

Fall 10-1-2008

Fall 2008

Graduate School of Humanities & Social Sciences

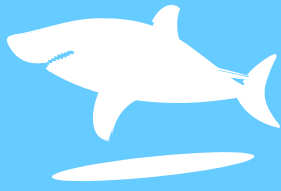
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SHSS Dialogues

Volume VIII, Issue 1

Fall 2008

Graduate School of Humanities and Social Sciences

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SHSS Celebrates its 19th Residential Institute

Marcia Sweedler, Ph.D.
Interim Chair, DCAR

During the fall and winter terms, all students taking online courses come to attend a residential institute (RI) on campus. RI has evolved into a five day conference. Students meet up face-to-face in classrooms with their professors, attend workshops to learn valuable skills necessary for graduate school, listen to nationally renowned speakers, and attend working group sessions.

One of the highlights of RI is the opportunity for online students to get together with other students with whom they've been engaged online.



The friendships and support groups established among online students continues well beyond graduation. Residential students also participate in RI even if they are not taking online courses. These students attend those events, presentations and workshops in which they have a keen interest. During this year's RI, the newly-

formed social justice roundtable focused on a discussion of family violence, which attracted considerable student attendance and participation.

This year's keynote speaker Rebecca Tsosie, J.D., professor of law from Arizona State University

Law School, spoke about "Native Nations and the Spirit of Reconciliation: The Global Context of Indigenous Peacemaking." The talk became a conversation due in part to professor Tsosie's own warmth and passion for the subject, as well as due to the brilliant discussion with

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Department of Family Therapy, Clinical Institute (October 17-29, 2008)

Tommie V. Boyd, Ph.D.
Chair, Department of Family Therapy

During Clinical Institute (CI), students in the family therapy masters program at the Jacksonville, Orlando, and Miami Student Education Centers came to main campus to work directly with DFT faculty and residential students. During this three-day event, students

focused on an array of intensive theoretical, practical, and clinical components of their training. The students collaborated with other student therapists on cases in our Family Therapy Clinic, the Brief Therapy Institute. Clinical Institute serves as an opportunity for our

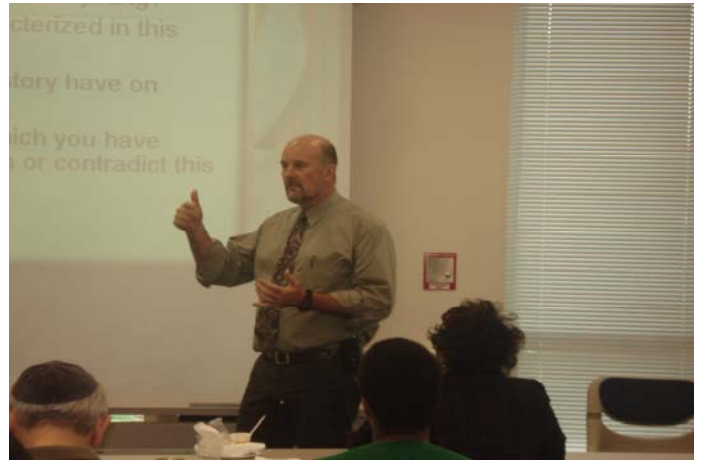
distance students to meet faculty, residential students, and staff while enjoying our beautiful NSU campus. The next Clinical Institute will be held February 20-22, 2009.

(Continued from page 1)

students and faculty that followed. I felt great pride in our students during that dialogue.

At each residential institute students participate in the DCAR forum, which is their opportunity to bring up and discuss ideas and/or concerns. During this past DCAR forum one of our own Ph.D. students, Terry Morrow, facilitated the discussion using appreciative inquiry and nominal group process. At the end of the process, the group selected six visions for DCAR,

formed initial working groups and began their planning. These working groups have been opened up to all students and we look forward to creating as well as instituting plans for our continued growth and improvement.



John Winslade, Ph.D., guest lecturer during RI

The Graduate School of Humanities and Social Sciences (SHSS)

Tanya Parnes, M.S. Conflict Analysis and Resolution

The Graduate School of Humanities and Social Sciences (SHSS) was founded in 1987. The school offers three doctoral programs, four masters programs and graduate certificates in various areas of study. The school, which was founded by Brad Keeney, Ph.D., was originally created to further develop the masters program in gerontology and the Ph.D. program in family therapy. Over time the school eventually began to grow and new programs continued to emerge. In 1992, the Master of Science program in Dispute Resolution began. By 2001, the Department of Conflict Analysis and Resolution (DCAR) was founded, to replace the former Department of Dispute Resolution. The Master of Science in Family Therapy received full accreditation in 1996,

and was quickly followed by the Doctoral program of Marriage and Family Therapy in 2002. The Master of Arts in Cross Disciplinary Studies emerged in 2003 and the latest addition to the SHSS family, the College Student Affairs program, was founded in 2006. Today, SHSS is composed of these four main programs, which together create a very unique, diverse and multi-cultural school of study.



Tommie V. Boyd, Ph.D. and Arlene Gordon, Ph.D.



Tommie V. Boyd, Ph.D. and John Winslade, Ph.D.

Department of Conflict Analysis and Resolution (DCAR)

Marcia Sweedler, Ph.D.
Interim Chair, DCAR

The Department of Conflict Analysis and Resolution (DCAR) offers students the choice of obtaining a Ph.D., M.S. and Graduate Certificate. DCAR programs prepare students to apply conflict resolution models and theories to solve problems in every context as reflected by our four concentrations: conflict and crisis management, ethnic conflict, international peace and conflict, and organization, schools and health care conflict. Additionally, the Ph.D. program prepares students for research and teaching in the field.

Students in DCAR can take courses either residually or online. DCAR courses are highly valued by employers who recognize the need for bringing these skills into their organizations. Therefore, students in other programs also take DCAR courses as part of their curriculums. However, only

DCAR students take the full range of courses and earn a DCAR degree.

Conflict Resolution is an interdisciplinary field which is reflected by the composition of the DCAR faculty with degrees in anthropology, sociology, political science, psychology, education, administration, public policy, conflict resolution and economics.

DCAR students are really passionate about conflict resolution. All students complete two practicums within the field wherein they have the opportunity to put their coursework directly into practice. In addition, they initiate exciting presentations and symposia for the university as well as the community. Examples have included symposia on human rights, Sudan and Rwanda, and all have been student-run. Students also apply practice courses through

the Conflict Resolution Services (CRS) program that include mediating, facilitating and training in the community.

DCAR students also form working groups with professors. Current working groups at NSU include the African Working Group, the Social Justice Roundtable, the Culture and Conflict Group and the Latin American/Caribbean Forum. Students can participate in research projects with their professors, and are also able to be a part of research grants and publications. The highly diverse student body incorporates many working professionals from all fields as well as Fulbright scholars. Speakers who have been invited to SHSS always comment on the collegial relationship they see between the faculty and students and how special it truly is.

Department of Family Therapy

Tommie V. Boyd, Ph.D.
Chair, Department of Family Therapy

The Department of Family Therapy at SHSS trains masters and doctoral students to work with clients from a systemic approach. This means that we don't simply analyze a client's problems. Instead, we look at them from a relational perspective, seeing them as members of a community that includes family members, colleagues, and neighbors. We look at their problems in the context of those relationships, addressing a wide variety of issues.

Small teams of students see clients in our Family Therapy Clinic at the Brief Therapy Institute under the supervision of faculty supervisors. Providing therapy to clients from the community—individuals, couples, and families from all walks of life—our students apply their training in family systems to focus on the strengths, resources, and goals of family members. We teach

students to understand how families engage with one another, how they communicate, and how relationship patterns may interfere with maintaining strong connections to one another.



Brief Therapy Institute at NSU

The Department of Multidisciplinary Studies (DMS); College Student Affairs & Cross Disciplinary Studies

Judith McKay, J.D., Ph.D.
Chair of Multidisciplinary Studies

In 2007 the Department of Multidisciplinary Studies was established as the third department in SHSS. The chair is Judith McKay, J.D., Ph.D. and Janelle Miller, assistant to DMS. Programs in the department include the Master of Arts in Cross-disciplinary Studies (MACS), the Master of Science in College Student Affairs (CSA), the Graduate Certificate in College Student Personnel Administration and the new Graduate Certificate in Qualitative Methods.

The programs in DMS are unique, not only in SHSS, but across the university. The CSA program is the most unique College Student Affairs program in the country and the only one offering a number of conflict resolution courses within its curriculum. MACS has eighteen credits of required courses and then enables students to co-create the rest of their curriculum using courses not only from the other SHSS departments, but also from other academic units across NSU. MACS partners across NSU have included the Health Professions Division, Oceanography, Computer Science Information, the Writing Pro-

gram at Farquhar, and the Fischler School of Education and Human Services. Recently MACS is welcoming as partners the Center for Psychological Studies and the Criminal Justice Institute. These partnerships permit students in MACS to tailor their studies based on their personal and professional interests and goals. MACS anticipates other NSU academic units joining as partners.

The new Graduate Certificate in Qualitative Methods received university approval this fall and has accepted students to begin this January. This program is offered online and enables students to deepen their understanding of qualitative research methods. The program is available to graduate students as well as professional researchers and faculty. For those in MACS, these courses are available as electives or as part of a proposed new concentration.

In addition to available courses in other departments, MACS is developing new courses of its own. In the Summer 2008 term MACS launched a new writing course specifically designed from an interdisciplinary per-

spective, The Interdisciplinary Writer. In the Winter 2009 term MACS will launch the course, Transformative Narrative. MACS will launch a variety of other new courses throughout 2009 and 2010 including courses in Native American Studies and African American Studies.

The MACS program has also significantly contributed to SHSS' Residential Institutes (RI). RI, held twice a year now features The Writer's Corner and The Writer's Corner Consultation. During the Writer's Corner, MACS part time professor Richard Toumey targets specific writing issues in a workshop format. During the Writer's Corner Consultation Professor Toumey invites students to bring their own writing problems and challenges as well as examples of their writing for individual and small group help. At the RI in October he also offered a Workshop Design session to help students develop better workshops and presentations. These featured MACS events are open to all SHSS students.

Consortium of Narrative Research and Practice

Paul Gallant, Ph.D.
Associate Family, Department of Family Therapy

Located within the School of Humanities and Social Sciences, the Consortium for Narrative Research and Practice, which is a program that began in April 2008, serves as the foundation for the development of narrative approaches in both clinical therapy and community work.

The Consortium continuously collaborates among the departments of Family Therapy, Multidisciplinary Studies, and Conflict Analysis and Resolution for the benefit of students, faculty and individuals

from the local, national, and international communities. The Consortium is designed to provide training and educational opportunities in the areas of clinical practice, conflict resolution, mediation, community projects, social justice and research. The Consortium is committed to developing and maintaining partnerships with and among community agencies by providing a focal point for people to meet one another in a learning and communal context.



Walter Bera, Ph.D.

Community Resolution Services (CRS)

Judith McKay, J.D., Ph.D.

Chair of the Department of Multidisciplinary Studies

Community Resolution Services (CRS) at SHSS offers trainings and workshops, as well as mediation, facilitation, conflict coaching and consulting services to individuals, families, groups and organizations to help resolve conflicts on the NSU campus and out in the broader community. As the largest practicum site for students in the departments of Conflict Analysis and Resolution (DCAR) and Multidisciplinary Studies (DMS) at SHSS, CRS supports students who intend to enhance their skills as well as those who want to participate in projects and activities rich with prospects for professional development. CRS offers much needed services to the community, based on a sliding fee scale and often at no cost at all. This enables our underserved community members to access and participate in conflict resolution services. During each term, CRS has between eight and fifteen practicum students and welcomes student volunteers.

CRS offers services from multicultural perspectives specifically designed for our multicultural communities.

CRS has a number of community partners in the tri-county area. Some of the recent projects within the community include commencing a peer mediation program at St. Bernadette's Catholic School, working with the Di-

versionary as well as several other programs at the Urban League of Broward County and participating in community events.

CRS has been featured on WSVN News in recent months to highlight issues of community conflict. Judith McKay, Ph.D., Chair of the Department of Multidisciplinary Studies and Assistant Professor of Conflict Resolution and Community Studies, was interviewed several times to comment on neighborhood conflicts as well as a controversial neighborhood website.

CRS projects include:

- The Community Understandings and Peace Project-CUPP (providing mediation, training, workshops, conflict coaching and consulting to individuals, groups, agencies, and organizations)
- The VOICES Family Outreach Project (providing mediation, family facilitation, workshops and other services to families experiencing conflict)
- The NSU Campus Conflict Resolution and Mediation Program (providing training, mediation, facili-

tation, conflict coaching and consultation here at NSU)

- Peace Place (providing presentations and workshops to the public through our collaboration with the Broward County Library System)
- Community Resources, Partnerships, and Solutions –CRPS (providing services specifically designed to enhance diversity and multicultural understandings in our communities, including trainings, workshops and consultations)
- The CRS Training and Consulting Institute-TCI (providing training and consulting to agencies and organizations as well as professional training and continuing education credit for mediators and other professionals).
We welcome students from DCAR and DMS as practicum students and volunteers.
For more information please contact Erika Freeman-Sauer, M.S., CRS Coordinator, at 954-262-4237 or efreeman@nova.edu, or Judith McKay, J.D., Ph.D., CRS Director, at 954-262-3060 or mckayj@nova.edu.

Student Highlights

Cross Disciplinary Affairs



Jodi Platt, *Master of Arts in Cross Disciplinary Affairs*

Jodi is originally from New York, but grew up in Coral Springs, Florida. Jodi graduated from Florida State University with a Bachelor of Arts degree in Political Science. She is completing her final semester of the MACS program and then plans to pursue a career in education.

“I would like to eventually work for the school board on curriculum development.”

College Student Affairs

Dominic Viola, *Master of Science in College Student Affairs*

Dominic is from Phoenixville, Pennsylvania. Dominic received his Bachelor of Arts degree in Latin American Studies and Spanish from Albright College in Reading, Pennsylvania. He is currently enrolled in his second year of the CSA program and plans to work for an institution that is renowned for their study abroad programs.

“I believe studying abroad provides the student with a profound and unique experience that he would not receive otherwise while in school. In addition, because the College Student Affairs program at NSU is still quite young, I also feel as though it is my responsibility to be a successful practitioner and to help put the program on the map.”



Department of Conflict Analysis and Resolution



Marion J. Kiprop, *Master of Science in Conflict Analysis and Resolution*

Marion is originally from Nakuru, Kenya and attended Egerton University in Kenya where she graduated with her Bachelor of Arts degree in Sociology. Marion moved to the United States a year and a half ago and is currently completing her second year in the DCAR program.

Marion is interested in the woman's role in the peace process as well as in the security of contemporary society.

“Upon completion of my masters degree, I intend to return home to participate in negotiating gender mainstreaming in security and peace building. Additionally, I intend to pursue a doctorate degree in the same or related field. This will enable me to conduct research in the field, while providing consultancy services to the government, organizations and schools.”

Student Highlights

Department of Conflict Analysis and Resolution

Erika Freeman-Sauer, M.S., *Doctorate of Conflict Analysis and Resolution*

Erika grew up in Weymouth, Massachusetts and moved to Florida to pursue her graduate degrees. Erika graduated from Roger Williams University in Bristol, Rhode Island, with a Bachelor of Science degree in Criminal Justice and then completed her Master of Science degree in the Department of Conflict Analysis and Resolution at NSU. Erika is currently in her third year of the Ph.D. program for DCAR and hopes to eventually pursue a career in education.

"I've loved running the CRS program since July 2006 because it has helped to guide me towards my career goals. I would like to teach, create a communication program, and write conflict resolution children books."



Marriage and Family Therapy



Robert Kever, *Master of Science in Marriage and Family Therapy*

Rob is a resident of Long Beach Island, New Jersey but moved to Florida upon graduation to pursue his college degree. Rob is a longtime NSU student who first completed his Bachelor of Science degree in Psychology and is currently in his second year of the MFT program. Rob plans to continue his education at NSU upon completion of the masters program

with a doctorate in marriage and family therapy so that he can eventually teach in this field.

"I would like to become a licensed Marriage and Family Therapist and hopefully one day be able to teach in my field. I find working with substance abuse cases most fulfilling to me so that might be the path I will follow."

Sarah Ann Walker, *Master of Science in Marriage and Family Therapy*

Sarah grew up in Marietta, Georgia and received her Bachelor of Arts degree in Psychology from Mercer University in Atlanta, Georgia. Sarah is currently enrolled in her second year of the MFT program. Sarah plans to pursue a career in the marriage and family therapy field.

"I plan to gain experience as an MFT while working on obtaining my Ph.D. In the future, I would like to open a private practice and teach."



All Eye's on CSA

Kenrick Roberts
M.S. in College Student Affairs

Many people are still unfamiliar with the Master of Science program in College Student Affairs (CSA) offered through NSU's Graduate School of Humanities & Social Sciences. The program, which began in 2005, was designed to help prepare students for professional roles in higher education and other related fields. Unlike other student affairs programs throughout the country, the CSA program has a concentration in the field of conflict analysis and resolution. CSA in-



Jamie Dresher
University Center Operations Manager
The Student Union
Class of 2009
Master of Science in College Student Affairs
Graduate of Montclair State University '07.

corporates mediation, facilitation, and research courses into its curriculum. NSU's CSA program graduated its first class in June 2007. The program is offered in both a residential and online format, and there are currently forty students enrolled for this

2008-2009 school year. Many of the residential students work in various



Kenrick Roberts
Assistant Area Coordinator for Rolling Hills
Residential Life
Class of 2009
Master of Science in College Student Affairs
Graduate of Saint Leo University, '07

graduate assistantships within the Division of Student Affairs at NSU. Two in particular, Jamie Dresher and Kenrick Roberts, serve on the 2009 executive board of the SHSS Student Association. For more information regarding the CSA program please

visit this link: <http://shss.nova.edu/programs/csa/index.htm>

Thoughts and Reflections about Systems Thinking

Brian Rosenberg, Ph.D.

Systemic thinking has been a core part of my life from as early as I can remember. My family has some interesting dynamics that started me on the path of thinking that there are always at least two ways to think about everything. No one way is the right way, and everyone believes strongly in their side of the story. As a product of a family business, where my father worked for my grandfather and spoke daily about how much he hated it, I had my first taste of family therapy and systemic challenges. Everyone involved in the business had the best of intentions. Yet, somehow the mix of personalities, expectations and methods were blended into a mix-mash of hurt feelings, un-clear expectations and frustration.

As I was making my way through my undergraduate work and my first

job, I realized that hearing both sides of the story as well as valuing everyone's perspective as accurate, honorable and personal has some very positive energy attached. I was unsure of what to call it, yet I knew that consensus building and effective listening were the keys to something quite magical.

My first job after my bachelors degree was with a very large retail company as a manager in training. I was planning to become a professional business man and make lots of money. Everyday I tried to get the job done, inspire my employees and add a sense of humor to all that I did-- but the boss did not like that. My boss was perceived as extremely tough, so much so that he was not very well liked. His decisions impacted the 100 or so employees that worked there. He

appeared not to care about the consequences or fall-out from his behaviors. One day I just had it and quit! I decided that I was going to graduate from Nova Southeastern University with a degree in Marriage and Family Therapy with my sights set on learning more about business and family relationships.

While on my journey, I had a chance to work with Pat Cole, Ph.D., in the "Family Business Institute," where I participated in sessions geared towards family businesses in south Florida. I felt right at home hearing about the struggles, alignments, and the frustrations. I had found my niche. From that point, all of my papers, research topics and ultimately my dissertation were focused on business and organizational

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dynamics.

After earning my Ph.D. in 2000 I was offered a job with a large hospital system here in South Florida. I had the opportunity to work with executives, managers, new supervisors and staff at all levels. My role was to teach workshops related to interpersonal communication, conflict, teambuilding, managing change, etc. as well as to offer conflict coaching on a one-on-one basis with leaders. I found, once again, that valuing, listening, understanding and influencing was at the heart of my work.

My guiding concept is to help people realize that their leadership styles or approaches have consequences that influence the rest of the team and their workplace. I once heard a quote, "People don't leave jobs, people leave people," and that is always on my mind while interacting

with leaders in the business setting. Employee engagement, turn over, productivity, profitability and many other core business concepts are irrevocably attached to people and leaders. Their styles can negatively or positively influence the entire organization.

After about seven years, I was fortunate enough to grow my career and move to an even larger healthcare organization that has a presence in 32 states and has physicians in over 250 hospitals. I now find myself having conversations with physicians about their leadership styles. We discuss how empathy, understanding, appreciation, respect and collaboration impact their practices, their staff, the patients and ultimately the organization. My role is also to coordinate workshops for all of the employees on the dynamics related to effective supervision, becoming an effective corporate facilitator, interpersonal skills,

etc. I find that systems thinking absolutely influences my job in coordinating the organization wide employee opinion survey, and the organization wide computer based training programs. Everything impacts everyone. It is important to determine if the interaction is positive or not, and then to act upon it. My current role as a corporate leader, trainer, coach, therapist, friend and employee all sprouted from my knowledge of human system dynamics.

I can not find a way to remove myself from being a systems thinker and I would not want to do so. Thanks to NSU for helping me find my footing and allowing me to build my roots within a foundation that serves me very well.

Thank you,

Brian Rosenberg, Ph.D.

Doing Something *Different* (DSD) is Not New for NSU

Debra A. Nixon, Ph.D.

SHSS Advisor for Student Association; Diversity and Inclusion Administrator Marriage and Family Therapy

President Elect Obama's provocative message of change is essentially the mantra and message of the "Do Something Different (DSD)" initiative. Similar to his brilliant and systemic campaign strategy, DSD is a grassroots initiative that invites each of us to simply do something qualitatively different in our respective spheres of influences to create an inclusive campus environment. We began our quest three years ago this February with our monthly Diversity Dialogues.

The dialogues were designed to inspire behavioral change by having open and honest discussions about all forms of diversity. So, members from various NSU educational centers met every first Tuesday of the month to discuss topics ranging from race to religion. Our belief was that if we continued to avoid such topics, the residual, negative consequences of our silence would continue to dominate our thinking and our relationships, making real unity—change-- impossible. In other words, the longer we put off

facing these issues, the longer we will delay experiencing a genuine community. We thought that by engaging ourselves in these talks we would begin, accept, and perhaps appreciate our differences. After about a year of monthly dialogues, we decided that we would continue to talk but that we also needed to put our talk to into action. So, we organized the DSD initiative.

DSD is not a program or a one-time event. It is a movement because it is a general invitation to the entire NSU campus constituency to embrace a new consciousness of community and inclusion. Sharing in the movement means that we challenge ourselves to be intentionally inclusive towards others. On the other hand, we must also be receptive to the kindnesses directed towards us (i.e., make eye-contact, return a smile, nod, or salutation). It is that simple. Then "the change we seek" will come (hearkening the President-Elect's November 4 message), because we will be agents of that change. I believe our strategy is similar

to that of many historically significant "movements" in our country: Everyday, caring people take it upon themselves to do something different—march, sit-in, boycott, fast, etc. DSD will be successful if we all simply do something different.

So, this is an invitation to the SHSS family. Begin now with a personal challenge—Do Something Different. As you glance slightly at the DSD posters in the hallway, make a personal affirmation that you will take the next opportunity to do something different that creates community. There are several ideas listed below, or you can create your own list. Either way, begin now doing something to create the campus community that you want to experience. You might begin with thinking about how you would like to "feel" as you walk the hallways of Maltz, or as you walk across NSU's campus. Then do something that gives you that feeling. Until then take a look at the list below:

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The DSD Personal Challenge

1. At a party ask someone you don't know to dance
2. Introduce yourself to someone new
3. Extend your hand to someone other than your usual acquaintances
4. Give up your seat for someone
5. Offer someone the last dessert
6. Offer a napkin to someone
7. Teach someone to say hello in your language
8. Give someone a flower, unexpectedly
9. Open the door for someone
10. Offer your seat to someone that is standing
11. Get someone a drink
12. Invite someone new to your lunch or dinner table
13. Give your prize to someone
14. Invite someone to coffee/tea
15. Offer to tutor someone
16. Compliment a stranger
17. Ask someone to teach you a foreign word
18. Ask someone to share a hometown custom
19. Listen
20. Look into someone's eyes
21. Smile at someone
22. Teach someone a dance
23. Join someone in a dance
24. Do Something Different!

These very simple acts can create a ground-swell of campus inclusion activity that will revolutionize campus inclusion efforts throughout the country. We see ourselves as the ones to emulate, as NSU has been a leader in so many others ways in higher education beginning with our "beyond the classroom" learning formats. It makes sense too, given our diverse south Florida community, that we pave the way in community building. So, we have an opportunity to model for other campuses in the

areas of social justice and inclusion. Others—universities and corporations-- are looking for ways to manage the ever-growing diverse US population. DSD is a simple tool that can create lasting change and an enduring community. DSD is neither a program nor an exercise, but an ongoing move; a way of life that will make campus unity an NSU legacy.

Finally, and in keeping with our initiative, we have produced a survey that will give us an idea of our present standing as a community. On your WebCT front page you will find the "Do Something Different Campus Inclusion Survey." In your web listing the survey will be listed as one of the following three:

[DSD CIS Admin Staff Survey](#); [DSD FC IS Faculty Survey](#);

or [DSD SCIS Student Survey](#). There is a survey for faculty, students, staff and administrators. It is brief and confidential and should only take about 5-7 minutes. Take a few minutes to share your thoughts. Thanks for sharing in the process and thank you for your efforts towards making NSU a more inclusive community. Finally, visit our blog at <http://blogs.nova.edu/nixond/dosomethingdifferent/>

Faculty Highlights

Mark Davidheiser, Ph.D. and John Linstroth, D. Phil., both faculty members in the Department of Conflict Analysis and Resolution, each presented papers at the annual meeting of the American Anthropological Association in San Francisco. Davidheiser presented a paper entitled "Men don't want to tell the truth: Gendered dispute processing behaviors and preferences." Linstroth was a panel organizer and also presented a paper entitled "Including Nationalist-Minorities (Others) in Exclusive-Nationalist Discourse: Some new theoretical considerations for anthropology and nationalism."

Judith McKay, J.D., Ph.D., Chair of the Department of Multidisciplinary Studies, presented two papers at the 30th Annual Conference for the Association of Integrated Studies (AIS) hosted by the University of Illinois in Springfield from October 23-25, 2008. The presentations were entitled "Community Resources, Partnerships, and Solutions: Interdisciplinary Approaches to Community Building" and "Interdisciplinary Approaches to Higher Education Theory, Policies, and Practices."

Message from the Dean

Hi all. Our university hosted a celebration dinner entitled "Plant a Seed in Your Community" on November 5, with support from the Office of Institutional Advancement. The dinner brought together long-time friends of the university as well as new supporters. The dinner featured a special presentation that highlighted the stories of the students, faculty, and alumni that represent the academic programs and community services offered through SHSS.

The attendees included, former Senator Bob Graham and Mrs. Adele Graham, Senator Jeremy Ring, Judge Gisele Pollack, former Judge John Gaudiosi and Wei Chen, President and CEO of U.S. Capital Holdings. Members of the SHSS Advisory Board and the university leadership were also in attendance. This effort is part of NSU's preparation for a scholarships campaign. I would greatly appreciate it if you would share with

me any ideas and suggestions that you might have to ensure its success.

I would also like to take this opportunity to congratulate all of our student presenters and organizers at various academic and professional conferences this semester, including the community forums and grassroots roundtables. We have shared their success with NSU's SharkBytes and Trustees Highlights. In the name of "walking the talk" three of our students were awarded this year's Active Scholar Grant at the 3rd Annual Shark Shuffle 5K in September. What a remarkable learning community SHSS has been! Please continue to send any information regarding your accomplishments both outside of the classroom as well as your academic achievements on campus and online.

Have a great holiday season!

Honggang Yang, Ph.D., Dean, SHSS



Faculty Highlights

Several SHSS faculty, students, and alumni presented at the annual Association for Conflict Resolution conference in Austin, Texas on September 24-27, 2008. The presenter's included:

Jean-Mathieu Essis, Ph.D., Assistant Professor in the Department of Conflict Analysis and Resolution, (DCAR), spoke about "Achieving Sustainability Through Integrative Negotiation." **Marilyn Fitzgerald, Ph.D.**, a DCAR graduate, contributed to the information presented.

Judith McKay, J.D., Ph.D., Chair of the Department of Multidisciplinary Studies, spoke about "College Student Affairs, Conflict Resolution and Multiculturalism: The Link between Academics, Policy and Practice."

Michelle Cromwell, Ph.D., a DCAR graduate, contributed to the information presented.

Robert Churilla and Lori Bertolina, both DCAR doctoral students, presented the "Return to the Grassroots."

Barbara Manouso, a DCAR doctoral student, spoke on "Elder/Adult Family Mediation: A New and Evolving Field."

Mark McKenna, a DCAR doctoral student, spoke about "Bridging the Gap Between the "West" and the "Arab and Muslim World" Using Cutting Edge Technology."

Tanya Parnes, M.S. Conflict Analysis and Resolution, *Editor-In-Chief*

Alexandra Paroulek, B.S. in Biology, *Visual Design Chief*

**Marcia Sweedler, Ph.D., Interim Chair, Department of Conflict
Analysis and Resolution**

Tommie V. Boyd, Ph.D., Chair, Department of Family Therapy

Arlene Brett Gordon, Ph.D., Clinical Director Brief Therapy Institute

Judith McKay, J.D., Ph.D., Chair of Multidisciplinary Studies

Paul Gallant, Ph.D., Associate Family, Department of Family Therapy

Kenrick Roberts, M.S. in College Student Affairs

Brian Rosenberg, Ph.D.

Debra Nixon, Ph.D., SHSS Diversity and Inclusion Administrator

Advisor Student Association

Honggang Yang, Ph.D., Dean of SHSS

Editor's Note

Tanya Parnes

M.S. Conflict Analysis and Resolution

SHSS is such a unique and integral part of the NSU community. My experience with the Department of Conflict Analysis and Resolution has truly been amazing. When I first came to the university two years ago, I was quite unfamiliar with the conflict resolution field. I did not realize then the extent to which this area really impacts society as a whole. Throughout my time here at NSU, I have gained some insight into the value of the field itself and the importance of utilizing alternative dispute resolution methods. My experiences at NSU have been invaluable. I am currently in my second and final year of the program. I have decided to focus on pursuing a career in mediation after having witnessed firsthand the benefits that can come from listening and talk-

ing through disputes in a neutral setting in which both parties feel completely secure in sharing their innermost thoughts and feelings. I plan to continue my higher education with a doctorate in DCAR and I am greatly looking forward to the continued growth and expansion of SHSS. I am very excited for another wonderful year here at NSU!

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