores" to student teachers and teacher interns in conjunction with the teacher education program.

The Center for Peacemaking is also having more of an impact on campus life. This year, the FPU president and cabinet members received training through the Center for Peacemaking. PACS also provided introductory conflict management training to students in positions of campus leadership. Finally, the Center for Peacemaking, along with several other university departments, is continuing its efforts to establish a campus-wide constructive conflict management system.

In the larger world community, PACS has extended its reach this past year into several different countries as well as other regions of the United States. During the summer of 1998, Elaine Enns taught several courses in the field as the Esau Distinguished Visiting Professor at Menno Simons College, University of Winnipeg, Canada. In early summer of 1998, Dalton Reimer, on special assignment in Lithuania, taught the first course in conflict management offered by Lithuania Christian College. In January 1999, student Pascal Kulungu, after completing a certificate program in conflict management along with his master's degree in administrative leadership, returned to the Congo in a national leadership role in the Mennonite Brethren Church. He returned ready to initiate workshops in conflict management in the Congo, with training materials he had translated into French as part of his work assignment in the Center for Peacemaking. In February and early March 1999, Reimer lectured on conflict management and peacemaking at the Mennonite Brethren Centenary Bible College and related Bible Institute in Shamshabad, India, and also co-led a mediation workshop for church pastors and leaders.

Of particular relevance given the current geopolitical situation is the Center for Peacemaking's ongoing work among refugees, particularly those who have recently fled the ethnic violence in Eastern Europe and Iraq. During the past year, the PACS Community Orientation Project, under the leadership of Duane Ruth-Heffelflower, has been featured in the *Washington Post*, National Public Radio's *Morning Edition*, and numerous local media outlets. This ongoing project of the Center for Peacemaking has provided culturally appropriate "elicitive" conflict management training to refugees and refugee service providers in a dozen cities from Boston to San Diego. As part of the project, a significant national "training for trainers" was held in Washington, DC, in November and will

be repeated at Fresno Pacific University in June. These trainings equip refugee service providers from across the country to expand the scope of the project.

The PACS Restorative Justice Project has continued to play an important part in changing attitudes about crime and in shaping responses to crime that restore victims, offenders, and communities. In October 1998, criminal justice officials and justice advocates from throughout California and from as far away as Canada gathered in Fresno for RJP's 1998 restorative justice conference to learn how communities in the United States and Canada are moving successfully from "retributive" to restorative justice. Conference speakers and participants recognized Fresno as an important restorative justice implementation model. During this past year, RJP, with support from West Coast MCC, also conducted seminars for communities interested in starting victim-offender reconciliation programs, thereby equipping participants to initiate VORPs in Michigan, Ohio, Northern California, and Oklahoma. RJP also provided leadership this year for the California Restorative Justice Initiative, a special project sponsored by the National Institute of Justice. Through this project Ron Claassen introduced restorative justice principles to leaders in four California counties. Claassen was also a plenary speaker and workshop leader at Charles Colson's National Forum on Restorative Justice in Washington, DC, in March of this year.

Based on the principles of restorative justice, "Discipline That Restores" continues to have a positive impact on Central California schools. In 1998-1999, 30 teachers and administrators were trained to initiate peer mediation programs in their schools, and two new Fresno-area schools adopted Discipline That Restores as their school discipline and conflict management program.

PACS Mediation Associates have continued to provide mediation, facilitation, and arbitration services to individuals, groups, congregations, social service programs, and businesses in Fresno and surrounding communities. By providing direct services, PACS professionals maintain their fluency in the language of peacemaking, provide opportunities for students to observe and assist in the resolution of real-life disputes, and offer affordable conflict management services to local populace. The Center for Peacemaking is pleased to report that Mediation Associates was recently selected to provide no-cost mediation services to low-income residents of Fresno County under the provisions of California's Dispute Resolution Programs Act. PACS is the first new service provider in Fresno County to be approved for funding under that act in nearly a decade. The new program is also significant in that services will be administered and rendered by graduate students in the conflict management and peacemaking program under the supervision of the Center for Peacemaking's professional staff.

Finally, PACS staff continue to contribute to the profession through participation in a variety of professional meetings and organizations. Particularly noteworthy during the past year was Ruth-Heffebower's appointment to the California State Bar Alternative Dispute Resolution Committee.

During this period of human history in which the destructive consequences of conflict are played out daily on the evening news, the Center for Peacemaking continues to educate and advocate for shalom. The need is great, and PACS staff are pleased to serve as a voice of the larger university to our community, nation, and world.

**Center for Peacemaking and Conflict Studies
1999-2000 Annual Report (5/29/00)
Ron Claassen and Dalton Reimer, Co-Directors**

The mission of the Center for Peacemaking and Conflict Studies is to educate and train students, educators, church and organizational leaders, professionals and other interested adults in the art of conflict management and peacemaking. The Center also provides mediation and consulting services to persons and organizations in the community.

The 1999-2000 year began with a reorganization of faculty and staff in the Center. Duane Ruth-Heffelbower (faculty) was granted an extended leave-of-absence to serve as Director of Mennonite Central Committee (MCC) Peace Programs in Indonesia. He is working particularly with Universitas Kristen Duta Wacan, a Christian university in Yogyakarta, Indonesia in building capacity for Indonesians to do conflict training and intervention work. Elaine Enns (faculty) relocated to Los Angeles after marriage, but continues to serve as Associate of the Center in restorative justice on a part-time basis from her Los Angeles base. Larry Dunn was appointed as a part-time Associate of the Center, and also teaches part-time in all three schools of the university while completing his doctoral dissertation. Joby Dupuis, local attorney, also teaches as an adjunct instructor. Permanent support staff was reduced from two to one with the support of a graduate assistant. Later in the year co-director Ron Claassen resigned his position as head of the Victim-Offender Reconciliation Program of the Central Valley in order to give his fulltime energies to the work of the Center and the graduate program.

Faculty of the Center for Peacemaking and Conflict Studies carry joint appointments between the Center and academic programs located in the different schools. Academic programs in conflict studies and peacemaking are located in all three schools of the university. The undergraduate college offers a "focus series" concentration in the general education program, a minor, and a concentration in the liberal studies major, which is required to enter the teaching profession at the elementary level. The graduate school offers the master's degree in conflict management and peacemaking, a concentration in the education curriculum masters, and a certificate program with alternative emphases. Credit in conflict studies is also offered through the School of Professional Studies.

In early fall of 1999 the three-year Refugee Conflict Management Project funded by the Office of Refugee Resettlement of the U.S. Department of Health and Human Services was completed. During the three-year period of the project, trainings were conducted in twelve different cities across the country. The project concluded with the publication by the Center of the book *Conflict and Peacemaking Across Cultures: Training for Trainers*, edited by Duane Ruth-Heffelbower, Center director of the project.

Staff publications, contributions to professional meetings, trainings in the community, etc. are too numerous to detail in this short report. It has been a full and productive year, including a recent training conducted by co-director Ron Claassen in cooperation with MCC for 27 Vietnamese Non-Government Organization (NGO) program directors in Hanoi, Vietnam. The year also included a very successful annual Restorative Justice Conference (February, 2000) for practitioners and others interested in this field.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

2000-01 Annual Report

Center Co-Directors: Ron Claassen and Dalton Reimer

(5/24/01)

"When I think of the mission that God has called each and every Christian to, I now consider mediation another one of the skills he intends us to obtain. The redemptive work that Jesus started on the cross does not end until each of us is reconciled to God, and also to each other." - an undergraduate student in Mediation Practicum.

"...my attendance in the Basic Institute [of Conflict Management and Mediation] ...more than anything else brought me back into the presence of God." - a beginning graduate student in the Conflict Management and Peacemaking program.

The study of conflict and peacemaking is more than an academic program for me. It has become a way of life that I practice in places like my family and my legal practice. Though almost unheard of in the practice of divorce and family law, I now have several families who are actually working at reconciling rather than separating. - paraphrase of a conversation with an on-going student (attorney) in the graduate program in Conflict Management and Peacemaking.

The above quotes illustrate the impact of the academic and training programs in peacemaking and conflict studies in the university. The study of conflict and peacemaking happens in all three schools of the university (undergraduate college, graduate school, and school of professional studies). The Center for Peacemaking serves all three schools and the larger community as the training and service arm of the university in the field.

Undergraduate student interest in conflict studies and peacemaking continues strong. The two core undergraduate courses (Conflict Management and Resolution; Theological Ethics of Conflict and Peacemaking) this past year each had enrollments above 50 students. The core Mediation Practicum, which gives students real life, hands-on experience in mediation, drew between 20 and 30 students each semester. Approximately 17 students were in the master's program this past year with several others taking certificates or concentrations in the program.

The Basic Institute in Conflict Management and Mediation is the cornerstone of the training programs provided by the Center. Seventy persons participated in the two Basic Institutes this past year. The Institute brings together graduate students from both FPU and Mennonite Brethren

Biblical Seminary, pastors and church leaders, professionals and others from the community as well as across the country, Canada, and occasional other countries (e.g. Germany this past year). The Seminary requires the Institute in several of their degree programs.

The school Peer Mediation and Classroom Management four-day training was offered three times this past year and attended by 60 people representing 32 different schools. In addition, training was provided for 12 schools on site. These were mostly schools in Fresno, but also in Merced, Parlier, Hanford, Lemoore and Orange Cove. Ron and Roxanne Claassen also served during the year as resource persons to a Mennonite Central Committee (MCC)-sponsored consultation on school discipline held in Akron, Pennsylvania, and wrote articles on the topic that appeared in Mennonite Conciliation Quarterly and the Christian Leader. Helping schools move toward a system of "discipline that restores" is a significant priority of the Center.

Three meetings of California's Victim-Offender Programs (VOP) were facilitated this past year by Center Associate Elaine Enns as an activity of the Restorative Justice Project of the Center. Two major Victim-Offender Reconciliation Program (VORP) Organizing Trainings were held during the year for persons and organizations interested in beginning new victim-offender programs. Seventeen persons representing seven different groups participated. They came from Texas, Kansas, Indiana, Iowa, Pennsylvania and

California. The annual Restorative Justice Conference, which annually attracts approximately 100 persons, this year is on June 1 and 2 of this summer. "Restorative Justice and Systemic Change" is the theme. Main speakers this year are coming from Canada, New Zealand and the United States.

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The Center continues to provide leadership to the community in the development of Restorative Justice theory and practices. This past year a major document, "Restorative Justice Framework for Fresno," was developed by a core group of persons trained by the Center and facilitated by Ron Claassen. This group, in addition to Ron, consists of Charlotte Tilkes (Sheriff's Department), Phil Kader (Probation Department), Doug Noll (attorney, chair of the board/faculty member at San Joaquin College of Law, and master's student in the FPU conflict management and peacemaking program). The committee has now presented the framework to almost all heads of the Police, Court, Human Services System, County CAO, Business Council, EOC, Sheriff's Department, City and County Schools, and others and solicited their endorsement of the framework.

The Center also works in the community in various other ways. A court-related grant (DRPA) to the Center, for example, enables graduate students to provide mediation services to the Fresno County Superior Court in cases where one party has no counsel. Also, the Center has contracted with the West Park School, through their 21st Century Grant program, to

develop a Community Justice Center in their district. Two graduate students are working with Ron in developing the Center. The goal of the Community Justice Center is to deal with conflicts early before they escalate into more serious confrontations or law violations. Again this past year Center faculty served internationally. Last July Dalton Reimer taught an intensive course in conflict management at the Instituto e Seminario Biblico Irmaos Menonitas (ISBIM), the leadership training institution of the Mennonite Brethren Church in Curitiba, Brazil. Fifty plus students, pastors, church leaders, professionals and others participated in the course. Following this, Reimer served as the main speaker at the third annual Christian education conference on the theme of conflict resolution sponsored by the Evangelical University of Paraguay in Asuncion, Paraguay for teachers in Christian schools and other interested persons. More than 400 persons attended the conference. This year in early June, Ron and Roxanne Claassen will return to Vietnam for another round of trainings following an earlier training in April, 2000. They will again provide a basic 40-hour training for 30 non-government organization (NGO) directors and a 24-hour advanced training for those who participated in the earlier basic training. These trainings have been arranged by MCC - Vietnam and approved by PACOM, the liaison between the government and NGOs in Vietnam. In connection with their visit to Vietnam, Ron and Roxanne will also provide training for Asian MCC country directors at their retreat in Thailand.

Ron Claassen and Dalton Reimer continue to serve as co-directors of the Center. Elaine Enns continues to serve part-time as Restorative Justice Project Associate of the Center from her base in Los Angeles. Duane Ruth-Heffelbower has been on an extended leave assisting a Christian university in Indonesia begin a new program in the field. His pioneering work in Indonesia in training teams of Indonesians in the work of mediation has already yielded significant results, including contributions to the reconciliation of two major factions in one of the Indonesian Mennonite church groups. We anticipate his return in January, 2002. We regret that Heather Bahne, our administrative assistant, is leaving us this June. She has provided exceptional service to the Center, and we will miss her. And we welcome Larry Dunn to both the faculty of the university and the Center staff. Larry has been in the Center on a part-time basis as he is working on completing his doctoral dissertation in the field, and has already been contributing to our work. Beyond the Center itself, he edited the Winter, 2000 Conciliation Quarterly (Mennonite Conciliation Service publication) on culture and identity issues in conflict. In this next academic year, Larry's work will include taking on some of the undergraduate teaching assignments in the field as Dalton moves toward a lesser load in a beginning step toward retirement from teaching and a different role in the Center. We also acknowledge the significant contributions that our graduate assistants made to the work of the Center this past year: Giedre Gadeikyte, David Vecchio, and Andrica (Monique) Johnson.

We are grateful for the embrace of the work of peacemaking by the university. We are called by God to be peacemakers, and we continue to be challenged to give feet to this calling.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

2002-03 Board Report

Center Director: Ron Claassen

(5/22/03)

"When I think of the mission that God has called each and every Christian to, I now consider mediation another one of the skills he intends us to obtain. The redemptive work that Jesus started on the cross does not end until each of us is reconciled to God, and also to each other." - an undergraduate student in Mediation Practicum.

"...my attendance in the Basic Institute [of Conflict Management and Mediation] ...more than anything else brought me back into the presence of God." - a beginning graduate student in the Peacemaking and Conflict Studies program.

"The study of conflict and peacemaking is more than an academic program for me. It has become a way of life that I practice in places like my family and my legal practice. Though almost unheard of in the practice of divorce and family law, I now have several families who are actually working at reconciling rather than separating." - paraphrase of a conversation with an on-going student (attorney) in the graduate program in Conflict Management and Peacemaking.

The above quotes illustrate the impact of the academic and training programs in peacemaking and conflict studies in the university. The study of conflict and peacemaking happens in all three schools of the university (undergraduate college, graduate school, and school of professional studies). The Center for Peacemaking serves all three schools and the larger community as the training and service arm of the university in the field.

This has been a year of transition. After serving as Co-Director of the Center since its beginning in 1990, Dalton Reimer retired and moved to Senior Associate - Faculty Emeritus status. He continues to be active in the Center with a special emphasis on the international work of the center, the Basic Institute, and in many other responsibilities he has graciously agreed to continue. Larry Dunn completed his Ph.D. in social science from Syracuse University, Maxwell School of Citizenship and Public Affairs, and assumed the role of Director of Academic Programs. Duane Ruth-Heffelbower has assumed the role of Director, Training and Services. Jill Schellenberg is our administrative assistant. David Vecchio and Sengthiene Bosavanh served as PACS Associates assigned to a school project at Caruthers. Ron Claassen is Director of the Center. We also recognize the significant contributions of Graduate Assistants and other students: Monique Clark, Eleonore Kilabi, Rebecca Klierer, Henry Vasquez, Laura Mireles, Beth Ekloff, Helmina Bigler, Kartika Swandi, Andy Johnson.

Undergraduate student interest in conflict studies and peacemaking continues strong. The core undergraduate courses (Conflict Management and Resolution; Theological Ethics of Conflict and Peacemaking and Mediation Practicum) this past year each had enrollments of 70, 50, and 56 respectively and 15 in the Peacemaking and Conflict course in the Center for Degree Completion Program. Our master's program this past year had 20 students with 12 more working on certificates or concentrations in the program. We are looking forward to at least 10 new students entering the program in the fall 2003. This year we graduated 4 students with the MA Degree and 5 Certificates. The thesis from one of last year's graduates, Doug Noll, has been published as a book, *Peacemaking: Practicing at the Intersection of Law and Human Conflict*.

The Basic Institute in Conflict Management and Mediation is the cornerstone of the training programs and an entry point into our MA and certificate programs. Seventy persons participated in the two Basic Institutes this past year. The Institute brings together graduate students from both FPU and Mennonite Brethren Biblical Seminary, pastors and church leaders, professionals and others from the community as well as across the country, Canada, and occasional other countries. The Seminary requires the Institute in several of their degree programs. At the request of a pastor who attended the Basic Institute last year, the Basic Institute will also be offered this summer in Oklahoma.

The school Peer Mediation and Classroom Management four-day training was offered three times this past year and attended by people representing 20 different schools. In addition, a more concentrated effort focused on three schools. The most extensive work was at Caruthers Elementary and Middle Schools, made possible by a \$125,000 grant, and at West Park Elementary and Middle Schools, made possible by a \$25,000 grant. The grants provided Graduate Assistantships for three students to gain experience working with conflict resolution, anger management, and mediation. The center also employed two persons full-time, one a graduate of our MA program, who worked on-site at Caruthers Elementary and Middle Schools. The focus was to encourage and assist them in implementing restorative justice principles through a program we call, Discipline that Restores.

The Restorative Justice Project focused significant effort on a collaboration with representatives of San Joaquin School of Law, the Probation Department and the Sheriff's Department. After writing a document, "Restorative Justice: A Framework for Fresno" the group has been meeting with system leaders in Fresno encouraging them to sign an endorsement. So far the Probation Department, the Sheriff's Department, Caruthers School District, Fresno Pacific University, and several community-based organizations have signed the endorsement. Center faculty also provided administrative oversight and leadership to the Fresno VORP. The annual Restorative Justice Conference and pre-conference training were attended by more than 100 persons from throughout California. The Project also convened two meetings of California's Victim-Offender Programs (VOP) and one intensive training designed to assist communities in "VORP Organizing."

The Center also works in the community in various other ways. A court-related grant (DRPA) to the Center, for example, enables graduate students to provide mediation services to the Fresno County Superior Court in cases where one party has no counsel. Center faculty also provide professional mediation and training services to individuals, families, schools, businesses, and

churches. Faculty were also involved in the publication of several articles and lead workshops, seminars, and plenary sessions at several professional conferences.

A significant effort of our team this year has been the development of Graduate Assistantships. Students are attracted to our MA and Certificate Programs because of the opportunity to combine academic study with practical experience. We will be offering nine graduate assistantships for the academic year, 2003-04. We anticipate all of them being filled.

On the international front, PACS this year adopted a strategic plan for International Peace Education Development. Its stated purpose is "to prepare faculty and leaders for higher education and leadership training institutions outside of North America with graduate certificate and master's degrees in peacemaking and conflict studies, who then, in turn, can teach others in their home institutions, churches and the larger society." Initial funding to implement this plan is being provided through a grant from Mennonite Central Committee and a PACS endowment fund established this year. Brazil, Ethiopia and Vietnam are initial countries being targeted for this program.

We are grateful for the embrace of the work of peacemaking by the university. We are called by God to be peacemakers, and we continue to be challenged to give feet to this calling.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Fall Report 2003

Center Director: Ron Claassen

(10/08/03)

Below are just a few of the Center for Peacemaking activities.

- More than 50 people participated in training events this summer and training is planned for employment development workers this fall.
- Faculty have been providing sermons on biblical peacemaking at several churches
- Internationally, the Center for Peacemaking is currently actively engaged in relationships with persons and institutions in Brazil, Ethiopia, Congo, Lithuania, Indonesia, Thailand, and Pakistan
- Dalton Reimer and Duane Ruth-Heffelbower were involved in peacemaking conversations at the Mennonite World Conference in Zimbabwe.
- Dalton Reimer met with former and potential students in Congo and Ethiopia.

- A Grant from the Thailand Ministry of Education sent a PhD Student (also a Senior Probation Officer) from Thailand to study Restorative Justice at the Center for four months and will fund Ron Claassen to spend two weeks in late December and early January in Thailand doing consulting, speaking and training related to Restorative Justice.
- The Thailand contact has lead to an invitation for Center Faculty to attend and speak at the first Restorative Justice Conference in Pakistan in December. Duane Ruth-Heffelbower will be representing the Center.
- The 10th Annual Restorative Justice Conference is planned for Nov 13-15. It is expected that about 100 criminal justice officials, pastors, teachers and students will attend.
- Center Faculty and staff are meeting with Student Life to consider how to utilize Restorative Justice as a central part of the discipline structure and to develop a campus/community mediation center.
- Center Faculty and students have provided mediation services for a range of community cases including family issues, contract disputes, and public policy issues.
- Larry Dunn and Jill Schellenberg helped with the planning and implementation of the Developing a Culture of Peace week, a joint project of Fresno Pacific University and California State University Fresno.
- Ron Claassen and Duane Ruth Heffelbower will both be speaking at the Annual National Association for Conflict Resolution Conference in Orlando, Florida.
- Duane Ruth Heffelbower joined with the Heritage Bible Church in the Philippines to provide Conflict Resolution training for pastors. Pictures available at <http://peace.fresno.edu/phil2003.shtml>.
- Ron is a member of the Alternative Dispute Resolution Committee (made up primarily of judges and attorneys) for the Superior Court in Fresno County.
- Duane is a founder and member of the Central Valley Collaborative Law Affiliates.
- Center faculty are providing leadership and administration for VORP. Faculty, students and community members facilitate meetings with victims and offender assisting them in making things as right as possible.
- Please visit our Web site at <http://peace.fresno.edu>.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Board Report Spring 2004

Center Director: Ron Claassen

(3/03/04)

Below are just a few of the Center for Peacemaking activities.

- Internationally, the Center for Peacemaking is currently actively engaged in relationships with persons and institutions in India, Brazil, Ethiopia, Congo, Lithuania, Indonesia, Thailand, Pakistan and Portugal
- Dalton Reimer has been in Shamshabad, India, for three months, teaching at the seminary, speaking in a wide range of settings, and providing consultation as requested.
- This semester we have two new international students, one from Brazil and one from Ethiopia. Their work here is made possible by a partnership of their home institutions, FPU, and a grant from MCC.
- Larry Dunn conducted a 3-hour Americorp workshop for Proteus on "Team Building" on Friday, February 20, 2004.
- Jill Schellenberg has been conducting several training events in the community including a 3-hour Americorp workshop for Proteus on "Child Development" and one on "Personal Strengths/Goal Setting."
- Ron Claassen, sponsored by a Grant from the Thailand Research Fund, traveled to Thailand to participate in the dissertation defense of a Ph.D. Student (also a Senior Probation Officer) at Thammasat University, Bangkok, Thailand. Her dissertation was the first in Thailand to focus on Restorative Justice. While in Thailand, Ron met with the Director of Corrections and the Director of Probation and was invited to present a three hour presentation at the Grand Seminar for 80 top level officials in the two departments. For a more detailed report with photos, see http://peace.fresno.edu/docs/Claassen_Thailand_Report_wphotos.pdf
- December 16-19, 2003 - Duane Ruth-Heffelbower was one of two international speakers (the other being John Braithwaite) at the International Seminar on Restorative Justice in Peshawar, Pakistan. The trip included traveling through the Khyber Pass into Afghanistan. A brief report on the seminar, with photo links and a photo gallery of the trip can be found by following links from <http://peace.fresno.edu/training.php>
- Duane presented "Restorative justice training across cultures" at the 20th annual Victim Offender Mediation Association international conference in Nashville, Tennessee November 2003.
- Association for Conflict Resolution annual conference at Orlando, Florida, October 16, 2003. Duane presented "Macro Level Restorative Justice: Reconciliation of people groups." Ron

presented “Restorative Justice Models: Peacemaking, Power and Decision-Making” and together with Roxanne Claassen presented “Restorative Justice in Schools”

- The 10th Annual Restorative Justice Conference, “Violence and the Journey Toward Reconciliation” Nov 13-15, was attended by about 100 criminal justice officials, pastors, teachers and students. Keynote speakers were a victim and offender who were deeply impacted by, and now are strong advocates of restorative justice. A plenary session panel discussion included community and criminal justice system leaders in the first public discussion of possible legislation designating Fresno County as a pilot allowing most juvenile cases to be discussed and decided upon in a conference with family, friends, victim, offender, community representatives, and criminal justice officials rather than in the courts.
- Center Faculty continue meeting with Student Life to consider how to utilize Restorative Justice as a central part of the discipline structure and to develop a campus/community mediation center.
- Please visit our Web site at <http://peace.fresno.edu>.

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Board/Faculty Report 2003-2004

Center Director: Ron Claassen

Training, Consultation, and Mediation Services

- More than 850 people attended Conflict Resolution/Leadership training lead by center faculty, Larry Dunn, Jill Schellenberg, Duane Ruth-Heffelbower, Dalton Reimer, and Ron Claassen or several graduate students. These training events served community members from schools, businesses, non-profit organizations, mediators, churches, and government organizations.
- Undergraduate and graduate students, completed more than 150 mediations with training and supervision from Center faculty. Some were with friends in the dorm, some with elementary

and high school students, some through VORP and referred by probation or the criminal courts, and some through a grant program DRPA which receives referrals from the civil court.

- Dispute resolution system design consultation was provided for churches, schools, and non-profit organizations.
- Professional Mediation services were provided for people with disputes that ranged from family issues, developer/environmental issues, personnel and organizational issues. Ron was mediator for one very large and public dispute, the Copper River Development, between the developers and those representing environmental, land use, and affordable housing concerns. They reached agreement (they made it public by announcing their agreement in the Fresno Bee) and even met for a meal together to celebrate the agreement.

International:

The Center for Peacemaking served or is currently actively engaged with persons and institutions in Brazil, Ethiopia, Congo, Lithuania, Indonesia, Philippines, Thailand, and Pakistan.

- Dalton Reimer and Duane Ruth-Heffelbower were involved in peacemaking conversations at the Mennonite World Conference in Zimbabwe and met with former students from Congo and Belgium and a potential student from Ethiopia who is now in Fresno. Our student from Ethiopia, along with a student from Brazil, have been sent by their churches to prepare to bring Peacemaking and Conflict Studies home. Their study is made possible by to a cooperative program with Mennonite Central Committee. Arrangements are nearing completion preparing for the arrival of a student from Vietnam who first attended a training in Vietnam lead by Ron Claassen and made possible by MCC Vietnam country directors, Ken and Fran Martins-Friesen who are now members of the FPU Faculty.
- A Grant from the Thailand Research Fund funded a PhD Student (who is also a Senior Probation Officer) from Thammasat University, Bangkok, Thailand to study Restorative Justice at the Center for four months. The grant also funded Ron Claassen to travel to Thailand to participate in her dissertation defense. Her dissertation was the first in Thailand to focus on Restorative Justice. While in Thailand, Ron met with the Director of Corrections and the Director of Probation and was invited to make a three-hour presentation at the Grand Seminar for 80 top-level officials in the two departments. For a more detailed report with photos, see http://peace.fresno.edu/docs/Claassen_Thailand_Report_wphotos.pdf
- Duane Ruth-Heffelbower was one of two international speakers (the other being John Braithwaite) at their first International Seminar on Restorative Justice in Peshawar, Pakistan. The trip included traveling through the Khyber Pass into Afghanistan. A brief report on the seminar, with photo links and a photo gallery of the trip can be found by following links from <http://peace.fresno.edu/training.php>

- Dalton Reimer was in Shamshabad, India, for three months, teaching at the seminary, speaking in a wide range of settings, and providing consultation on peacemaking and conflict studies as requested.

Restorative Justice and Mediation

- The 10th Annual Restorative Justice Conference, “Violence and the Journey Toward Reconciliation” Nov 13-15, was attended by about 100 criminal justice officials, pastors, teachers and students. Keynote speakers were a victim and offender who were deeply impacted by, and now are strong advocates of restorative justice. A plenary session panel discussion included community and criminal justice system leaders in the first public discussion of possible legislation designating Fresno County as a pilot allowing most juvenile cases to be discussed and decided upon in a conference with family, friends, victim, offender, community representatives, and criminal justice officials rather than in the courts.
- Focus groups involving more than 100 diverse community leaders, lead by Ron Claassen and Graduate Students Jack Dison and Jayati Nath continued the community discussion focused on VORP expansion and possible legislation requiring all juveniles offenses to have a Mediation prior to going to court. The community response has been overwhelmingly positive.
- Please visit our Web site at <http://peace.fresno.edu>

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Board/Faculty Report 2004-2005

Center Director: Ron Claassen

Training, Consultation, Facilitation and Peacemaking Services

On Campus:

This year has been a time of development and transition for the University. Center faculty served on several committees reviewing policy related to university response to conflict and misbehavior. Duane Ruth-Heffelbower served on the faculty handbook and personnel committees which include policy on grievances and discipline. Larry Dunn served on the committee that proposed revisions on policies related to Academic Honesty. Ron Claassen served on the student life discipline policy committee. Each helped shape the policies toward restorative rather than punitive responses and which emphasize the use of cooperation and reduce reliance on coercion.

The new student life Restorative Discipline Policy assigns the Peacemaking and Conflict Center to provide coaching and mediation services to all discipline cases. Center faculty, Ron Claassen and Jill Schellenberg, will provide training and oversight but most of the direct services will be provided by graduate students. Katie Fast was the first graduate assistant assigned to the Campus Mediation Center. Jill and Katie, together with student life personnel introduced students, staff, faculty, and board (approx 1200 people) to the new restorative discipline structure and goals. Ongoing leadership training is planned. A few student cases utilized the process this spring and procedures were refined. Jason Ekk, 2004-05 student council president and student representative on the FPU board, applied for and has accepted the position of graduate assistant assigned to provide coordination of the Campus Mediation Center for the 2005-06 school year.

Ron led the University Governance Conversations which included leaders from the administrative staff, faculty, administration, and board. The discussion lead to some agreements that creating a constructive context for the many changes faced by administrators, faculty, staff and students.

Off Campus:

More than 1,000 community people attended Conflict Resolution/Leadership training lead by center faculty, Larry Dunn, Jill Schellenberg, Duane Ruth-Heffelbower, and Ron Claassen plus several graduate students. These training events served community members from schools, businesses, non-profit organizations, professional organizations, probation, courts, churches, and government organizations.

Undergraduate and graduate students, completed more than 250 mediations with training and supervision from Center faculty. Cases included friends, family, elementary and middle

school students, victims and offenders referred to VORP by probation or the criminal courts, and litigants referred to the Center through the civil court.

Dispute resolution system design consultation was provided for churches, schools, and non-profit organizations. One major project was with the Seventh Day Adventist Church, Loma Linda District. They decided to include restorative justice and mediation in their grievance and discipline structures.

Professional mediation services were provided by faculty for people with disputes that included family issues, church disputes, contract disputes, personnel disputes and grievances, landlord/tenant disputes, and organizational issues,

Center faculty continued to provide leadership in growing movement to create legislation designating Fresno County as a pilot site allowing most juvenile cases to be discussed and decided upon in a conference with family, friends, victim, offender, community representatives, and criminal justice officials rather than in the courts. Support is growing.

Center faculty provided leadership to the local VORP and training for leaders from three different California counties (Santa Cruz, Mariposa, and Kings) who attended our three day VORP Organizing Training.

Graduate Assistants: Don Fisher provided mediation services for cases referred by the court in which one of the litigants was not represented by counsel. Hien Vu worked with the Fresno Interdenominational Refugee Ministries program as a conflict specialist providing services to Vietnamese and other Southeast Asian immigrants. Eric Rauber served as a conflict specialist for Caruthers Elementary and Middle School providing mediation services, training and overseeing their peer mediation program.

Faculty made presentations and participated in discussions at a variety of conferences including the national Association for Conflict Resolution, American Society of Victimology, Victim Offender Mediation Association, and the Anabaptist Church Consultation on Alternative Service. Duane was elected to the board of the American Society of Victimology. Ron completed his term as President and Duane as Secretary of the local chapter of the Association for Conflict Resolution. Jill was elected as the new Secretary. Ron serves on the Fresno County Court ADR Committee.

Faculty published articles in ACResolution Magazine, Journal of Community Development, Proceedings of International Seminar on Restorative Justice (Pakistan). Duane is editor of the Restorative Justice section of the CRinfo.org web data base. Ron completed a Doctor of Ministry degree from San Francisco Theological Seminary. Ron used the occasion to examine, improve and/or write several documents that are currently being used in classes.

International Peacemaking:

A primary goal of the Center's international program is to educate and train church leaders and teachers in peacemaking and conflict studies.

This is the second year of the Center's cooperative program in international peace education development with Mennonite Central Committee (MCC). Under this program Ernst Janzen of Brazil completed his master's program in December, 2004, and in February, 2005, began teaching in peace studies at the new Anabaptist university in Curitiba, Brazil. Girma Oda, a leader of the Meserete Kristos (Mennonite) Church in Ethiopia, is scheduled to complete his master's degree in December of this year, and then return to a leadership/educational role there.

During this year, MCC renewed its commitment to this program for another two years (1905-07). Hien Vu (Vietnam - formerly with World Vision Vietnam) and Christina Asheervadam (member of the faculty at the Mennonite Brethren Centenary Bible College in Shamshabad, India) are projected beneficiaries of this program for the next two years in preparation for service in their countries.

The Center continues to support its international graduates in peace studies. In June of 2004, Dalton Reimer assisted in teaching an intensive course on Violence and Non-Violence at Lithuania Christian College with Giedre Gadeikyte, FPU graduate and peace studies faculty member at LCC, while also consulting on the development of peace studies at LCC. Last fall, the Center hosted Congolese graduate, Pascal Kulungu, in a short period (September - November) of renewal at the Center, and in January Dalton reconnected with him in Congo. Pascal is developing a Center for Peacebuilding, Leadership and Good Governance in Kinshasa, Democratic Republic of Congo, through which he is training students and leaders in various regions of Congo, including recently students in the tense Goma region of eastern Congo and, very recently minority pygmies of the country.

The Center appreciates that Dalton Reimer, faculty emeritus, is volunteering his time and wisdom to provide the vision and coordinate this program.

- Please visit our Web site at <http://peace.fresno.edu>

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Board Report – October 2007

Center Director: Ron Claassen

- **Fresno Restorative Justice Initiative:** The Center continues to provide leadership to the Fresno County Restorative Justice Framework committee and VORP. A proposal was submitted to and funded by the California Endowment (\$125,000) for a planning grant to bring all Fresno County stakeholders together to develop a plan to implement a Restorative Justice pilot program in Fresno County. Jason Ekk, a graduate student and former FPU student body president who has been the lead graduate assistant for the center in the Restorative Discipline work at FPU, has been hired as the Program Director for the one year project.
- **New Project with CDCR:** The Center has received a 2 ½ year contract (\$290,000) from the California Department of Corrections and Rehabilitation and has begun developing/implementing a pilot program called Circles of Support and Accountability (COSA), a re-entry program for ex-offenders with an emphasis on accountability and healing for offenders in the context of Restorative Justice. Two circles have started with two released inmates, each with at least four community volunteers meeting with each them weekly. Our model is based on a program initiated in Ontario, Canada that has a record of less than 15% recidivism. If you are interested in more information or volunteering, please call our COSA Program Director, Clare Ann Ruth-Heffelbower at the Center.
- **Mediation for the Civil Court:** The Center was awarded a new contract (\$45,000/year) to employ and supervise graduate assistants to do selected cases from the Fresno County civil court. The focus is on cases where one party is not represented by counsel and those in which there is a civil/criminal crossover.
- **International:** The Center's International Peace Education Development Program, with funding from MCC and the Reimer endowment fund, welcomed two new students this fall, Christina Lurdhamani Asheervadam from India and Fekadu Abebe from Ethiopia. Each of them were been send by an institution of higher education that has made a commitment to the development of a Peacemaking and Conflict Studies center and curriculum. In addition to their studies, as graduate assistants, they do translation work and prepare workshops and class curriculum for their return.
- **New Degree Completion Program:** Jill Schellenberg, with help from Arthur Wint (who was on sabbatical from FSU) and other center faculty, developed and have now started the first cohort in the new Criminology and Restorative Justice program. A condition for approval of this program was an agreement made with administration and faculty that Center for Peacemaking faculty will continue to provide the leadership for this program, especially as it is offered at our other campuses.

- **Award:** At a dinner sponsored by Fresno Metro Ministry, Fresno Ministerial Association, and the Interfaith Alliance of Central California, on June 3, 2007 at Hope Lutheran Church, Ron Claassen was presented with the Carl and Esther Robinson Award For Outstanding Advocate For the Common Good along with letters and framed resolutions from the City of Fresno, County of Fresno, and State Senate and US House of Representatives.
- **Restorative Discipline:** The Center continues to employ and supervise graduate assistants to provide leadership in the Community Justice Conferences for FPU student discipline cases. In the first two years, due to the new Restorative Discipline structure, the good work of the Student Life division, and the availability of mediation through the Center, only two cases required a judicial body for decisions. All others were resolved in informal meditations or Community Justice Conferences lead by RA's or RD's or Center Staff. Ron and Zenebe wrote an article about the development and implementation of the FPU Restorative Discipline system that appeared in the national magazine of the Association for Conflict Resolution. Following is a quote that appeared in that article. The entire article can be found on our web site at the Discipline that Restores link.
 "My initial skepticism to Restorative Discipline was that I thought it was going to be soft and let people who had really done something wrong off the hook. What I have seen is that in most cases dealing with situations in a restorative way leads to greater ownership, accountability, and change as an offender. I now look forward to discipline situations knowing that there is great potential to come out with improved relationships and both victims and offenders who have grown." Dave Obwald – Resident Director

CENTER FOR PEACEMAKING AND CONFLICT STUDIES

Board Report - May 2008

Center Director: Ron Claassen

The Center for Peacemaking and Conflict Studies is committed to effective integration of academic, spiritual, and service work in our field. In all academic work, the students also consider the practical and spiritual implications. In all practical work, students implement and then reflect on the best work from academics, both the sociological and theological fields. Students begin the lifelong habit and develop the ability to reflect on the interplay between theory and practice and the theological implications. To make this possible, the Center for Peacemaking, in addition to providing faculty for the academic undergraduate and graduate programs, also creates opportunities for students to put their theoretical knowledge and understanding into practice to gain experience, confidence, and independence.

While the Center is providing learning opportunities to students it is also providing significant leadership and service in the community. Following are some of the current activities of the Center.

- **Fresno Restorative Justice Initiative:** Funded by the California Endowment (\$125,000), the Center continues to provide leadership to the Fresno County Restorative Justice Framework committee in a planning process to bring all Fresno County stakeholders together to develop a plan to implement a Juvenile Justice pilot program in Fresno County. Jason Ekk, a graduate student and former FPU student body president is the Program Director for the one year project. Due to the success of the meetings so far, the Endowment has invite us to submit a two year proposal to assist the initiative in moving from planning to implementation.
- **Circles of Support and Accountability (COSA):** The Center's 2 ½ year contract (\$290,000) from the California Department of Corrections and Rehabilitation is ahead of schedule in developing/implementing a re-entry program for ex-offenders with an emphasis on accountability no more victims and providing support for healing for offenders and victims. The grant called for 16 circles and nine are already functioning with the tenth ready to begin this month. The circle members (community volunteers) and core members (ex offenders) are very enthused about the value of the program. More requests are being received from parole (and others who have heard about the program) than we can accommodate. Alicia Hinton, who is completing our MA/JD cooperative program with San Joaquin College of Law, will be starting a graduate assistantship this summer with COSA. If you are interested in more information or volunteering as a circle member, please call our COSA Program Director, Clare Ann Ruth-Heffebower at the Center.

- **Mediation for the Civil Court:** The Center's contract with the Fresno County Civil Court focuses on cases where one party is not represented by counsel and those in which there is a civil/criminal crossover. In the last nine months, graduate assistant Doreen Roth has been involved in more than 30 cases of which 16 cases have reached full agreement.
- **International:** Christina Lurdhamani Asheervadam from India and Fekadu Abebe from Ethiopia are well into their course of study and in addition to their studies, as graduate assistants, they are doing translation work and preparing materials for workshops and class curriculum for their return. The Center's International Peace Education Development Program, with funding from MCC and the Reimer endowment fund continues to seek institutions of higher education that are interested in making a commitment to the development of a Peacemaking and Conflict Studies center and curriculum. Dalton Reimer has provided primary leadership and Larry Dunn is currently working on possibilities in Colombia.
- **Criminology and Restorative Justice Studies:** The Criminology and Restorative Justice program has been welcomed by law enforcement, parole, and corrections agencies. Jill Schellenberg, program director, is working hard to find qualified instructors to meet the demand.
- **Restorative Discipline at FPU:** The Center continues to employ and supervise graduate assistants to provide leadership in the Community Justice Conferences for FPU student discipline cases. This year Jessica Wood is the lead graduate student for this program.
- **Restorative Discipline in Schools:** Restorative Justice has many practices to offer schools. Ron Claassen is a regular contributor to the SALT Magazine, a resource for Christian teachers and administrators developed and edited by Dot Powell. District and School administrators continue to send teachers and administrators to learn how to apply conflict resolution, restorative justice, and mediation in school settings. This summer two week-long classes/seminars will be offered that will combine graduate students from our School of Education with teachers and administrators from the community. Teachers continue to report improved school climate when restorative discipline is implemented.
- **Victim Offender Reconciliation Program (VORP):** The positive cooperative relationship between the Center and VORP continues. More than 50 undergraduate and 10 graduate students were involved with VORP this year.
- **Mediation Associates:** This Center program offers professional, for fee, mediation in the community. Duane Ruth-Heffelbower offers a wide range of mediation including an emphasis on family mediation. He is an advanced practitioner member of the family section of national professional organization, the Association for Conflict Resolution. When possible, faculty mediators include graduate students as assistants/observers.

Appendix 9

PACS/CPACS Brochures 2008, 2009

Following are some documents that contain some or all the content of a PACS Brochure

2008 Brochure

Center for Peacemaking and Conflict Studies (PACS) Fresno Pacific University

Purpose and Mission of PACS

The call to peacemaking is universal and timeless, since conflict is always with us. Its shadow is found in all cultures in all times, beckoning for response. When constructive, it leads to better understanding and deeper relationships. When destructive, it tends toward confusion and separation.

The [Center for Peacemaking and Conflict Studies](#) (PACS) was established at [Fresno Pacific University](#) in 1990:

1. to promote greater understanding of the dynamics of conflict,
2. to train persons in the theology, science and art of constructive conflict management,
3. to promote and assist in the development of cooperative dispute resolution and justice programs within the institutions of the church and society.

PACS is rooted in the Hebrew/Christian vision of Shalom (peace and justice) for the church and world. Fresno Pacific University, sponsored by the Mennonite Brethren Churches of the Pacific region of the U.S., stands in a long, historic peace church tradition which has taken this vision of Shalom seriously. PACS is a concrete effort of the University to further realize this vision of Shalom.

The Center (PACS) is responsible for a variety of activities, including:

Academic Programs

Undergraduate

Focus Series – 3-4 Courses (includes training and taking a VORP Case)

Minor – Peacemaking and Conflict Studies

Degree Completion BA – Criminology and Restorative Justice Studies
Graduate

Certificate (15 units)

Mediation

Restorative Justice

Workplace Conflict and Peacemaking

Church Conflict and Peacemaking

School Conflict and Peacemaking

MA degree – Peacemaking and Conflict Studies (40 units)

Community

Some basic theory/skills courses are open to community participants

Funded by participation fees

International

Faculty identified by sister institutions for training (MA program) to start
Peace and Conflict studies in their institution upon return.

Lithuania, Brazil, Congo, Ethiopia, India, (Colombia – 2009)

Follow-up support as needed and able

Funded by PACS endowment and MCC Peace Program

Faculty in three schools (School of Ed, School of Business, School of
Humanities, Religion and Social Sciences)

In addition to our MA and Certificate programs, PACS Courses are required in the MA
programs in Curriculum and Teaching, School Psychology, School Counseling,
Student Teachers (training), and two courses in MA Leadership.

Practice/Programs/Projects

University

Student Restorative Discipline Program

Funded by Student Life and Center

Mediation available to faculty/staff/students

Funded by Center or offered at no cost

Criminal Justice System

VORP (Victim Offender Reconciliation Program) housed at Center

Funded by Individuals, CJS, Churches

Restorative Justice Initiative

Funded by a grant from the California Endowment

COSA (Circles of Support and Accountability for high risk sex offenders.)

Funded by Calif. Dept of Corrections

Civil Court

Mediation Services (cases with one attorney, civil/criminal crossover, etc.)

Funded by DRPA (Dispute Resolution Program Act)

Community

Training and Mediation Services led by Graduate Students

Offered at no cost

Mediation Associates (All types of cases)

Funded by Fees for Service

Schools (Peer Mediation and Discipline That Restores Training for Trainers) Funded by Class Fees, Fees for Service, and sale of books and materials.

“Making Things Right” 32 lesson curriculum – Grades 4-12

Discipline That Restores by Ron and Roxanne Claassen

Posters and Yellow Cards

Available at www.disciplinethatrestores.org

2009 Brochure

Center for Peacemaking and Conflict Studies (PACS) Fresno Pacific University

Fresno Pacific University

1717 S Chestnut

Fresno, CA 93702

<http://peace.fresno.edu/>

Purpose and Mission of PACS

The call to peacemaking is universal and timeless, since conflict is always with us. Its shadow is found in all cultures in all times, beckoning for response. When constructive, it leads to better understanding and deeper relationships. When destructive, it tends toward confusion and separation.

The [Center for Peacemaking and Conflict Studies](http://peace.fresno.edu/) (PACS) was established at [Fresno Pacific University](http://fresno.fresno.edu/) in 1990:

4. to promote greater understanding of the dynamics of conflict,
5. to train persons in the theology, science and art of constructive conflict management,
6. to promote and assist in the development of cooperative dispute resolution and justice programs within the institutions of the church and society.

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Graduate

- Certificate (15 units)

 - Mediation

 - Restorative Justice

 - Workplace Conflict and Peacemaking

 - Church Conflict and Peacemaking

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Community

- Some basic theory/skills courses are open to community participants

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International

- Faculty identified by sister institutions for training (MA program) to start Peace and Conflict studies in their institution upon return.

 - Lithuania, Brazil, Congo, Ethiopia, India, (Colombia – 2009)

 - Follow-up support as needed and able

 - Funded by PACS endowment and MCC Peace Program

Faculty in three schools (School of Ed, School of Business, School of Humanities, Religion and Social Sciences)

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Criminal Justice System

- VORP (Victim Offender Reconciliation Program) housed at Center

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 - Restorative Justice Initiative
 - Funded by a grant from the California Endowment
 - COSA (Circles of Support and Accountability for high risk sex offenders.)
 - Funded by Calif. Dept of Corrections
- Civil Court
 - Mediation Services (cases with one attorney, civil/criminal crossover, etc.)
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- Community
 - Training and Mediation Services led by Graduate Students
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 - Mediation Associates (All types of cases)
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 - Funded by Class Fees, Fees for Service, and sale of books and materials.
 - “Making Things Right” 32 lesson curriculum – Grades 4-12
 - Discipline That Restores* by Ron and Roxanne Claassen
 - Posters and Yellow Cards
 - Now Available at <http://disciplinethatrestores.org/>

Appendix 10

VORP/CJC History and Evaluation

Introduction and History of VORP’s Community Justice Conference (CJC) Followed by the Research/Evaluation of that Program

This CJC project is a good start but only a start. It will require courageous leadership from our juvenile justice system leaders to fully implement CJC for all cases (except rape and murder). If fully implemented it would significantly reduce recidivism, increase reimbursement for victims, reduce system costs, improve safety and public health.

The Introduction and History is to provide context for the reader of the CJC Research/Evaluation report. It adds background and history information as well as additional detail regarding CJC processes used.

Beginning on Page 132 you will see the EVALUATION OF FRESNO COUNTY COMMUNITY JUSTICE CONFERENCE PROGRAM research/evaluation Executive Summary and Evaluation Report). The EVALUATION OF FRESNO COUNTY

COMMUNITY JUSTICE CONFERENCE PROGRAM was funded by the California Endowment and conducted by a team lead by Dr. Mary Louise Frampton, attorney and professor at University of California, Berkeley Law School.

Introduction and History of CJC (Community Justice Conferences)

By Dr. Ron Claassen - Founder (1982) of Fresno VORP/CJC, Director of the Center for Conflict Studies and Peacemaking (1990 – 2010), Professor Emeritus (Peacemaking and Conflict Studies)

Contributor: Duane Ruth-Heffelbower – Attorney and Mediator, Assistant Professor (Peacemaking and Conflict Studies (1990 – 2010), Director of the Center for Peacemaking and Conflict Studies at FPU (2010 – 2015)

Contributor: Seya Lumeya – Current director of CJC, VORP/CJC Mediator, Graduate Student in Peacemaking and Conflict Studies at FPU.

Contributor: Jason Ekk – Attorney, Assistant Professor (Criminology and Restorative Justice Studies (2012-2016), Program Director of the Restorative Justice Initiative in Fresno County (2007-2010)

This introduction is to provide context for the reader of the CJC Research/Evaluation report. It adds background and history information as well as additional detail regarding CJC processes used. The research/evaluation was funded by the California Endowment and conducted by a team lead by Dr. Mary Louise Frampton, attorney and professor at University of California, Berkeley Boalt Law School.

There are many contributing factors to the creation of the CJC pilot project. This article will briefly describe the history of how it came to be. By no means is it an exhaustive explanation. On a broader side, the CJC pilot project has drawn from and contributed to an expanding and deepening international restorative justice field.

The specific Fresno CJC pilot project emerged from the vision of Claassen, director at the Center for Peacemaking and Conflict Studies (CPACS) at Fresno Pacific University (FPU) and the founder of Victim Offender Reconciliation Program (VORP) of the Central Valley.

The Fresno Victim Offender Reconciliation Program was founded in 1982 by Claassen. The Fresno VORP received its first case in February 1983. It experienced slow and steady growth in case load and increasing criminal justice system, church, and community support. Over the years, the VORP case load varied from the first year of 85 to more than 60 cases per month in one year. Nearly 1,500 volunteer mediators from many backgrounds have been trained, with about 10 to 100 actively involved as mediators with VORP in a given year.

VORP Referrals came primarily from the Fresno Probation Department. The consistency of referrals was a problem for VORP because they were dependent on a person inside the system referring cases out. Because people in the referral positions changed frequently, and because referrals were made on the basis of a person feeling comfortable making the referral, the numbers of referrals varied greatly, depending on who was responsible for making the referrals. A group known as the Restorative Justice Framework Committee, chaired by Ron Claassen, applied for a grant from the California Endowment to address this problem. Ron's idea was to address this problem in a way that would enhance public health by creating a systemic change that would be offer all victims and offenders the option of a Community Justice Conference. The plan was to duplicate a system similar to the New Zealand juvenile justice system law (Children, Young Persons, and Their Families Act 1989) that would make referrals systemic, rather than dependent on individual personalities. CPACS at FPU would be the recipient organization. In August of 2007, the Center for Peacemaking received a planning grant from the California Endowment with a charge to, "Develop a plan for a systemic and sustainable model of restorative justice in the Fresno County Juvenile Justice System" in cooperation with the leaders of the juvenile justice system. During the due diligence process for deciding whether to make the grant, the California Endowment received agreement from the District Attorney, Public Defender, Probation Department, and the Presiding Juvenile Judge to participate in the planning process with the Fresno Restorative Justice Framework committee. The grant was managed by the Center for Peacemaking and Conflict Studies (director Ron Claassen) at Fresno Pacific University.

In the beginning months of the grant, CPACS hired Jason Ekk as the program director to work with Claassen and the Framework Committee. Jason spent many hours planning, scheduling, and going to meetings to bring the right people to the table to develop this pilot project. There were three groups in this planning process that proved essential:

1. Restorative Justice Framework Committee- This group provided the direction, contacts and support to assist the director in establishing the other working groups and necessary vision to move everything forward. This group was made up of Lynne Ashbeck (City of Clovis), Dr. Arthur Wint (Professor of Criminology CSUF), Dr. Ron Claassen (CPACS), Dr. Duane Ruth-Heffelbower (CPACS), Dan DeSantis (Fresno Regional Foundation), Phil Kader (Fresno County Probation) and Doug Noll (Professional mediator). The RJ Framework Committee served as a “board of directors” of sorts for the program director. This group existed several years prior to the grant funded work and their vision and planning provided the framework for the work that followed.

2. Restorative Justice Network- The purpose of the RJ Network was twofold: 1) educate the community on the theory and best practices of restorative justice as it pertains to the juvenile justice system and 2) generate feedback from a diverse range of constituencies from the community on restorative justice practices. We had meetings about every three months and had special speakers talk about various aspects of restorative justice. Attendance varied from 25-50 each meeting. The participants included representatives from various government agencies, non-profits, religious organizations, victim organizations, local mediators, business people, and others.

3. Juvenile Justice Group (JJG)- This group was formed out of the RJ Network meetings and consisted of the four main entities in the juvenile justice system that would be affected by a CJC pilot project, the presiding juvenile judge, District Attorney’s Office, Public Defender’s Office and Probation, CPACS and VORP. During the planning phase of the pilot project the JJG met for about six months every two weeks for at least two hours. The JJG

developed the logistics and details of the pilot project. This group continues (although many individuals have changed) to meet on a quarterly basis to work on implementing and improving the process.

After the one and one-half year planning process, CPACs applied for and received an implementation grant from the California Endowment to implement the plan created by the Juvenile Justice Group. Through this grant the VORP/CJC pilot project became a reality. During the planning phase the discussion came up as to where should the project be “housed?” In other words, which organization will take over the day-to-day supervision, case management, and other responsibilities? The Juvenile Justice Group decided that the Victim Offender Reconciliation Program of Central Valley should be that organization as it already had the infrastructure, case management system and knowledge and capacity with a pool of trained mediators.

The first VORP/CJC case was received on July 6, 2009. The VORP/CJC directors in the first five years were, Noelle (Dauodian) Nightingale, Tim Nightingale, and Seya Lumeya. The PACS directors who provided oversight were Ron Claassen and Duane Ruth-Heffelbower.

Guided by the Restorative Justice Fundamental Principles

<http://restorativejusticediscipline.com/library/rjprinc.html> and the Peacemaking Process, <http://restorativejusticediscipline.com/library/APeacemakingModel.pdf> both developed by Ron Claassen, the structure and meeting process evolved. The key elements at the beginning were to include:

1. To be sure that the meeting included the victim and offender along with their support people (family, friends, teachers, colleagues, etc.) who would help improve the quality of the meeting and agreements. At times, the meeting included a criminal justice official and/or additional community members. While some traditional VORP cases included a larger group like this, the CJC process required it.

2. To be sure that all participants engaged with the process voluntarily and with a commitment to be constructive (not to overlook the violations, injustices, and impact that these had on the individuals).
3. To be sure that the mediator/facilitator, in separate preliminary meeting with the victim and offender and their support groups, helped prepare parties to participate with full understanding of the process and to empower each to say if the process at any time did not seem fair (which then meant discussing what was not fair and making the adjustments so that it would be fair or ending the meeting). The preparation included being sure that the parties were also clear that they were the decision-makers and that unless all participants (except the mediators) agreed, there would be no decision.
4. The joint meeting included the basic elements of the Peacemaking Model:
 - a. Recognize the injustice/violation/problems/needs/concerns etc. and to be sure that they were understood, someone would summarize (usually the offender for the victim and the victim for the offender or if the victim preferred, someone else chosen by the victim).
 - b. Together figure out how to restore equity as much as possible. This often included an apology by the offender to the victim and as time passed, this apology became a written one that was read to the victim by the offender. In addition to apology, in this part of the process they discussed and decided what restitution would be appropriate and how it would be paid.
 - c. Clarify Constructive Future Intentions. When the first two parts were completed the discussion would turn to clarifying the parties' constructive future intentions, both relationally and individually.
 - d. Finally, after writing the agreement and being sure that everyone agreed with what was written, they would search for and set a good follow-up time for the purpose of again looking at the agreements and then acknowledging if the agreements had been kept and if not, what options they might pursue. They were reminded that

“When agreements are made and kept, trust grows.” (Ron Claassen).

5. As time passed and experience was gained, it was realized that value could be added to the entire process by having two full mediation/peacemaking meetings, the first with the offender and family only. This recognized that the offender’s family is also a victim and in the meeting with the “named” victim, the family did not have the opportunity to be in the victim role. So the first meeting is with the offender and their family and they follow the full process as outlined in #4 above. Then the second mediation meeting, again following the full process, was with all participants.

We will not discuss here the communication between VORP/CJC and the Juvenile Justice System that is essential for each case because that is well documented in the research/evaluation report.

Perhaps what is most important about the CJC project was that it made the mediation/peacemaking process a central part of juvenile justice system and it was offered to all eligible cases, not just those where a criminal justice official thought it would be a good idea. It is both the mediation/peacemaking process and the systemic aspect of the project that reduce bias on which cases are chosen and if fully implemented would significantly eliminate racial disparity in the juvenile justice system.

This CJC project is a good start but only a start. It will require courageous leadership from our juvenile justice system leaders to fully implement CJC for all cases (except rape and murder). If fully implemented it would significantly reduce recidivism, increase reimbursement for victims, reduce system costs, improve safety and public health.

EVALUATION OF FRESNO COUNTY COMMUNITY JUSTICE CONFERENCE PROGRAM research/evaluation Executive Summary and Evaluation Report).

The **EVALUATION OF FRESNO COUNTY COMMUNITY JUSTICE CONFERENCE PROGRAM** was funded by the California Endowment and conducted by a team lead by Dr. Mary Louise Frampton, attorney and professor at University of California, Berkeley Law School.

EXECUTIVE SUMMARY

The Fresno County Community Justice Conference Program (“CJC”), a restorative justice project of the Fresno County Juvenile Court, was the focus of this research and evaluation project. In a collaborative effort of Fresno County’s Juvenile Court, Probation Department, District Attorney’s Office, Public Defender’s Office and Fresno Pacific University’s Center for Peacemaking, young people charged with first time misdemeanor offenses engage in a restorative process with their families and the victims of their offenses. Since the inauguration of the program in 2008, over fifteen hundred cases have been resolved in this fashion.

The purpose of this research project was to evaluate the effectiveness of the CJC program by a variety of different measures. The first was to determine whether young offenders whose cases were resolved in a restorative manner through the CJC program re-offended with greater frequency, lower frequency, or the same frequency as offenders whose cases were resolved solely by the court (the recidivism rate). The second was to gauge whether the victims in these CJC cases were compensated at a higher, lower, or similar rate as the victims whose cases were resolved solely by the court (the restitution rate). The third was to research whether the program saved the County of Fresno money or was more costly than the court system (cost-benefit analysis). The fourth was to assess the program through the eyes of the victims and the young offenders and their parents/guardians who have participated in the program (interviews).

Community justice conferencing is a way of “doing justice” that focuses on the responsibility of young offenders to repair the damage that their misbehavior has caused so that the needs of victims are satisfied and the community is safer. Restorative justice brings together those most affected by the youngster’s offense to craft a plan to “make things right” for the victim, to hold the offender accountable, and to identify the reasons for the offense to avoid its repetition. In the restorative justice process victims have agency and are given a strong voice so that their interests can be protected. By hearing directly from victims and family members about the harm that they have caused, young offenders are confronted with the impact of their actions on others and learn to develop empathy. Given the opportunity to apologize to victims and to fix the problems they have caused, young people become more responsible and productive adults.

Lower Rates of Recidivism

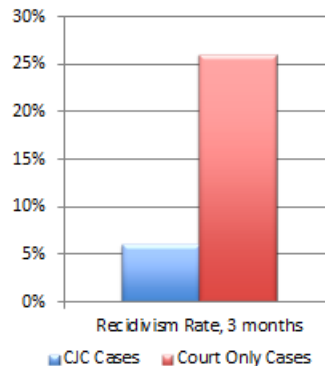
The research study found that young people who participated in CJC had lower rates of recidivism than those who were charged with similar offenses and whose cases were handled solely through the regular court process prior to the inception of CJC. Within three months of the offense about one in four (26%) of the juveniles whose cases had not been diverted to CJC had re-offended while only about one in twenty (6%) of the CJC participants had re-offended. Within six months the rates were 22% for non-CJC participants and 4% for participants. At one year the rates were 15% for non-CJC participants and 2% for CJC participants. At two years the rates were similar: 13% for non-CJC participants and 2% for CJC participants.

Higher Rates of Restitution

When the courts adjudicate juvenile delinquency cases they sometimes order the juvenile to compensate the victim for the monetary damages suffered as a result of the offense. This compensation is usually called “restitution” or “reimbursement for costs incurred,” Fresno

Recidivism

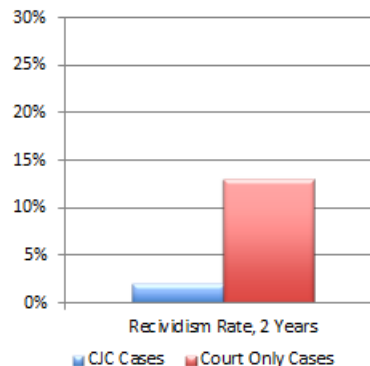
- 3 months after the offense CJC youth recidivate at a rate of 6 percent. (2008-2013)
- By comparison, the recidivism rate for court only cases is 26 percent. (2003-2007)



Recidivism

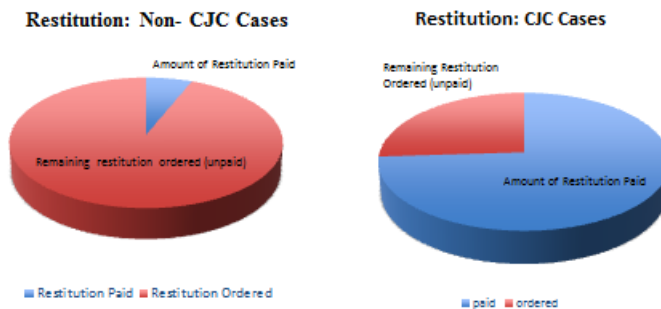
Two years after the offense the CJC youth recidivate at a rate of 2 percent. (2008-2013)

By comparison, the recidivism rate for court cases is 13 percent. (2003-2007)



County collects slightly over 6% of the restitution ordered by the Juvenile Court in misdemeanor cases. CJC collects 74% of the restitution ordered by the Juvenile Court in cases that have been referred to CJC.

Misd. Case Restitution Comparison



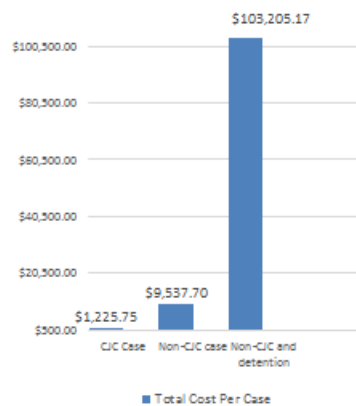
In a three year comparison, CJC youth paid 74% of assigned restitution. In comparison, non-CJC youth only paid 6% of assigned restitution.

Lower Costs

The study found that the costs of cases diverted to CJC were substantially lower than the costs of cases processed solely through the court system. A case which is diverted to CJC costs an average of \$1225.75 while a case which is processed only by the court system costs on average \$9537.70 if the case is resolved before trial and the young person is placed on probation for one year rather than being incarcerated. If the case goes to trial or the youngster is incarcerated the cost difference is even greater.

Juvenile Misdemeanor Case Cost

- Estimated total cost for a CJC case is **\$1225.75**
- Estimated total cost for a non-CJC case is **\$9,537.70**
- Estimated total cost for a non-CJC case if the youth is incarcerated for a year is **\$103,205.17**
- A non-CJC case cost **\$8,311.95** more than a CJC case



Stakeholders Were Enthusiastic About CJC

The Fresno County Juvenile Court, Probation Department, District Attorney's Office, and Public Defender's Office all voiced enthusiastic support for CJC. The stakeholders lamented the fact that the overcrowded court system is often not equipped to provide the in-depth examination of the myriad of circumstances giving rise to each case that comes before it, much less to the often complex and multi-layered problems facing each child, the family members of each child, and the victims of each offense. Because the CJC process is usually able to explore many of these issues the resolution of the case can be individually tailored to meet the needs of everyone affected by the offense. As one Juvenile Court judge stated: "It's all about the truth, not about the proof."

Victims Expressed High Satisfaction With CJC

Twenty victims who participated in CJC were selected at random and interviewed at a time and place of their choice. They were victims of assault and battery, theft, bringing a knife to school, destruction of property, fighting, and leaving the scene of an accident. In a few of the cases the injuries were fairly substantial. The interviewees included businesspeople, city employees, and school officials; adults and young people; strangers to, and acquaintances of, the young offenders. Victims expressed nearly unanimous enthusiasm for CJC, praise for CJC staff, and support for restorative practices. Agreements were reached and kept with all the victims except one. Victims reported feelings of enhanced safety after the mediations as well as a sense of closure. They appreciated the opportunity to tell the offenders how they were hurt by them and to witness the youngsters' apologies. Some related they were angry, skeptical, or concerned before the mediation but that these feelings evaporated after their participation. They related their observations that the young people were taking responsibility for their misbehavior and how emotional and difficult the experience was for the youngsters. Although they were victimized, many were very sensitive to the challenges facing young people. Some contrasted their negative experiences with the criminal justice system with their positive experiences with CJC. Nineteen of the twenty victims interviewed thought CJC would be appropriate for more serious crimes. The one victim who had no opinion on the matter stated that she lacked sufficient knowledge to make a judgment.

Family Members of Young Offenders Related the Positive Impacts of CJC

Twenty parents, grandparents, and guardians of youthful offenders were also selected at random and interviewed in this study. The cases involved vandalism, drug possession, shoplifting, theft, and bringing a knife to school. These interviewees had a two-fold involvement with CJC as they participated in the family group conference as well as the victim-offender mediation. Like the victims, the parents expressed enthusiasm for CJC and for restorative practices.

Almost all credited CJC with teaching their children that there were real consequences from their actions. Most reported their young persons' participation in CJC improved their behavior and attitudes and enhanced the communication within the family. Some noted their youngsters used what they learned from CJC to become leaders rather than followers. They also expressed appreciation for CJC's focus on "bad choices" rather than "bad kids."

The two parents who did not think that CJC was effective for their children highlighted a deficiency in the current configuration of the program. At the present time a young person with

serious drug problems cannot both participate in CJC and also receive drug treatment through the Probation Department. Hence, the parent of a child with significant drug addiction did not feel that CJC was sufficient to address his addiction. The other parent felt CJC was too onerous for an offense that was simply a dispute between parent and child.

Young Offenders Reported How CJC Changed Their Perspectives

Twenty young offenders of various ages, races, and ethnicities were also chosen at random and interviewed. An equal number of boys and girls, they came from the full range of economic circumstances. Everyone reported satisfaction with the program. All reached agreements and all but one completed their agreements. Even though their cases were different than those of the family members interviewed, the themes that emerged from the interviews were similar. They commented that their participation in CJC was difficult and embarrassing but that it had changed their perspectives and, for some, their lives. Many reported their involvement in the program encouraged them to leave friends who were bad influences, to perform better in school, to foster good relationships, and to become more responsible people.

EVALUATION OF FRESNO COUNTY COMMUNITY JUSTICE CONFERENCE PROGRAM

The purpose of this research study was to assess the efficacy of the Fresno County Community Justice Conference Program ("CJC"), a restorative justice project of the Fresno County Juvenile Court. A collaborative effort of Fresno County's Juvenile Court, Probation Department, District Attorney's Office, and Public Defender's Office, the program diverts young people charged with a first time misdemeanor offense to Fresno Pacific University's Center for Peacemaking to engage in a restorative process for resolving that offense. Inaugurated in 2008, the program is a leader in the State of California.

Methodology

The methodology of this research involved a quantitative analysis of comparative rates of recidivism and restitution between five years of CJC cases and a "control" group of similar cases for the five year period immediately preceding the inception of the program. It also utilized a simple cost benefit analysis. On the qualitative side the researchers interviewed sixty participants from sixty different cases: 20 victims, 20 parents or other family members of youthful offenders, and 20 young offenders. These numbers were three times greater than the grant proposal indicated but seemed necessary to obtain a more accurate and richer picture of the participants' perspectives. The stakeholders approved this methodology.

The researchers also conducted confidential interviews of the stakeholders to assess their perspectives on the strengths and weaknesses of the program. All of the stakeholders expressed support and enthusiasm for the program. The perspectives of those Juvenile Court judges who do not belong to the CJC Collaborative ranged from mildly supportive to wholeheartedly enthusiastic. A few judges commented that the size of their caseloads often prohibits them from spending the amount of time that is required to make proper judgments about young people and were grateful that CJC was not so constrained. One said of restorative justice: "It's all about the truth, not about the proof."

A few hundred cases were selected at random. The randomization methodology insured that the participants selected would be representative of the gender, racial, and ethnic diversity of the pool. The interviews took place at a time and location selected by the interviewees and lasted between a half hour and an hour and a half.

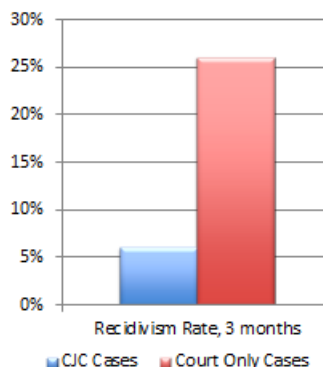
QUANTITATIVE FINDINGS

1. Comparative Recidivism Rates

The Fresno County Probation Department data show that within three months of the offense 26% of the young people in the "control" group (those who were charged with a first offense misdemeanor and would have been eligible for the CJC program if it had existed at that time) re-offended while only 6% of CJC participants got into trouble again. Within six months, the rates were 22% for non-CJC participants and 4% for participants. At one year the rates were 15% for non-CJC participants and 2% for CJC participants. At two years the rates were similar: 13% for non-CJC participants and 2% for CJC participants.

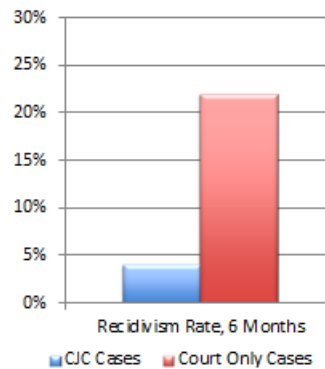
Recidivism

- 3 months after the offense CJC youth recidivate at a rate of 6 percent. (2008-2013)
- By comparison, the recidivism rate for court only cases is 26 percent. (2003-2007)



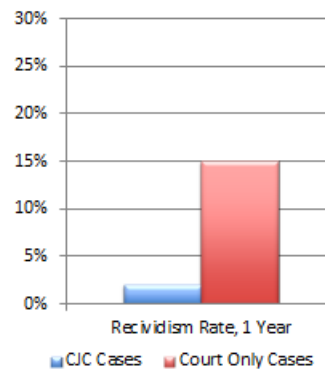
Recidivism

- 6 Months after the offense CJC youth recidivate at a rate of 4 percent. (2008-2013)
- By comparison, the recidivism rate for court cases is 22 percent. (2003-2007)



Recidivism

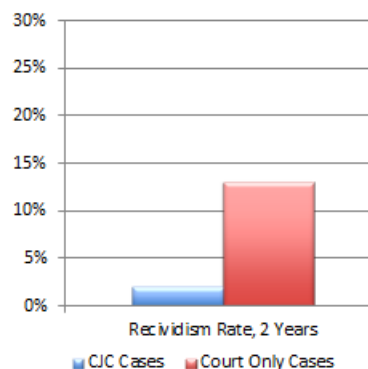
- 1 Year after the offense CJC youth recidivate at a rate of 2 percent. (2008-2013)
- By comparison, the recidivism rate for court cases is 15 percent. (2003-2007)



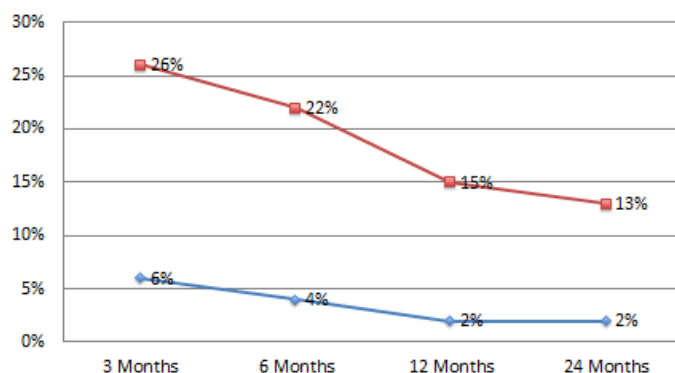
Recidivism

Two years after the offense the CJC youth recidivate at a rate of 2 percent. (2008-2013)

By comparison, the recidivism rate for court cases is 13 percent. (2003-2007)



Recidivism, CJC Cases (2008-2013) and Court Only Cases (2003-2007)



2. Comparative Restitution Rates

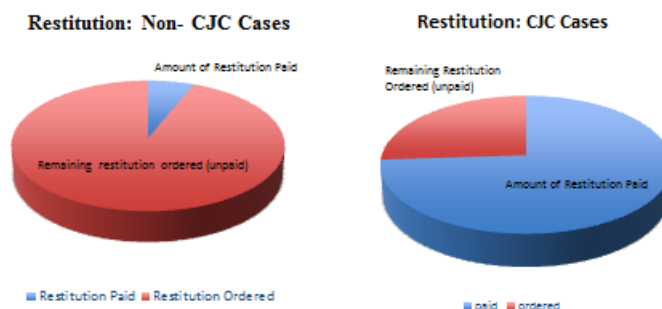
Historically the Fresno County Probation Department was responsible for executing the Juvenile Court orders for restitution but records were not kept in a manner that would accurately reflect rates of restitution. Over the past three years, however, the Fresno County Revenue Collections Unit has assumed this duty. The transfer of authority made an assessment of restitution rates by Fresno County during the time period of this study virtually impossible. Instead, the

researchers used the rate of restitution by the County over the last three years. Hence, the comparison is not exact. The general state of the economy was more distressed in the 2009-2012 period than in the 2012-2015 period so it is possible that the rates of non-CJC Fresno County reimbursement during that period might have been lower than what is reflected here but there is no way to test that hypothesis.

The victim restitution assigned from the Juvenile Court to the Revenue Collections Unit for the 2012-2013 year was \$1,380,628.91. The amount actually paid on those court orders was \$90,204.30, or slightly over 6% of the amount ordered..

The amount of restitution ordered by the court in CJC was \$72,685.58 and the amount collected by CJC was \$54,061.67. Hence, the percentage of restitution paid was 76%.

Misd. Case Restitution Comparison



In a three year comparison, CJC youth paid 74% of assigned restitution. In comparison, non-CJC youth only paid 6% of assigned restitution.

3. Comparative Cost

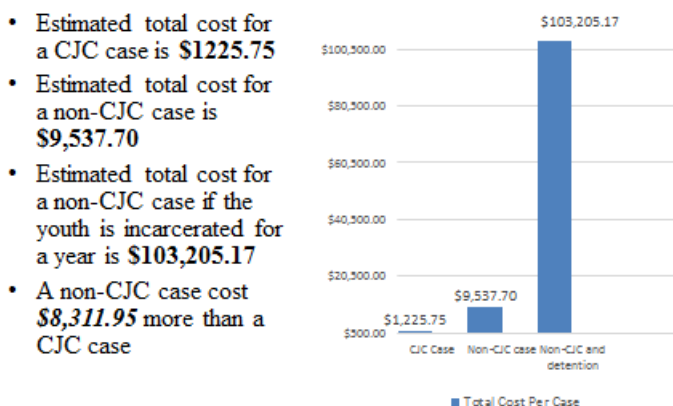
Using cost figures provided by the Fresno County Juvenile Court, Probation Department, District Attorney's Office, Public Defenders Office, and Fresno Pacific University's Center for Peacemaking, the researchers calculated the average cost of juvenile misdemeanor cases that are processed solely by the court and those that are diverted to CJC. It should be emphasized that the figures presented are very rough estimates as each case is different and statistics kept by Fresno County offices are not closely correlated with the research questions presented here. Costs escalate when a case goes to trial and/or a young person is incarcerated. Yet even cases that resolve prior to trial or do not involve incarceration can require significantly different amounts of time and thus revenue. The average cost of a juvenile misdemeanor case that is processed through the normal court system is \$9,537.70. If the case is resolved prior to trial and the young person is not incarcerated but is placed on probation for one year. This total reflects a cost of \$83.00 in judicial time, \$845.02 in District Attorney's Office time, \$511.68 in Public Defender's Office time, and \$8100.09 in Probation Department time. If the youngster is incarcerated or if the case goes to trial the costs are significantly higher. For example, a case that goes to trial costs the Public Defender's Office alone over four times more than the case that is resolved prior to trial. Similarly, a case in which a young person is incarcerated for a year costs the Probation Department \$103,205.10. For purposes of this study, however, the researchers took the more conservative view and used the average figure for cases that do not go to trial and involve probation rather than incarceration.

The average cost of a juvenile misdemeanor case that is diverted to CJC is \$1,225.75. This figure represents an average cost of \$700.00 in Fresno Pacific University Center for Peacemaking time, \$62.00 in judicial time, \$241.25 in District Attorney's Office time, and \$222.50 in Public Defender's Office time. Hence, the cost differential between the cases processed solely through the court system and those diverted to CJC is \$8,311.95 per case.

In addition there are significant additional cost savings to the County from the substantially lower recidivism rates for those young people whose cases have been diverted to CJC. Because such an analysis requires such a complex set of variables (e.g. trial time, time in incarceration, number of subsequent offenses, seriousness of subsequent offenses, duration in time) the amount of savings could cover a wide spectrum and be subject to some conjecture. For that reason the researchers

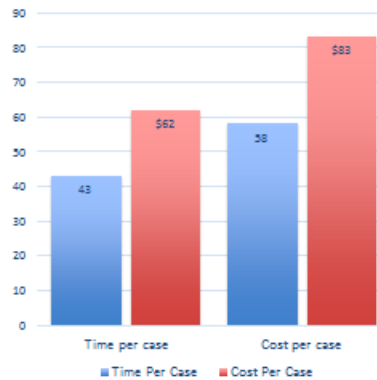
chose to focus on a more conservative and concrete analysis of current costs.

Juvenile Misdemeanor Case Cost

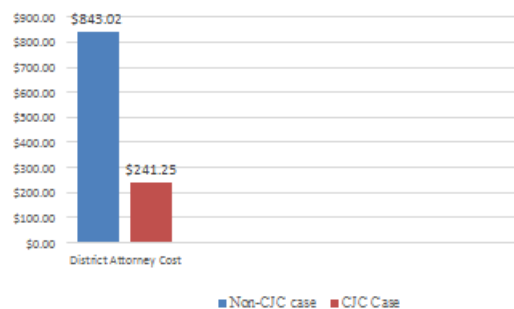


Judicial Case Data

- Average time judges spend per case is 58 mins per non-CJC case
- Each CJC case takes 43 mins
- A non-CJC case is \$83.00 per case.
- A CJC case costs \$62.00 per case



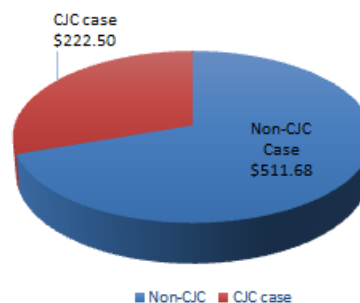
District Attorney Case Cost (per case)



Estimated total DA cost difference between a CJC case and a non-CJC case is \$601.77 per case

Public Defender Cost (per case)

- The public defender's office spends \$289.15 more dollars on a non-CJC case that does not go to trial than it does on a CJC case.
- This figure amounts to 43% more funds spent on a non-CJC case than on a CJC case



QUANTITATIVE FINDINGS OF THIS STUDY CONSISTENT WITH OTHER RESEARCH

These quantitative findings are consistent with other research findings on the efficacy of restorative justice programs. In recent decades, criminal justice systems across the world have turned to restorative justice practices to augment many of their existing criminal justice protocols. New Zealand has entirely replaced its criminal justice branch for juveniles with a restorative justice system and has witnessed precipitous drops in offending as well as reoffending.

Impact on Recidivism

Most research studies have found reductions in recidivism when people were diverted from court to restorative justice programs. Some studies found significant reductions in re-offending while others found only slight decreases. While some meta-analyses of restorative justice evaluations cited that the differences in observed impact could be attributed to study designs or inconsistent definitions of “reoffending”, several meta-studies found that the more rigorous ***Fresno County Community Justice Conference Program*** ***Page 18***

studies (those that controlled for intervening factors) actually found higher decreases in recidivism rates for offenders that participated in restorative justice programs. ¹

For example, youth who were processed through the Victim Offender Mediation program in Multnomah County, Oregon recidivated at a rate of 22% less than those processed through the court during a one year follow-up period (20% versus 42%). ² In Australia, restorative justice conferencing has produced a reduction of 15% to 20% in re-offending across different offense types (regardless of gender, criminal history, age and ethnicity of offenders). The RISE project in Australia found that juveniles participating in restorative justice conferencing decreased rates of recidivism by as much as 38% when compared to the juveniles whose cases were processed through the courts (11% versus 49%). ³

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Even studies that did not seek to quantify the reductions in recidivism noted that restorative justice was able to positively address and mitigate the risk factors that increase the likelihood of an offender recidivating such as substance abuse, aggression, and poor disposition toward school.⁴ Moreover, while many studies found that there were no major differences in recidivism rates for offenders charged with property crimes and those charged with violent crimes who were diverted to restorative justice programs, several studies found that restorative justice actually reduced reoffending more effectively with more, rather than less, serious crimes. ⁵

¹ Sherman and Strang. (2007). "IIRP: Restorative justice: the evidence." The Smith Institute. Umbreit, Coates, and Vos. (2002). "The Impact of Restorative Justice Conferencing: A Review of 63 Empirical Studies in 5 Countries." University of Minnesota, Center for Restorative Justice & Peacemaking School of Social Work, College of Education & Human Development. Bain, Kristin. (2012). "Restorative Justice and Recidivism: A Meta-Analysis. Electronic Theses and Dissertations." Paper 46. Bradshaw, William and Roseborough, David J. (2005). "Restorative justice dialogue: The Impact of Mediation and Conferencing on Juvenile Recidivism." Social Work Faculty Publications, Paper 24. Bergseth and Bouffard. (2007). "The long-term impact of restorative justice programming for juvenile offenders." Journal of Criminal Justice 35: 433-45. Strang H, Sherman LW, Mayo-Wilson E, Woods D, Ariel B. (2013). "Restorative Justice Conferencing (RJC) Using Face-to-Face Meetings of Offenders and Victims: Effects on Offender Recidivism and Victim Satisfaction. A Systematic Review." Campbell Systematic Reviews. Nugent, W., M. Umbreit, L. Wiinamaki and J. Paddock (2001). "Participation in Victim-Offender Mediation and Severity of Subsequent Delinquent Behavior: Successful Replications?" Journal of Research in Social Work Practice 11(1): 5 - 23.

² See Umbreit, Coates, and Vos (2002).

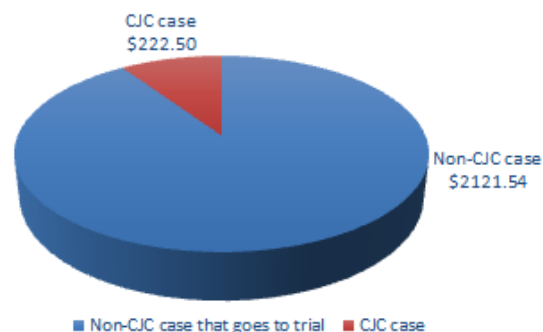
³ Linton, Hilary (2003), Restorative Justice Conferencing and the Youth Criminal Justice Act.

⁴ See Strang (2003).

⁵ Sherman, Strang, Barnes, Woods, Bennett, Inkpen, Newbury-Birch, Rossner, Mearns, Slothower. (2015), "Twelve experiments in restorative justice: the Jerry Lee program of randomized trials of restorative justice conferences."

Fresno County Community Justice Conference Program Page 19

Public Defender Cost (per case)



- A non-CJC case that goes to trial- the cost for the Public Defender is \$2121.54 per case
- In comparison, the cost for a CJC case is \$222.50 per case
- Cost difference of \$1899.04

Cost-Effectiveness: Few studies have attempted to rigorously quantify the net savings that restorative justice has generated for the criminal justice system. However, the existing studies generally assert that the use of restorative justice to divert offenders from court generates substantial savings due to the time and resources that would otherwise be expended by law enforcement officials and

the court.

The Restorative Community Conferencing program in Alameda County, California estimated that it saved \$37,922 per juvenile that it diverted from the county court system (at a cost of \$13,908 versus \$51,830).⁶ A cost-effectiveness study evaluating a restorative justice program in Massachusetts found that restorative justice was nearly six times more cost-effective than the traditional criminal justice methods.⁷

Other countries have also benefited from the cost-effectiveness of diverting offenders through restorative justice programs. Restorative justice conferencing in London was found to be as much as 14 times as cost-effective at preventing crime as the traditional criminal justice system.⁸ The Restorative Resolutions program operating in North Wales, Australia saved the police an estimated 3,363 hours--valuated at \$153,671.⁹ The Community Holistic Circle Healing Process in Hollow Water First Nation in Manitoba, Canada estimated that the program saved the province \$2,551,414 over 10 years--with a net savings to the federal government of \$1,261,317 over that same period of

time. The literature overall suggests that restorative justice alternatives generate yet to be quantified net savings on the victim side for mental health services costs.

The emerging evidence of the positive impact restorative justice has on recidivism and cost-effectiveness is further supported by the reports of overwhelming participant satisfaction, the *Journal of Experimental Criminology* 11(4): 501-540. See Bain (2012). Walgrave, Lode. "Advancing RJ as the Ground for Youth Justice." UNICEF. See Sherman and Strang (2007). Strang. (2001), *Restorative Justice Programs in Australia*. Criminology Research Council.

⁶ "Scaling Restorative Community Conferencing Through a Pay for Success Model: A Feasibility Assessment Report." (2015). National Council on Crime & Delinquency.

⁷ Furman. "An Economic Analysis of Restorative Justice." (2012). The University of Massachusetts Boston McCormack Graduate School of Policy and Global Studies.

⁸ See Strang (2013).

confidence of major law enforcement entities, and the support of the public. In the aggregate, these yet to be quantified benefits are important, because they contribute to the perception of the legitimacy and effectiveness of a well-functioning criminal justice system.

QUALITATIVE FINDINGS

1. INTERVIEWS OF VICTIMS

Twenty victims were selected at random and interviewed at a time and location of their choice. The interviews lasted from a half hour to an hour and a half. The victims interviewed included both adults and juveniles, city employees and school employees, parents and friends strangers, business representatives, and one surrogate victim and spanned the entire length of the program. The offenses included assault and battery, theft, bringing a knife to school, destruction of property, schoolyard fighting, and leaving the scene of an accident. In a few of the cases the victim's injuries were substantial.

The perspectives of the participants are presented here as they were reported in the interviews. By such presentation the researchers do not intend to suggest that they are in any way attesting to the veracity or accuracy of those perceptions.

Several prominent themes kept recurring in the interviews of victims. The first was almost unanimous enthusiasm for CJC, praise for CJC staff, and support for restorative practices. The only exceptions were two parent victims who had called the police because of their children's behavior toward them. One of the parents found the program too "soft" on her son. The other parent judged the program to be unnecessarily rigorous and burdensome for the particular dispute involved. Agreements were reached and kept with all the victims interviewed. With the exception of the parent victims referenced above all victims expressed unqualified satisfaction with those agreements. All victims felt that their voices were heard, they were respected throughout the process, and their needs were met.

All victims but one voiced the opinion that CJC could effectively be used for more serious crimes. That one exception did not feel that she had the expertise to have an opinion. Some victims thought that it would be necessary to carefully evaluate the attitude of the offenders before referring them to CJC for more serious crimes to insure that they were truly repentant.

⁹ "Facing Up To Offending: Use of restorative justice in the criminal justice system. A joint thematic inspection by HMIC, HMI Probation, HMI Prisons and the HMCPSI". (2012). Criminal Justice Joint Inspection.

Because the previous assistant district attorney assigned to the Juvenile Court had expressed the concern that the facilitator might try to suggest appropriate consequences to victims or try to substitute his/her judgment for theirs, we asked a specific question about the role of the facilitator. None of the victims indicated that the mediator had exercised any influence on the content of the agreement and indeed one victim said it would have been helpful for the facilitator to provide a list of possible consequences to victims.

Another concern expressed by the assistant district attorney was that the community was not represented at the conferences. For that reason the interviewer asked victims whether they thought that the offense had impacted the community. In almost all cases the victims did not believe that the community had been affected.

Some victims were initially very skeptical about CJC or were still very angry at the offender before the conference but those emotions dissipated by the end of the conference. Indeed, many of the victims were acutely aware of the pressures facing young people and the traumatic lives that many of them had experienced.

VICTIMS REPORTED HIGH DEGREES OF SATISFACTION WITH THE CJC PROGRAM

Victims expressed their satisfaction with CJC in the following ways:

"It far exceeded what I had hoped, far exceeded everything...it was that open dialogue that really helped to restore the relationship ...Yes, she had assaulted me, but because I was able to talk about what she had done and why I was angry, or why I was upset, I think she understood that. And so, it actually was a very emotional process...I was finally able to talk about how her actions had hurt us."

"I feel like this is a quality practice." "I feel 100% satisfied."

The conference was "perfect."

"So, I was really impressed that there were actually people out there that cared enough about these kids enough to show...them responsibility and accountability for their actions...I think part of the reason a lot of these kids end up in jail is because they're never held accountable for their actions, good or bad.

“You’re seeing a student really trying to work towards understanding what they did and the impact that they have.....With the criminal justice system, I don’t see them working with the impact they have on others. They only see the impact on themselves.

As noted above, one victim who was the offender’s parent felt the program was not effective for her son because the offence was “just a personal thing at home.’ She thought the process was “rolling through the motions” and her son was “manipulating the system... It just didn’t work, you know, based on where we were at, we were beyond the point of, he was too stubborn...it was too soft.” She said that “he’s got a lot better since then” and “it could probably make huge difference, this program, when it’s not the parent.”

VICTIMS RELATED FEELINGS OF RELIEF AND ENHANCED SAFETY

Many of the victims related that they were grateful to CJC for reducing their fear of retaliation from the offender in the future. This fear was expressed by both young people and adults, by school officials and neighbors alike. Here are some representative perceptions:

“I felt relieved” and “like happy that I can be safe and that I wouldn’t have to worry about it anymore and, like I just felt like something came off my chest and off of his.”

When there is a theft, “what you did is you destroyed my confidence in my safety...and that is bigger than this fifty or sixty bucks...so it really brings that person to that conversation because that doesn’t happen...they go to jail for a year or two...they come out, the person they stole from, they forgot about...But now (with CJC) this person has a face...[v]ery different...and a story too.”

Because of the agreement “he’s not gonna be able to mess with me anymore.”

“I’m going to be walking down the street and I’m going to see this kid and, you know, in the back of my mind I don’t want to be second guessing, you know what. Am I going to avoid him? Or, I got to watch myself or stuff like that...it’s almost like a relief from the incident.”

If a young person is incarcerated then “when that guy gets out of jail I’m going to go buy me a gun because I don’t know if he’s going to come after me here or something like that.”

"If I see him again, I don't have to like worry if anything is going to happen. That it could just be safe and just to know that he's not out there planning on doing it again or something."

The program "has the potential to make it (the community) safer... we're caring about our kids more, investing in our kids more, instead of just throwing them in jail because they did something wrong. Giving them a second chance, you know...it potentially can make our society safer if these kids, even if one out of twenty turns their life around."

VICTIMS OBSERVED YOUNG PEOPLE LEARNING FROM THEM AND FROM THE CONFERENCE

Several of the victims expressed their gratitude for the focus on their needs and the opportunity to communicate the impact of the offense on them. Victims were given the choice of location for the victim-offender meetings and some selected unusual venues like a McDonald's parking lot or a school field. Many victims reported observing the educational benefit to the young offenders.

"I think the really powerful part for him (the young offender) was to hear everybody else's experience because he's ten, eleven, he only sees things from how he felt about it, how it impacted him. But then he got to hear my side and...it was powerful for him to have to summarize and repeat it. I told him he was making my job hard because my number one job is student safety and he's making it seem like I can't keep kids safe."

"You need to fix it, because you need him to know that you are a man and not a child...it's that restorative mindset.. It's, how do you fix it...I'm not a liberal by the way. I'm a Republican...but I still believe in the good people...kids especially have to see that this mistake does not define you."

"Because since he's a child I feel like that would help him learn more than if he would've been punished."

"If we coddle them, it's just... not going to get you nowhere." But in the conference "we all kind of got something from it" and "this could teach them how to deal with situations."

"I was able to dictate what I felt was appropriate as a restorative practice...I think that's a valuable part."

The benefit of the conference was to “have the victim feel some sort of payback has been made to them...the primary purpose was for the perpetrator to take accountability for his actions.”

VICTIMS OBSERVED HOW DIFFICULT AND EMOTIONAL THE CONFERENCE WAS FOR THE YOUNG OFFENDER

The offender was “really nervous....He had a hard time. He had to try, like three different times to summarize it (the harm he had caused)...he had a hard time making eye contact. You could tell he felt really bad.”

“Sometimes that’s kind of hard for youth to admit they did something wrong and then let alone confront the person they harmed.”

“I thought it was going to be a fake, you know, ‘Hey, I’m sorry. It won’t happen again’ kind of deal but once he started speaking, I saw that the tears were coming out and he was having a hard time expressing himself, I realized he means it and I think he learned from it.”

VICTIMS DISCUSSED THEIR AWARENESS OF THE CHALLENGES FACING YOUNG PEOPLE

“I think a lot of these kids don’t get the chance when they’re younger and they don’t get to see forgiveness. Or they don’t get to see the good part of society. They only see the bad. So, you know, I believe in positive reinforcement as opposed to just negative all the time.”

“Students believe at twelve and thirteen, this (fighting) is the only way to solve the issue, and there has to be different skill sets for the kids to have when they suspect somebody is talking about them (on social media).” When the offender was in kindergarten his mother “punched him in the face...because he couldn’t understand the homework...that really stayed with him. And the mom was very abusive.” He lived in a home where the adults were using drugs and drinking but he was a “good kid.”

“I’m glad they have something like this. I mean, it gives kids...that just make bad mistakes, hang out with the wrong people, they’re not really trouble makers...They try to do it to fit in...they may have messed up once, and now they’re going to get a chance to make that right.”

“Maybe you stole something, but you know what, you were hungry. You needed, you...stole a cell phone because you were going to sell it so you could help your parents pay rent. ...I just don’t know how you can incarcerate somebody for that...that’s part of the side of this restorative thing, I think is, will bring hope to many of those kids.”

“When you have kids that through their whole lives keep seeing nobody wants to take the time, nobody really gives a crap about them, nobody is willing to get involved, when you put them through something like this, I think just based on my personal experience with kids, they feel...acknowledged that...they do exist that they do have to answer for what they do...but lessons come in different pictures...it was a positive experience, so do I think it can help kids, yes I do...sometimes bad things happen and at the end of the day something good comes out of it, so.”

“You have to get to know the kids and the family. It’s going to take more time. It’s going to get messy. You may come to find out the kid had a knife, but hey you know what, they go home to a car every night, they don’t know where they’ll park it. So, they have to carry a knife and they just totally forgot it was on their person...we have to look at circumstances that not everybody is the same.

VICTIMS APPRECIATED THE FACT THAT CONSEQUENCES COULD BE TAILORED TO MEET THE NEEDS OF THE VICTIMS, THE PARTICULAR CIRCUMSTANCES OF THE OFFENSE, OR THE YOUNG PERSON’S SITUATION

Sometimes victims requested that young offenders “make things right” by doing work that aligned closely with their offense. For example, some of the taggers agreed to clean up locations where they had defaced property or to work with an ex-tagger who now runs a ministry and is a role model to young people. In other cases, students who had committed offenses against school authorities agreed to do work for their victims and forged closer relationships with them. Many of the young people were required to bring up their grades to “work off” their offenses.

VICTIMS’ THOUGHTS ABOUT COMMUNITY SAFETY

“I think it made the community safer...it’s going to cause” young people “to think twice, or think longer about doing something like this again, or doing something illegal again. There’s no doubt in my mind.”

“Making it a better place to where there’s not that many people going out looking for problems, but thinking about what they’re doing.”

The community is safer because “these kids are saying ‘well if this organization that doesn’t even know me stepped in on my behalf and, so maybe they see something in me. Maybe, you know, I should change my ways...Yes, it’s made things safe.”

“I would say maybe over a period of years, if this process were in place, it would make the community a safer place. This one isolated incident would not be enough to affect the community. But as a practice, I think it could potentially affect the community.”

“The community’s always safer if we can learn how to forgive one another. So, bring the victim and the offender in the same room, I imagine that it could...if we’d learn to forgive, it’s always a safer place because then we’re not harming other people.”

SOME VICTIMS EXPRESSED THEIR VIEWS ABOUT THE CRIMINAL JUSTICE SYSTEM

“I came to the conclusion that punishment doesn’t work...The prisons are full because we want to punish them...Especially the kids, they don’t see it. They don’t see punishment as a way to learn...

“They’re growing up with these kids and they’re gonna be neighbors one day and what kind of neighbors did I want to have for my kids. And that would be someone that was responsible and that understood their behavior had consequences...We can’t throw away kids...unless we throw them away to Mars... We need a better community.”

This victim’s brother was a correctional officer who had worked at a boot camp for juveniles. His brother told him that the kids “are good when they’re there...but once they go back into the same situation, the same system, with the same poor choices...they just fall right back in....I realized that we need to do something different....” He explained that “they almost always make the same mistake again...It’s not working....They go in and they’re not that bad...but when they come out, they’re good to go for, you know, that type of lifestyle.”

“Restorative justice” should be for “everything” because “punishment isn’t working.” “I think sometimes with our criminal justice system, it’s very black and white.”

“I think most of our offenders out there were victims at one point in time themselves and...were thrown into whatever situation...and never had the time to heal like a lot of us have. And they become what they know...with just a little care and understanding they can become a better person...we spend so much money in incarceration, and I think it’s necessary, I do. But I also think if we can find money to try and rehabilitate some of

these, especially kids, you know at a young age because they're not adults. They don't know everything that adults know and they're more possibilities to change

"I think we kind of put aside in a sense when you don't allow somebody to take responsibility for what they do...I've gone to court and I can see that in some kids' eyes...they know they screwed up, but in reality they still have to take the consequences even though they can't explain themselves, nobody understands them and then once they get labeled as a bad kid, who is going to take the time?"

"It just made sense...not everything is black and white. You did something wrong, you go to jail, or you get punished. It's, you did something wrong, here's a chance to make it right. And I think the majority of people want that...it just makes sense."

"If a kid were to do something that damages property...in those situations where the parent is fined, that doesn't seem to be as practical as having the student pay for the damage...they may not be able to pay for it monetarily, but they're paying for it through some restorative practice."

"I'm not saying that there shouldn't be a fine. But when that fine is incurred, it penalizes the family. And I would say most, if not all of the families that I deal with are doing what I would say is the very best they can for their children. They all do it in a different way...they all want the best for their children."

"Through our system there is no contact after the fact. So if there are still bad feelings, they're there."

"Punishment for a crime doesn't seem to be emptying our prisons."

It is "encouraging when you see that shift in the law and the shift in the consequences" with restorative justice.

2. INTERVIEWS OF PARENTS AND FAMILY MEMBERS OF YOUNG OFFENDERS

The sampling of parents, grandparents, and guardians of youthful offenders interviewed in this study came from various walks of life and all parts of Fresno County. They were of all varying ages, races, and ethnicities. Some were struggling single parents or grandparents while others came from nuclear families. Their economic circumstances spanned the range from poverty to wealth. Some of the parents had jobs in police departments, corrections, and the military. The offenses included vandalism, drug possession, shoplifting, theft, and bringing a

knife to school. For some of their children the offense which brought them to CJC was a single isolated incident. For others it represented a pattern of misbehavior.

Some offenses involved considerable damage while others seemed so minor as to raise the question of whether they were even suitable for referral to the juvenile justice system. For example, one junior high school child was scribbling with a tack on an old school gym floor during P.E. class because he was bored. The father, a law enforcement officer, readily agreed to pay the small sum it cost to sand over the negligible damage and the school agreed that such arrangement would take care of the matter. Months later the family was shocked to receive a notice to appear from the court.

Unlike victims who attended only the victim-offender conference, this group of interviewees had a two-fold involvement with CJC as they participated in the family group conference as well. Almost all of the family members expressed a high degree of satisfaction with the program. Many reported that it had significantly improved both their child's behavior and the relationships within the family. There were two notable exceptions. One involved a parent who was also a victim. The dissatisfaction there mirrored the same issues that surfaced in the victim interviews. In the other case the child had serious drug problems and required considerably more intervention and treatment than CJC is currently designed to deliver. It did exemplify one flaw in the present configuration of CJC within the larger juvenile justice system. Currently a young person in need of drug treatment cannot be referred to CJC because he or she requires the kind of service that only the Probation Department can provide. Interviews with other stakeholders and indicated that a change to the program that enabled children to both receive drug treatment and also reap the benefits of the CJC program would not be difficult to create.

Parents and guardians reiterated over and over that they appreciated the program because it taught their children that there were consequences to their actions. It was invaluable to have someone outside the family communicate to their children in a caring fashion that what they had done was wrong and they needed to take responsibility for fixing it. At the same time, parents reported, it was important to them that CJC made the distinction between the "bad choice" and the "bad kid." They lauded the fact that the program sought to uncover and discuss the underlying causes for the children's behavior. Parents also liked the speed and convenience of the program.

FAMILY MEMBERS EXPRESSED HIGH DEGREE OF SATISFACTION WITH CJC Accountability

Parents viewed the program as holding their young people accountable for their mistakes: The interviewees recounted how difficult the community service and work was for their children. When parents or guardians agreed to make restitution, the young people were required to do some kind of work to reimburse them. Sometimes this was doing manual labor at their churches or community centers where they were “dog tired” when they got home. Others worked in the fields. One young woman cleaned bathrooms in businesses. Two children who worked cutting cactus “got up before sunrise...that was enough and they valued that because their dad would tell them: ‘Put your effort in school because school is easier than...the fields. That pencil is lighter than the shovel.’”

In many situations the children were so young that they could not legally work. In those cases the youth worked in their own homes doing jobs that their parents would ordinarily pay others to do. As one parent phrased it, the consequence was giving you “something you don’t like to do and let’s take away something that you like.”

The Focus on Learning

Some parents and guardians differentiated the type of accountability required of young people by the CJC program from the punishment of the traditional criminal justice system while others expressed support for an educational rather than a punitive approach.

“I was excited because they didn’t do the, ‘You’re in jail, you committed a crime, here you go.’ They did a teaching with my daughter and kind of broke down, ‘Do you understand what you did? Do you understand it was wrong?’ And then...they kind of come along side of her...I think that that actually made her deal with the severity of what she had done.”

“For someone to make time for your kid, was awesome...I didn’t want my kid to be locked away and think that this is all his life is going to be just because he got into trouble. I didn’t want him to think that...there is no one out there who cares, because right now, the people tell you, the system don’t care about kids, especially young black ones, they build prisons for them and you know this is where you’re going, you’re not going to be anything. So it was awesome to me that somebody...would say ‘hey, you can change, you can turn around, you don’t have to go to prison, finish school,...get a job.’

I think it taught him that there is some people out there that care and we're not all trying to throw you away."

The program "is making them think about what they did, versus, oh you did this, you're going to jail for so many days then you get out."

The Impact of CJC on Behavior of Young Offenders

Most of the parents observed a significant change in the behavior of their children.

"So this program changed his direction, it made him look and see, I don't want to go like my dad went (14 years in prison), I don't want to do that... he wanted to hang around with different people.. The program stopped him from ditching and cutting up...It really put a hold on it like, 'okay, let me think about this' is what I'm thinking. They did something in there to change his mind and that's the important thing to me."

"I see him as responsible, a better boy...friendlier...he was straightening up...he was straightening his path."

"He respects other persons more...he thinks before he does things."

"I have seen the change in my son. He is more calm and thinks about things before doing them."

She is "more responsible."

The program "helped him a lot...with his anger." She is "more respectful."

According to the interviewees, one of the factors that many of the young people cited in the conferences was the importance of peer pressure. A number of parents mentioned that after the program their children left the friends who had encouraged them to get into trouble and made new friends who were more responsible.

The Impact of CJC on Family Dynamics and Communication with children

"It opened our eyes to see that, I guess as a community we're kind of in this battle together...and there are people that really do care...it just shined a different light on our family dynamics and what we were doing as a family...and this is an incident no family wants to go through but I think overall as I look back on it, it was an eye opener and it was a blessing to have CJC be there."

"There is a history of some dysfunction and addiction in our family, so I know that obviously has consequences, but "it was a way for us to get together and actually see things from a different perspective...rather than there's a problem and then we need to discipline because of the problem...it showed us that we can see the problem and then teach about the problem, and then move forward as a family "Before I didn't know how to get him to talk and I think they helped me out on that, to get him to open up."

"I think it helps the family pull together, come a little closer, it helps teach the parents more experience on how to handle their kids, how to talk to their kids, how to get through to their kids. And I think it teaches and helps the kids open up more to their parents, not be so distant."

"It helps them to admit their faults and also helps them to apologize. The apology letters were wonderful...It taught me another way to talk to my son, another way to ask him questions and not make him feel uncomfortable about answering the questions truthfully...and it taught my son...just one more step at being a man, from boyhood to manhood...I think that this program is really good for not only the kids but for the parents."

A few parents expressed support of the program generally but were unhappy that it seemed to favor the victims. One father shared the view that that the program seemed to favor the victims rather than the young people or their parents

The other case in which the parent expressed dissatisfaction involved a child who was addicted to meth and whose offense had no actual victim other than himself and the family. His mother expressed the view that when a child is addicted to drugs "it needs to go a whole different way; they need to be made to be functional....if they're not going to stop the drugs, they're not going to stop the behavior."

PARENTS COMMENTED ON THE DIFFERENCES BETWEEN THEIR EXPERIENCES IN THE CJC PROGRAM AND IN THE CRIMINAL JUSTICE SYSTEM

"The courts are so far apart just the waiting period is so long. You go with...dozens of other kids for...their court time...the judge sees you for five minutes, but you've waited hours...I think that's typical in any kind of court setting. It's just a long process....I think it's not the best way to use your funds.

From a deputy sheriff: "the criminal justice system doesn't know...which are the good kids and which are the bad kids, they just know who committed an offense and then, this is how we deal with the offence...and a lot of kids nowadays, a lot of it is the respect and authority is just out the window.

"Going through the court process is nerve wracking for parents, especially if you never were in that situation before."

"I had to sit at the courthouse all day for you know from 8-5 waiting for her to be called into a court..." versus CJC which "worked around my schedule."

The parent of a young African-American boy remembered when they were in court and "they kept asking if he was in a gang because he wore a lot of blue" and finally she became so frustrated that she had to stand up and explain that she bought all his clothes and she "liked blue."

When this mother called the police to get help because her son wasn't going to school, "the police totally blew it out of proportion" and charged him with things he hadn't done.

When a parent missed a court date because of a change of address his junior high school son, whose offense was just "a kid being a kid," was issued a warrant and taken to juvenile hall.

According to one father, "the only one I had a problem with was the judge...I mean just right off the bat, I mean he was just harsh...It's like he talked down to me like I was stupid or something. And me, being law enforcement...I'm like that's not how you talk to me...just because you're a judge behind the bench, doesn't give you the right to talk to me like that...He seemed agitated and he was just point blank like, I don't want to hear your excuses, your lies and everything...if he knew what my employment was, it probably would have been a different story."

3. INTERVIEWS OF YOUNG OFFENDERS

The young offender interviewees were of varying ages, races, ethnicities and included an equal number of boys and girls. Some lived in rural areas of Fresno County, others in Clovis, and the majority in various areas in the city of Fresno. Some were experiencing extreme poverty in their homes while others came from affluent neighborhoods. A few were victims of abuse and/or neglect and two suffered from disabilities. Some were in continuation or other alternative schools or in independent study but most were in regular public schools at the time of the offense. For some their offense was an isolated incident while others had a series of previous behavioral issues. The offenses consisted of shoplifting, theft, assault and battery, vandalism, and bringing a knife to school. The timing of their experience with the CJC program ranged from five years ago to a few months ago. None of them had any prior experience with restorative justice.

Every single offender reported satisfaction with the program. All felt that their voices were heard and that they were respected throughout the process. Not surprisingly, those who had experience with the program many years ago could not remember it as well as the more recent participants. All the young people reported that they had reached agreements with their victims and all but one completed those agreements. Most were satisfied with the terms of the agreement although a few felt that they were too harsh and not proportionate to the degree of the offense. In the one case of non-completion the minor had fulfilled all the requirements of the original agreement but when the school requested an additional conference on an issue unrelated to the offense the parent refused. Every interviewee expressed the opinion that the program should be available for more serious offenses. Most agreed that it would not be appropriate for those arrested for murder or rape but a few even thought it would be helpful in those cases.

With some exceptions the young people interviewed demonstrated considerable insight about their behavior and had opinions about most of the questions. Some were forthcoming and articulate while others were more reticent.

Many of the themes identified in the interviews of the victims and parents also appeared in the interviews of the young people. Rather than relating the testimony according to those categories, however, a few youngsters' stories will be presented so that the context will be clear.

These stories reflect the experiences and opinions of a few of the young people themselves and are not presented here as an accurate factual rendition.

The interview of a high school sophomore who was arrested for shoplifting is somewhat emblematic of several of the shoplifting cases. Expelled from an excellent regular high school for anger issues she was in continuation school with an entirely new group of friends. One of those friends was pregnant and had no money for baby clothes so the interviewee helped her to shoplift. Because the interviewee had not stolen for herself and actually had receipts for the items she had purchased she was “furious” and “upset” that she had to spend five days in Juvenile Hall before the initial court hearing where she was offered the CJC program.

At first she felt that the program was too onerous: “I was like I don’t want to do this, this is BS.” She did not want to apologize because “I have a hard time saying I’m sorry to people. my pride is just up there.” She knew “I was wrong but I disregarded it... at first I was like I don’t care, I got caught at, who cares man” and the family group conference was very “hard for me because I had to sit there with my mom” with whom she was feuding. In fact, at one point she regretted her decision to participate in the CJC program because “I was like this is doing too much...they want me to do all this stuff, and I could have just sat in juvenile hall for ten days.” She was also upset that her mother insisted that she do forty hours of difficult work.

After she started the program, however, she said that “it really helps, it kind of made me feel like, it made me believe, not like in a higher power, but I...wasn’t so selfish... They talked to me like I wasn’t a delinquent...they talked to me like I was just a person” and she began to understand that she “had to be responsible at this point. We made...the choice to do what we did.” At the family group conference the mediator “made me and my mom talk, that’s what that accomplished because after we left we were talking... Our communication skills were very horrible and now we can talk” and the program “helped lay that foundation.”

At the victim-offender conference she learned the impact of shoplifting on the store and its employees and she was “dumbfounded, I was wow, I didn’t know.” Before she just thought that big stores “have so much money, they going to get product every day, like come on, you guys can spare \$30... It did help open my eyes to look at the bigger picture” and understand the seriousness and impact of her actions. “When the store representative accepted my apology I kind of felt better, it kind of took a little weight off my shoulders.”

The program also “made me look at who I was hanging with and where I was going” so that she cut off the friends who had encouraged her to shoplift ...“it made me want to get back to regular school with regular people.” She made new friends, returned to regular high school, went to prom, and graduated on time. At the time of the interview she was holding down two jobs and studying to be a corrections officer. The program changed “my whole view on things” and “I probably wouldn’t be here right now” without it.

She explained that she decided not to get into trouble again because “you’re really going to think about it now...I don’t want to do this again because now you have to face your victim all over again, and you have to hear what they have to say, you have to hear what your mom has to say.” She contrasted the program with her experience of Juvenile Hall. “In juvenile hall I focused on getting home, I was crying, I wasn’t focused on being rehabilitated for what I did. I was too busy on why, I need to go, I need to get out of here, I don’t care, ugh.” Just sitting in juvenile hall, she said, “I don’t feel that is as effective.”

For a fifteen year old boy who pushed his little brother and broke a window in anger, the CJC program “does change people while going through it... It “helped me to bring me closer to my mom to understand where she was coming from. It helped me learn a bit about myself more too.” When his parents told him at the family group conference the impact of his offense on them, that they “have to work harder to pay the bills now” to repair the window and deal with his involvement in the juvenile justice system, he felt “horrible,” like a “pile of dog crap.” What this program helped me realize too is, you know, I’m the older brother. I have to be a role model to my little brothers because, you know, they look up to me. If I was still in that same position I was in when all this happened, being, you know, trying to be someone I’m not, they would’ve followed my steps and they would’ve been in a bad position right now too. So I’m glad that I went through this program. We’d probably be in a different predicament” because “I’d probably be doing stupid stuff...still.” Before his involvement with CJC he “was acting like somebody I didn’t want to be...You see things, you want to be like them...A thug. That’s honestly what I wanted to be when I was going through that. But now, you know, I’m just me...You know, growing up in the hood, you get inspired by it. .. But now, I’m like, these guys are struggling out here...they’re scared everyday they’re going to get shot or not. Me, I don’t have to worry about that. I had ridiculous friends that were smoking, like, weed every day and just doing stupid stuff. But now, you know, my buddies are in college. They’re all doing something. The program “brought me to the place I am right now. You know, graduating, going to college, a closer relationships with my mom, working with my mom. It helped me open up to my family more. Before I tried to keep distance from them, now, that’s all I got is my family.”

For most of the young people, the impact of hearing how their behavior had impacted their parents and other family members was a powerful experience. Several expressed the view that the style of mediation used by the CJC program enhanced this experience. To “have them repeat it back to me to let me know that they were listening to me...that was...the best

way...“they were all paying attention and they were, like...we had to restate what, like, people would say, showing that we’d pay attention.”

As one girl reported “[w]hen it (the offense) happened I was just mad. I was in my own little world, listening to music, wasn’t paying attention... I felt like I didn’t do anything wrong.” When her grandmother told her how she felt about it, however, “it was good to know, because I was like, “Oh, I didn’t know she felt like that...that she was scared.” As a result, she realized what she had done wrong and it “helped me communicate more.” Now she talks more and tells her grandmother when things are upsetting her. “It helped me calm down more and to just listen to what other people have to say before I just blow up.” When her grandmother told her that she thought her friends were not a good influence on her she just “kind of stopped talking” to those friends. Without the program, “I wouldn’t have been able to communicate with, like anybody because I would’ve stayed to myself.”

Sometimes young people who have committed offenses are themselves victims. A boy who took a knife to school talked about the importance of exploring the underlying causes for a young person’s behavior. “Some kids are put into a situation they don’t really like...they don’t force it upon themselves//because high school is crazy.” He explained that at private school “there is a community where it’s just like, you get to learn, you get to figure out who everyone is, there is no one who is left out” while in public school “it’s almost like you’re treated, you’re on your own...and you either choose to stay with friends or go off on your own or just go out with bad people.” At the conference “it just showed me there was other ways” to take care of the problem and there were “ways to stay anonymous.” He was able to talk about his perspective because “they did very well on how they talked to me and how they got involved and just how they got to know me.” As a result of the CJC program they are paying “more attention to kids at school now.”

Yet another boy who brought a knife to school because he was being bullied related that “I felt like I needed to do it but I know what I did wasn’t right.” It was “hard telling it in front of my priest” at the family group conference because “I just wasn’t feeling proud of what I did.” After the conference, however, he had much better relationship with school administrators, “talked” a lot more with the vice principal and got more involved in school. He said that “every time I see someone else with a pocket knife or something similar to it, I’m just like, I would suggest you not to like bring that. There’s other ways.”

Conclusion

By both quantitative and qualitative measures the CJC program was found to be a highly successful and cost effective program that significantly reduced recidivism, put more money into the hands of victims, and met the needs of victims as well as young people and their families.

Appendix 11

Restorative Justice Framework for Fresno

Restorative Justice

A Framework for Fresno

February 2001

INTRODUCTION

On July 24, 1998, more than 20 leaders of Fresno County's leading governmental agencies and organizations, including the Probation Department, Courts, County Administrative Office, District Attorney's Office, Public Defender's Office, Department of Human Services, City and County Schools, Fresno City Police Department, and the Sheriff's Department endorsed the development of a community restorative justice plan. On November 19, 1998, approximately 100 private and public sector community leaders gathered to further consider the possibility of restorative justice within Fresno County. They authorized a leadership group to provide direction for a "broad based systemic change based on restorative justice." Early drafts of a framework were prepared in the summer of 1999. In the spring of 2000, a new, smaller committee assembled to complete the job. This framework is a product of those efforts.

PURPOSE OF THE FRAMEWORK

The purpose of this framework is to provide a resource to public agencies, business and nonprofit organizations, schools, and other groups interested in restorative justice principles and applications.

The framework provides a set of consistent principles and common language so that restorative justice can be applied across a broad spectrum of the Fresno community.

Thus, this framework applies not just to the Criminal Justice system, but to all organizations and relationships.

This framework has been created to encourage the use of restorative justice principles in responding to conflicts, disputes, offenses and crimes throughout our community. Restorative justice principles apply to conflicts in the home, the schools, in congregations, the workplace, our political bodies, nonprofit institutions, and the courts.

This framework has several components. First, it briefly describes the history of restorative justice in Fresno County. Second it establishes the fundamental principles of restorative justice. Third, it provides a glossary of terms to promote common understanding and clear communication of restorative justice concepts. Finally, this framework provides a guide for applying restorative justice principles in organizations, institutions, and agencies throughout Fresno County.

Although drafted specifically for Fresno County, all communities are invited to adopt any or all of this frameworks components.

HISTORY

Fresno has been a seedbed from which many restorative justice ideas have grown and flourished. The victim impact statement that pre-dated the use of restorative justice language was introduced in Fresno and is now used throughout the country.

Fresno's Victim Offender Reconciliation Program (VORP), founded in 1982, was the first in California and many of its models, including the Community Justice Conference, have been duplicated throughout California, the United States, and the world.

Restorative Justice Fundamental Principles were first written to provide guidance to the work of VORP in Fresno County. In August, 1995, the United Nations Non-Governmental Organization (NGO) Working Party on Restorative Justice adopted the Fresno principles as a foundation for its work in international restorative justice.

The Center for Peacemaking and Conflict Studies at Fresno Pacific University has provided leadership and continues to study and develop restorative justice theory and practice. In addition to training professionals in restorative justice principles and practices, it sponsors the annual Restorative Justice Conference, which brings restorative justice advocates and decision makers together for discussions and presentations on restorative justice programs, principles, and applications.

Many ideas and programs have emerged to help offenders and victims make constructive adjustments in their lives. Valley Teen Ranch has adopted restorative justice principles in its programming. Fresno County's Raisin City School has implemented restorative justice principles in its school discipline system and in response to other conflicts and offenses. This model has been the basis for curriculum development and additional resources to assist in implementing restorative justice in our schools.

The Fresno County Courts, Probation Department, District Attorney, and Public Defender, in collaboration with VORP, developed a pilot restorative justice program called the Community Justice Conference. The Community Justice Conference transfers substantial sentencing authority to the community in nonviolent felony and serious misdemeanor juvenile cases.

The Fresno County Children & Family Services Department developed a pilot program implementing restorative justice in its Family Maintenance Unit and has introduced Family Group Conferences in appropriate Child Protective Service cases. The Boys and Girls Clubs of Fresno County implemented restorative justice in their discipline and leadership training. The focus is to present new strategies and values to the young boys and girls who are considered to be at risk of committing criminal offenses, prior to their occurrence.

RESTORATIVE JUSTICE PRINCIPLES

1. Restorative justice is a way of thinking and responding to conflicts, disputes, or offenses. Restorative justice concerns making things as right as possible for all people.
2. Restorative justice recognizes that response to conflicts, disputes or offenses is important. Restorative justice responds in ways that build safe and healthy communities.
3. Restorative justice is not permissive. Restorative justice prefers to deal cooperatively and constructively with conflicts, disputes and offenses at the earliest possible time and before they escalate.
4. Restorative justice recognizes that violations of rules and laws are also indicators of transgressions and offenses against persons, relationships, and community.
5. Restorative justice addresses the harms and needs created by, and related to, conflicts, disputes and offenses.
6. Restorative justice holds disputants and offenders accountable to recognize harm, repair damages as much as possible, and creates a civil future.
7. Restorative justice empowers victims, disputants, offenders and

their communities to assume central roles in recognizing harm, repairing damages, and creating a safe and civil future.

8. Restorative justice repairs the breach and reintegrates the victim, disputant, offender and their community as much as possible.

9. Restorative justice prefers maximum use of voluntary and cooperative response options and minimum use of force and coercion.

10. Restorative justice authorities provide oversight, assistance, and coercive backup when individuals are not cooperative.

11. Restorative justice is measured by its outcomes, not just its intentions. Do victims emerge from the restorative justice response feeling respected and safe? Are participants motivated and empowered to live constructive and civil lives? Are they living in the community in a way that demonstrates an acceptable balance of freedom and responsibility? Are responses by authorities, community, and individuals respectful, reasonable, and restorative for everyone?

12. Restorative justice recognizes and encourages the role of community organizations, including the education and faith communities, in teaching and establishing the moral and ethical standards that build up the community.

GLOSSARY OF TERMS

Accountability

Genuine accountability includes an opportunity to understand the human consequences of one's actions, to face up to what one has done and to whom one has done it. Accountability also involves taking responsibility for the results of one's behavior (ownership in the outcome).

As long as consequences are decided for offenders, accountability will not involve responsibility. Accountability empowers and encourages responsibility and takes seriously all three levels of need and obligation: victim, community and offender.

Community

The community in any given conflict will be dependent upon a number of factors, including the level of harm inflicted, the relationship of the disputants and the aggregation represented. There are many different levels of community, as there are different levels of disputes and conflicts. Each victim, disputant, offender may be members of several communities--family, friends, neighborhoods, schools, businesses, congregations and community organizations.

Community Justice

Community justice means that the community has the first responsibility to maintain peace. This means a transfer of authority to the community from political and governmental agencies.

Government agencies provide support and back-up to the community justice processes, but do not dominate them.

Community justice is a subset of the larger restorative justice ideas.

Conflicts, Disputes and Crimes

Conflicts, disputes, and injustices occur when rights are threatened or violated, laws are transgressed, or when people perceive that their objectives, hopes, or aspirations are being blocked or removed by the acts of another.

A crime is an offense specially designated by the common law or the legislature.

Consequences

Consequences flow from conflicts, disputes, offenses, misbehaviors and crimes. The party's choice of cooperative processes leads to certain consequences. Restorative justice recognizes that some participants will be, at times, non-cooperative and unwilling to participate in restorative processes. In these circumstances, the uncooperative party should be clearly aware of the consequences of noncooperation. In the event a coercive process is required, coercion should be implemented in reasonable and respectful ways with the goal of achieving a restorative result. By restorative results, we mean that victims, offenders, or disputants are integrated or reintegrated into the community. Reconciliation is allowed to occur, and needs and obligations are met.

Covenant Justice

The belief in covenant justice, arising from the Jewish Pentateuch and the Christian Old Testament, states that God had made a covenant with

people implying a reciprocal responsibility and commitment. This covenant created the basis for a new society that would work towards *shalom* (living in right relationships with God and one another). Similar expressions of right relationships among people are expressed in the sacred writings of Hinduism, Buddhism, Sikhism and Islam.

Covenant justice makes things right, to build *shalom* by acting on behalf of those in need, to be concerned with needs, not merit. Justice is tested by the outcome, and process, for corrective discipline occurs in a context of constructive community, accompanied by a renewal of the covenant. Retribution is subordinate to *shalom*, which tempers and limits retributive justice.

Crime

Crime is primarily an offense against human relationships and secondarily a violation of penal law.

Healing

Disputants in conflicts, disputes, and offenses often need to be healed. Healing requires opportunities for

forgiveness, confession, repentance and reconciliation. The healing process includes empowerment, truth telling, answers to questions, restoring equity, and creating constructive future intentions.

Mediation/Arbitration/Trial

Mediation is a dispute resolution process in which the disputants bring in a fair third party to assist in finding resolution.

The third party does not make the decision. Mediation may be facilitative or directive, adversarial or cooperative. The parties have the power to resolve the dispute, which occurs only when there is unanimous assent.

Arbitration is a private judicial proceeding in which the disputants bring in a third party, usually neutral, to decide the dispute based on evidence presented. Formal rules of evidence and procedure may not apply. The parties have no power to decide the dispute; they invest all power in decision making to the third party. Arbitration may be adversarial or cooperative.

Trial is a public judicial proceeding in which the

disputants present their case to a judge or jury for a decision based on formal rules of evidence and rules of procedure. Professionals represent parties. The parties have no power to decide the dispute; they invest all power in decision making to the judge or jury and delegate substantial authority to the professional in matters concerning strategy and tactics. Trial is always adversarial, never cooperative.

Offender

An offender is a person who causes injury to another or who causes resentful displeasure in another. The *primary offender* is the individual principally responsible for the harm. The *secondary offenders* are whose behavior creates the conditions that contribute to conflicts, disputes, crime, or violence.

Primary Dispute Resolution (PDR)

Primary Dispute Resolution (PDR) refers to those dispute resolution processes utilized before adversary processes are engaged. *PDR* is distinguished from *Alternative Dispute Resolution (ADR)* in that *ADR* implies processes that are

alternatives to arbitration or trial, thus giving adversary processes primacy in a dispute resolution system. In contrast, *PDR* gives cooperative dispute resolution processes primacy. Adversary processes, such as arbitration or trial, should be considered a back-up for the parties when they have failed to reach a cooperative agreement to resolve the conflict. There are civil and criminal cases which require that a trial take precedence over *PDR*. Even these trials should be conducted under restorative justice principles.

Reconciliation

Reconciliation is the settlement of a conflict, dispute or offense that includes improving friendly relations with someone after an estrangement. Reconciliation is a primary focus of restorative justice.

Reintegration and Integration

The process of reintegration and integration concerns those persons who have been damaged and estranged through disputes, misbehaviors, and crimes, and the acceptance of them back into the

community

Remedies

Remedies consist of four classes of relief available at law. Those classes include substitutionary remedies (compensation for what was lost and measured by the value of the thing lost), equitable remedies (coercive orders), declaratory remedies (declaration of rights and obligations under instruments or statutes), and restitutionary remedies (preventing unjust enrichment, measured by the value of the benefit conferred). Restorative justice remedies are broader than classical legal remedies and are therefore preferred for resolving conflicts, disputes and offenses.

Restorative Discipline

Restorative Discipline is Restorative Justice when applied at School and Home. Restorative Discipline is a way of responding to conflict and misbehavior that makes things as right as possible for all who were impacted. Restorative Discipline includes recognizing the conflict or harm, repairing the damage (physical and relational) as much as possible

and creating plans and/or agreements that will prevent the same thing from happening again. Restorative Discipline includes programs, processes, and procedures that are guided by Restorative Justice principles. (See “Discipline that Restores Principles” Appendix)

Restorative Justice

Restorative Justice is a way of responding to conflict, misbehavior and crime that makes things as right as possible for all who were impacted. Restorative Justice includes recognizing the conflict or harm, repairing the damage (physical and relational) as much as possible and creating future accountability plans and/or agreements that will prevent the same thing from happening again. Restorative Justice includes programs, processes, and procedures that are guided by Restorative Justice Principles. (See “Restorative Justice

Principles” page 7)

Retributive Justice

(Retributive Discipline)

Retributive Justice (Retributive Discipline) is a way of responding to conflict, misbehavior, and crime that assumes that things are made as right as possible by administering pain to persons who have violated rules or laws. Retributive Justice is guided by policies and procedures intended to limit and determine the appropriate amount of pain administered by those in charge.

Victim

Victim is a person who suffers from a destructive or injurious action or agency. The *primary victim* is the one(s) most impacted by the offense. The *secondary victim* includes others impacted by the crime. These *secondary victims* may include family members, friends, criminal justice officials, community, etc.

A BLUEPRINT FOR RESTORATIVE JUSTICE

- ❖ Leaders must decide to introduce restorative justice within their organizations, agencies, workgroups, congregations, schools or homes.
- ❖ All stakeholders are educated in restorative justice principles.
- ❖ Stakeholders analyze how restorative justice principles relate to conflicts, disputes and offenses affecting them. They bring in outside assistance, if necessary.
- ❖ Stakeholders evaluate and discuss current processes

for responding to conflicts, offenses, and misbehaviors.

- ❖ Stakeholders examine how others have used restorative justice principles to guide their programs.
- ❖ Stakeholders design and develop, with outside assistance if needed, a plan for organizational change based on restorative justice principles.
- ❖ Stakeholders implement restorative justice principles, using both their own trainers and outside trainers.
- ❖ Stakeholders evaluate their progress towards **systemic change** based on restorative justice principles.
- ❖ Restorative justice principles should guide organizational change.

CONCLUSION

Fresno County has a unique opportunity to systemically change the way people treat each other. The county is isolated from the urban areas in northern and southern California, yet is large enough and diverse enough to sustain a major philosophical shift in principles of human conduct.

In addition, the community is small enough that leaders and stakeholders can meet formally and informally to debate, discuss, refine, and implement restorative justice principles. This Framework is therefore a catalyst for change, a map for the future, and a centralizing force in changing the face of our communities.

This Framework's success will be reflected by a myriad of effective restorative justice programs, policies, and ideas, all holding to the basic principles set forth here. Through the organizing principles of this Framework and the vision and commitment of the community, a radical and

supremely positive change in human relations will occur. This framework is available to all communities and organizations. All are encouraged to adopt its principles, ideals, and practices.

THE AUTHORS

This framework is the work of many people over several years. The ideas and concepts are a synthesis of many authors, scholars, and leaders in the restorative justice movement. The final framework is the effort of Ron Claassen, codirector of the Center for Peacemaking and Conflict Studies at Fresno Pacific University, Charlotte Tilkes, Offender Programs Manager, Fresno County Sheriff's Department, Phil Kader, Fresno County Probation Department, and Douglas E. Noll, Esq., private attorney, peacemaker and law professor. The final Framework was created in April, May and June 2000.

Appendix 12

Restorative Justice Conference History

The annual Restorative Justice Conference has been a setting in which issues in the Restorative Justice Field have been explored. It has been another means of advancing knowledge in the field. Ron Claassen, invited the speakers, and with the help of staff, organized and convened the conferences.

A history of the themes of the conference follows:

March 19, 1993: 1st Annual Restorative Justice Ministries Consultation

Title: “Christian Faith, VORP, and the Expanding Restorative Justice Vision”

Main speakers: Dave Gustafson (Community Justice Initiatives, British Columbia), Howard Zehr (MCCUS, Office on Crime & Justice), Dan Van Ness (Prison Fellowship International), Lorraine Amstutz Stutzman (MCCUS, OCJ), Jim Rowland (former Director of Corrections., CA)

May 13-14, 1994: 2nd Annual Restorative Justice Ministries Conference

Theme/Title: “Crime! Is there a Christian Response - Christian Faith, VORP, and the Expanding Restorative Justice Vision”

Main speakers: Howard Zehr, Dave Worth (MCC, Ontario), Dennis Wittman (Genesee County, NY), Mark Umbreit (Restorative Justice Program, MN), Bill Preston (Justice Fellowship, FL)

October 6-7, 1995: 3rd Annual Restorative Justice Ministries Conference

Theme/Title: “Restorative Justice: A New Response to Crime - A Church/ System/ Community Dialogue”

Main speakers: Judge Fred McElrea (New Zealand), Matt Hakiha (Youth Coordinator, New Zealand), Howard Zehr

October 25-26, 1996: 4th Annual Restorative Justice Conference

Theme/Title: “Restorative Justice, Legislation and the Church”

Main speakers: Lois Barrett (GC Mennonite Church), Duane Ruth-Heffelbower (PACS), David Augsburg (Pastoral Care and Counseling, Fuller Theological Seminary), Kay Pranis (RJ Planner, MN), John Wilmerding (Vermont), Elaine Enns (PACS), Rick Templeton (Justice Fellowship), Lisa Rea (Justice Fellowship), Bill Preston (Restorative Justice Institute), Titus Bender (EMU), Kathy Lancaster (CJO, Presbyterian Church, USA) Pat Nolan (JF), Wayne Northey (MCC, Canada), Dan Van Ness, Howard Zehr.

October 17-18, 1997: 5th Annual Restorative Justice Conference

Theme/Title: "Pushing the Envelope of Restorative Justice - The Fresno Model"

Main speakers: Dan Van Ness, Marietta Jaeger (Murder Victim Families for Reconciliation), Jim Rowland

Workshops: led by Fresno RJ Facilitators (Probation, DSS, Schools, Boys and Girls Clubs, Valley Teen Ranch, Police).

October 30-31, 1998: 6th Annual Restorative Justice Conference

"Restorative Justice: Best Practices in North America"

February 25-26, 2000: 7th Annual Restorative Justice Conference

"Apology, Pardon and Forgiveness"

Speaker: David Augsburg

June 1-2, 2001: 8th Annual Restorative Justice Conference

"Restorative Justice and Systemic Change – Getting to the Roots of Justice" (Alternative Models from New Zealand, Canada and the United States)

October 25-26, 2002: 9th Annual Restorative Justice Conference

"Building the Restorative Community"

November 14-15, 2003: 10th Annual Restorative Justice Conference

"Violence and the Journey Towards Restoration"

September 23-24, 2005: 11th Annual Restorative Justice Conference

Title: The Changing Criminal Justice System: Transforming Practice Through Restorative Justice Legislation"

Plenary Speaker: Fred McElrea (Lead Judge, New Zealand Juvenile Justice System)

Panel Moderator: Arthur Wint, Moderator (Director - Peace and Conflict Studies Program and Prof of Criminology, Fresno State University)

List of Panelists:

Gordon Webster (The Business Journal), Alvin Harrell III (Asst. District Attorney – Fresno County), George Cajiga (Public Defender), Sharon Shaffer, Deputy Chief (Fresno Police Department), Charlie Waters (Executive Editor -The Fresno Bee), Sister Kathleen Drilling (Catholic Church), Juan Arambula (California Assemblyman), Phil Kader (Divisional Chief, Juvenile Probation), Deborah Nankivell (CEO - Fresno Business Council), Sheriff Richard Pierce (Chief of Fresno County Sheriff's Office), Henry Perea (Supervisor, Fresno County Bd of Supervisors), Kurt

Madden (Director - One by One Leadership), Daniel G. DeSantis (Director-Fresno Regional Foundation)

October 19-21, 2006: 12th Annual Restorative Justice Conference

“The Victim In Focus”

Speakers: John Dussich, Ph.D., Mario Gaboury, Ph.D., Arthur V. N. Wint, J.D., Bernadette T. Muscat, Ph.D.

February 12-14, 2009: Annual Restorative Justice Conference

“The Call of Restorative Justice” Plenary Speaker: Howard Zehr

In Schools, Prisons, and Communities

February 12: Pre-Conference Restorative Justice Training – Ron Claassen

Lunch Presentation Feb 13: Ron Claassen Moderator with Derik Wall (Victim’s brother) and Joe Avila (Drunk Driver.) Amy Wall, Derick Wall’s sister, died in the collision. Ron and Roxanne had led a meeting with Derick and Joe and their support persons some years earlier. They each reported on their experience around the time of the collision, the time surrounding the trial, after the trial up to the meeting, the meeting, and the time after the meeting. There is a CD of that Lunch Presentation included in the Archives with this Report.

