


RESEARCH ARTICLE

Integrating social justice-based conflict resolution into higher education settings: Faculty, staff, and student professional development through mediation training

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This paper will share highlights of an approach used to target professional development of faculty and staff at one of the largest public, land grant, research-intensive universities in the United States. We will share a practical model designed to build individual and organizational capacity by integrating conflict management techniques that are based on social justice principles into higher education settings. This model has been successfully utilized for more than 2,500 faculty, staff, and students (undergraduate and graduate) at the university, and is an ongoing proactive and responsive strategy in creating a mindful culture and sustaining a cohesive workplace climate.

1 | INTRODUCTION

This paper is based on work at a large higher education institution and is specifically designed to favorably impact workplace climate by increasing individual and organizational capacity in a systematic manner through targeted professional development focusing on conflict management and building cultural competencies. The delivered model is based on social justice principles that have a direct, positive impact on the conflict language and culture of the college or unit. The model has been extensively utilized to proactively facilitate development of leaders and their teams, as well as employees within intact work units as they create positive and inclusive work and learning environments. This paper adds to the literature about conflict management in higher education (Fiutak, 2000; Gmelch & Carroll, 1991; Warters, 1999; Warters & Wendy, 2003; Watson, Watson, & Stanley, 2017; Webne-Behrma, 2008). The goals of the paper are to: (a) identify current methods for integrating conflict management into professional development activities in higher education settings;

(b) understand the sequenced steps in applying the social justice-based education and training model to any educational or workplace setting; and (c) understand how the model can be used to facilitate a positive and inclusive work culture and learning environment that develops leadership and ultimately impacts productivity, recruitment, and retention.

Conflict exists in every aspect of our lives, including the workplace. Unresolved and unmanaged conflicts in the workplace can reduce productivity, create an unhealthy climate, and negatively impact recruitment and retention (Gelfand, Leslie, Keller, & Dreu, 2012). A working definition of conflict is a struggle between people with opposing needs, ideas, beliefs, values, and/or goals (Watson et al., 2017).

We know that conflict in higher education settings has some unique attributes due to the prevailing expectations, climate, and culture. In higher education, faculty are often rewarded when functioning independently as an *n* of one. Therefore, when asked to work well and collaborate with others, faculty often have not had experience or practice opportunities that consistently lead to productive behaviors. Additionally, in their daily work, faculty and staff employees are often asked to debate ideas in order to promote the development of the strongest product or hypothesis. This culture of debate often becomes the primary or sole method of communication used in higher education. Indeed, we often teach the idea of debate to our students in our classrooms. Debate can be useful and productive in this setting (InterNational Academy of Dispute Resolution, 2017), but when overused, the opportunity for productive dialogue can be diminished or eliminated. Without effective dialogue, the likelihood that faculty, staff, and students will have the opportunity to optimally learn from one another and increase their cultural competence is remarkably reduced.

2 | INTEGRATING CONFLICT MANAGEMENT CONCEPTS INTO HIGHER EDUCATION PROFESSIONAL DEVELOPMENT ACTIVITIES

Fiutak (2000) and Webne-Behrma (2008) discussed the importance of conflict management programs, skill sets to teach, and programs that exist and are emerging. Based on the authors' extensive experience working in higher education, it is necessary to support individuals in working through a change process as they begin to internalize the importance of engaging in conflict and having ongoing conflict management programs. Figure 1 shows the conflict management concepts and

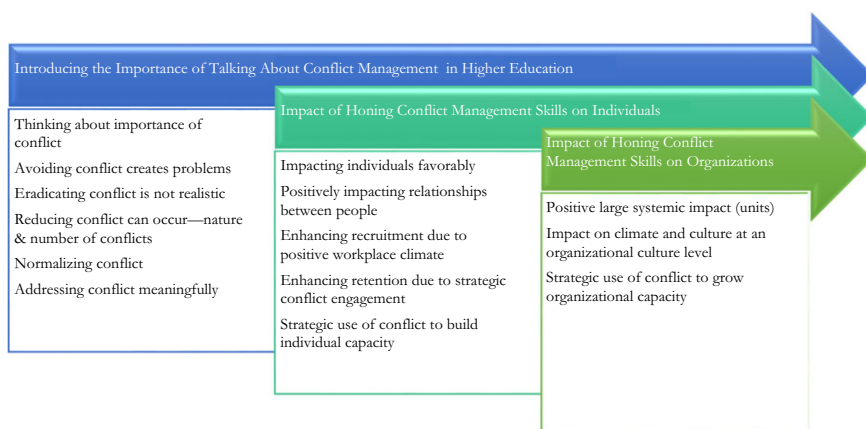


FIGURE 1 Introducing conflict management to build climate and culture within individuals and organizations in higher education

relationships to be considered in helping individuals within an organization see the value of implementing and integrating conflict management within their organization. Figure 1 is aligned with the change literature and the understanding that when people are asked to change, they work through variables of resistance, stress, conflict, and have a tendency to move to their natural behavior patterns (Watson et al., 2017). In order to build a culture of conflict engagement and increased understanding of inclusion and social justice, people have to be impacted by seeing the benefit of the change for them. Otherwise, their conflict management program becomes a compliance exercise rather than a favorable cultural shift. Figure 1 is a step model showing topics that are important for employees to be aware of to begin the process of creating a conflict management awareness. This figure shows that it is first important to have individuals, particularly leadership, begin to see that ignoring or avoiding conflict is problematic and that there is global benefit in acknowledging that conflict will inevitably exist, and that healthy, robust organizations always have some degree of conflict. Indeed, addressing conflict in strategic and meaningful ways can actually increase the trust between people within the organization and increase productivity (O'Brien, 2001; Watson et al., 2017). Individuals working in higher education generally believe conflict is something that is problematic, negative, and should not exist in organizations (Watson et al., 2017). Faculty, staff, and administrators have to begin their conflict work by shifting to the understanding that "conflict simply is," and that it is not good or bad but rather that it exists in all organizations, even those that are strong, healthy, and thriving. When faculty and staff embrace that conflict simply is, and that how they engage in meaningful conflict is either constructive or destructive, faculty and staff often are motivated to learn more about constructively engaging in conflict. With this new understanding in mind, faculty and staff can then make the shift to the idea that since conflicts will exist, having effective strategies to address and engage in meaningful conflict is not only necessary, but also a responsibility.

Next, individuals must realize that everyone benefits from a strong conflict management culture. By honing their conflict management skills, people often believe they are empowered to influence their workplace and have a sense of being able to thrive. Further, when people effectively address conflicts with one another, they grow in relationship, enhance their team, and are increasingly productive because they are no longer using their energy to dwell on unresolved conflicts or believe that they work in a negative climate. Staff and faculty typically leave organizations because of the climate (Warters & Wendy, 2003) and the idea that they do not "fit" in the current culture based on the climate that they are experiencing. Climate is defined as the perception of institutional or organizational practices by the people who work in the specific organization. These practices are impacted by the culture of the organization, and perception is impacted by communication, structures, politics, symbols, and people in the organization (Watson & Hutchins, 2013). By honing conflict management skills, we create a workplace climate where people want to come to work each day and, more specifically, an organization where people want to be retained. Thus, not only does a strong conflict management culture help with employee retention, it also develops a climate that aides in recruitment of the best faculty, staff, and students.

Finally, organizations that hone and use their conflict management skills are often more productive (Watson et al., 2017). Instead of using energy on the unresolved conflicts in individuals within the unit, and the unit as a whole, energy can be focused on being both a high-functioning team and a high-performing unit. Once the conflict management concepts are introduced, accepted, and viewed as useful, the individuals and organization can now begin designing, often with the support of a conflict management expert/facilitator, the steps that the unit will need to follow to create a positive, impactful conflict culture (Chen, Zhao, & Liu, 2012; Watson et al., 2017). Further, when conflict awareness and engagement occur, individuals often become more aware of both individual and

organizational implicit biases, inequities, and perceptions of inequities. This occurs because people move beyond the concept that conflict is negative and must be avoided to conflict engagement benefits both individuals and organizations. Once the benefits are understood, people are more invested in strengthening the climate they and others work in.

Table 1 is an elaboration of Figure 1, with particular emphasis on the individual and skill set development in conflict management. Our experiences have shown that supporting an individual in growing self-awareness, particularly related to conflict, is the foundation for favorably shifting the culture and climate of an organization.

Table 1 shows the impact of a conflict management program on the individual, working relationships, and the organization's operational performance. Ideally and practically, everyone benefits from managing conflicts.

As a person grows in conflict *self-awareness*, they are more likely to reflect on self, on how they influence others, and on how the team is impacted. This shift moves a person to a stronger internal locus of control and reduces externalizing and blaming and judging of others. Next, people move to *conflict awareness*, which involves acknowledging conflict exists between themselves and others and within the organization. In being able and willing to acknowledge conflicts exist, people can then determine what are the common conflicts and how they as a team inhibit their performance because of these patterns of conflict behavior. In acknowledging and identifying conflict themes and patterns, individuals are able to better *communicate* both internally and with others, particularly as they move toward honing their *conflict management skills*. Honing conflict management skills supports people in engaging in conflict strategically. Strategic conflict engagement between people leads to effective resolution to or management of the conflicts. Awareness, enhanced communication, honing conflict management skills, and strategic engagement can lead to constructive changes within a person, between people, and within the organization.

3 | SEQUENCED STEPS IN APPLYING CONFLICT MANAGEMENT TRAINING

The literature talks a great deal about establishing conflict management programs (Barnes, 1999; Fiutak, 2000; Warters, 1999). We are adding steps and strategies that we have found effective to this body of literature. Positive change can occur simply by establishing a common conflict vocabulary

TABLE 1 Conflict management to strengthen inclusive climate and culture

	Individual performance strengthened	Interactions strengthened	Operational performance strengthened
Self-awareness	Emotional triggers Choice in behavior style Stress level and causes	How perceived by others How we stress others	More aware of own impact on team Conflicts not a reason to stop performing
Conflict awareness	Type of conflict History of conflict	Naming common attributes of conflict	Team approach to issues that may be inhibiting performance
Communication	Putting "I feel" into situation	Ok to communicate mutual impacts	Common vocabulary enhances understanding
Skills with conflicts	Choose individual conflict style	Understand others' style choice may not be the same	Ways to understand impact of choices on the situation
Conflict management	Stress reduction likely	Mutual respect, whether agreement or not	Culture is of respect and inclusiveness because climate allowed differences

and understanding and inserting self into a conflict situation. This involves using language such as “I feel,” “I think differently,” or “I am confused by your idea, help me to understand.” With the 2,000 plus people we have worked with in honing their conflict management skills, well over 85% of the people have said engaging in perspective taking and adding to their “language tool kit” has transformed how they engage in conflict and increased the positive resolution of outcome to the conflict situations.

Finally, and counter to the thinking of many in organizations, strategically engaging in conflicts allows for reduction of stress in the workplace, increased mutual respect, increased valuing of difference in being, thinking, and identity, and shifting to a culture of respect and inclusivity because individuals in the workplace environment allow for differences. Individuals can embrace difference, understand it will increase conflict, value that conflict, recognize that conflict simply is, learn from the differences, and become stronger, more capable individuals and organizations. Similar to Fiutak's (2000) work, our programs work to alter the conflict culture from within the organization and provide opportunities for people to learn how to increase their conflict management skills to benefit their immediate climate and culture.

Our experiences have taught us that when an individual or an organization is beginning to think strategically about implementing a conflict management program in the higher education setting, the initial engagement should be relatively straightforward and directly applicable. This is due to the initial widespread belief that conflict should not exist in the workplace and should be avoided at all cost. Figure 2 lists the steps for engaging in a conflict management program. These steps are based on the previously stated and adopted belief that conflict management concepts are introduced, accepted, and viewed as useful. Embedded within the steps in Figure 2 is a social justice component. Social justice, as related to our work, involves having a community, including the workplace, where all people have access, opportunities, and an environment for well-being. Having a socially just workplace includes an understanding that not all people have traditionally been treated in just ways and that a narrative of the privileged (e.g., white, male, heterosexual, Christian, and others) has determined who has access and who does not. People, when social justice is first discussed, often react defensively saying “why do we have to blame someone.” Talking about social justice, particularly from a conflict management perspective, is not about blaming anyone or judging people or a group. It is about creating an opportunity for all to learn about positions (and therefore responsibilities) of privilege, to understand the role each of us has played (consciously or unconsciously) in impacting our environment, and how conflict is created through unjust environments or events. Embedding social justice information within a conflict management program is not difficult to do; however, it is often decoupled.

The first step in a sustainable conflict management program is to introduce the idea that *talking about conflict is important*, useful, and necessary for people and organizations. This involves normalizing the idea that conflict will always occur in the workplace setting and that conflict is critical to



FIGURE 2 Steps for developing a conflict management program and training

building healthy and thriving organizations. Further, it is important to teach and train others that with effective conflict management skills, people can strategically use conflict to move individuals and organizations toward alignment with strategic initiatives. Introducing ideas related to social justice is ideal at this point, reminding us that we all have different elements of self that can impact if we are comfortable or feel welcomed at work. Further, it is important to discuss the ideas that conflicts are almost always about diversity (Algert & Stanley, 2007) and that the more diverse our organization (Loden, 1996), the more conflict will exist. Engaging in conflict and discussing the diversity issues that are part of the conflict create an opportunity for personal and organizational awareness and growth.

The second step, discussed earlier in this paper, involves removing the belief that conflict is negative and teaching that *conflict simply is* (Watson et al., 2017). “It is neither positive nor negative; rather it is how one engages in conflict that can be constructive or destructive.” By introducing and framing the idea that conflict in the workplace can be quite healthy for an organization, a shift of individuals' mental models can begin. Because many people see conflict as something negative that should be avoided at all costs, understanding the nature and value of conflict as part of a healthy organization can be a powerful first step.

The third step involves working with *leadership*; getting acceptance to the idea that talking about and growing our conflict management skill sets is important. Leaders often need to be taught that strategic conflict engagement is necessary to allow an organization to grow and flourish. Leaders must hone their conflict management skills and model effective conflict engagement. Unit leadership must establish and communicate the expected protocols to be addressed as conflicts arise within their organization, that is, what is the conflict culture of the organization. Understanding the importance of thinking about conflict, buy-in, engagement, and modeling by unit leadership is needed for a successful conflict management program. Leaders must intentionally talk about inclusion, climate, diversity, and how social justice is necessary for our workplace to be successful.

The fourth step involves leadership *communicating their expectations* related to choosing a conflict culture, including expectations for how conflicts are addressed and expectations related to employee and student conflict management skill set development. This step involves designing professional development opportunities for faculty, staff, students, and administrators. Examples include conflict management workshops, mediation training programs, and educational information about addressing conflicts to positively impact the workplace environment. Implementing a conflict management program requires assessing the units' conflict management parameters and thresholds, namely at what rate of speed and intensity can we work with a department, college, or university unit to train and educate their employees and students in conflict management and further support them in developing conflict management protocols. There is not an ideal conflict management program to implement for every case, but we believe Figure 3 represents an ideal sequencing of course topics. Some units will need to offer a 40-hr Basic Mediation Course (BMC), while others develop protocols to formally and informally address conflicts as they arise, and others will offer a 3- to 4-hr course on establishing a common conflict vocabulary and growing self-awareness. Each unit at each level of the university should know their climate and culture well enough to strategically plan what “courses” and professional development resources to offer.

In the fifth step, we support the units in moving from building individuals' skill sets and capacity building to *developing a process for unit conflict engagement* by developing competencies to impact the organization as a whole. As mentioned above, examples of developing organizational conflict management competencies include building informal and formal structures for addressing conflicts for faculty, staff, students, and administrators. The intent is for the unit to have thoughtfully



FIGURE 3 Course topic and sequence for university personnel conflict management development

determined the best structures and processes for addressing conflicts within their own intact workgroups. Further, the goal is for each employee in the unit to know what is expected from them in addressing their conflicts as they arise in the workplace setting. This begins the process of units becoming increasingly independent from an “outside facilitator,” therefore acknowledging that the leadership and the people in the organization have the skills and structure in place to meaningfully manage the climate and culture of their organization.

The final step is to support the organization in helping employees and students build competencies, so that they have a *self-sustaining model* to address conflicts within their units (e.g., department, college, division). This includes clear models related to what they have accomplished in growing the communication and conflict management skills sets for their faculty, staff, students, and administrators. Also, this involves reviewing the protocols, structures, and processes the unit developed to reflect on, develop, and implement a conflict management culture.

As a reminder, all of the above-mentioned steps must include building cultural competencies for individuals in the areas of diversity, social justice, and inclusion as these attributes are at the heart of nearly every conflict. Loden (1996) defines diversity as “that which differentiates one group of people from another along primary and secondary dimensions.” Primary dimensions of diversity, those exerting primary influences on our identities, are gender, ethnicity, race, sexual orientation, age, and mental or physical abilities and characteristics. Primary dimensions shape our basic self-image as well as our fundamental worldviews. Additionally, they have the most impact on groups in the workplace and society. Secondary dimensions of diversity are less visible, exert a more variable influence on personal identity, and add a more subtle richness to the primary dimensions of diversity. They include educational background, geographic location, religion, first language, family status, work style, work experience, military experience, organizational role and level, income, and communication style. The secondary dimensions impact our self-esteem and self-definition. There is a definite trend toward definitions of a multiplicity of diversity dimensions; Arredondo (1996) adds culture, social class, and language to the primary dimensions and healthcare beliefs and recreational interests to the secondary dimensions. Further, there is intersectionality of diversity attributes that are often overlooked, meaning that most, if not all conflicts, can involve greater than one element of diversity, which makes cultural competency and dialogue about diversity essential elements in conflict management programming. Working with groups, we always use conflict cases that are true for their unit

and that involve diversity dimensions (Guerra, 2009). Our experiences have been that each unit we have served has said they did not realize that we are dealing with “these” issues. “These issues” often include lesbian, gay, bisexual, transgender, queer (LGBTQ), political beliefs, religion, race, ethnicity, abilities, age, and gender, just to name a few examples. As Figure 2 illustrates, planning to integrate conflict and conflict management from a social justice perspective involves strategy, sequencing, leadership buy-in, and individuals' commitment.

From the work described above, we have seen people become stronger communicators, leaders, and conflict managers. We have seen people develop stronger skills in self-awareness, perspective taking, common ground identification, active listening, and equity and inclusion. Through increased skill development, we have seen individuals and the units they are a part of become advocates for inclusion, equity, social justice, and access to opportunity and information. We have seen these conflict managers lead in the idea of social justice and perspective taking. Finally, we have repeatedly seen people who hone their conflict management skills move to college, division, and university leadership positions where they can model effective conflict management, inclusion, and equity.

Our experiences have demonstrated the need for units to have a sequential conflict management development process as described above, and we have found the following course sequence to aid in individuals' knowledge base acquisition. All courses and trainings are taught from a social justice and cultural competency development method. Moreover, our courses have primarily focused on serving faculty, staff, and administrators. The institution has also created semester-long courses for both graduate and undergraduate students in conflict management and dialogue, a valuable and important offering. We have worked to impact the institutional conflict culture by growing our faculty, staff, and administrators in conflict management, social justice, and perspective taking. Below is the sequenced conflict management topics.

Figure 3 lists the course sequence, along with a brief description of each area that we have found to be effective for developing and honing conflict management skills in university settings.

Conflict management is introduced to a university/college or unit within the university through change models (Step 1). Emphasis is placed on the four psychosocial variables that accompany change, as discussed earlier in the paper, with particular emphasis on conflict, conflict engagement, conflict resolution, and management. People can relate to the idea that change is a constant in their lives. Entering into the dialogue about conflict through change tends to decrease discomfort of the participants. Step 2 of the conflict management in higher education process involves growing individuals, namely, defining terms, framing conflict and its importance, neutrality, conflict preferences through completion of an assessment, skill set development to grow participants' conflict management and communication skills, and teaching about common responses to conflict within organizations. Step 3 is time-intensive work to support leaders in becoming stronger conflict managers. Research shows titled leadership will spend more than 50% of each day engaged in conflict (Watson et al., 2017) and many university leaders have worked within an academic culture of conflict avoidance. Through a 40-hr course focused on conflict management in higher education taught through a social justice perspective, we have university leaders work through conflict specific to their campus, all of which have diversity components. Participants evaluate themselves, one another, and the course, and frequently state that they learn to be more strategic thinkers in working through a conflict with this experiential learning model. They come to understand that their job is not always to “fix” the conflict. They gain insight into the experiences of their faculty, staff, and students who may have very different experiences and dimensions than they do, and they indicate that self-reflection, active listening, and perspective taking are skills that they use daily to be more successful in their leadership roles.

Step 4 begins to transition from focusing on the individual and the individual's impact on the team/organization to the climate and conflict culture of the organization. How does the team engage or not engage in conflict? Do they work through conflict stages (Tuckman, 1965) or become stuck? This step involves the unit identifying their conflict culture and whether it is the one they chose or a default. If they need to change their conflict culture how are they going to do so: (a) what education and training do they need to offer for their faculty, staff, and students; (b) what are their formal and informal processes for addressing conflict; (c) how do they communicate their structures and processes so everyone in the organization knows what is expected from them; and (d) what outcome are they looking for. Step 5 is really an elaboration on Step 4. Questions the unit asks itself are: what are our unresolved conflicts, how come we leave them unresolved, what is the outcome of having these unresolved conflicts, and how do our conflict protocols impact our climate? Additionally, how does our climate impact the recruitment of faculty, staff, and students that we want to work with us and how does our climate impact the choice for people in our organization to leave? What is the impact of our climate and conflict culture on our underrepresented groups of faculty and staff? Based on the answers to these questions, the unit makes conflict management shifts that are more aligned with helping them to accomplish their strategies.

Step 6 teaches the group about a communication process called dialogue. Dialogue is an underutilized method of communication in higher education (Watson et al., 2017). Although debate is the primary method of communication used in higher education, particularly among faculty, teaching the group that dialogue enhances learning, communicating, and effective conflict management is beneficial. Dialogue involves the process of suspending judgment while listening for new information. Teaching individuals to use dialogue as a communication tool, particularly when there is conflict present, is an important component of a conflict management program. Teaching individuals about the importance of dialogue (Ford Foundation, 2005) and the individual components of dialogue is necessary. Figure 4 shows how all of these components need to “spin” in unison as the participants work to listen for new information and suspend judgment. As additional people or different perspectives are added, the likelihood of conflict increases and the effort to use dialogue is even more critical for success.

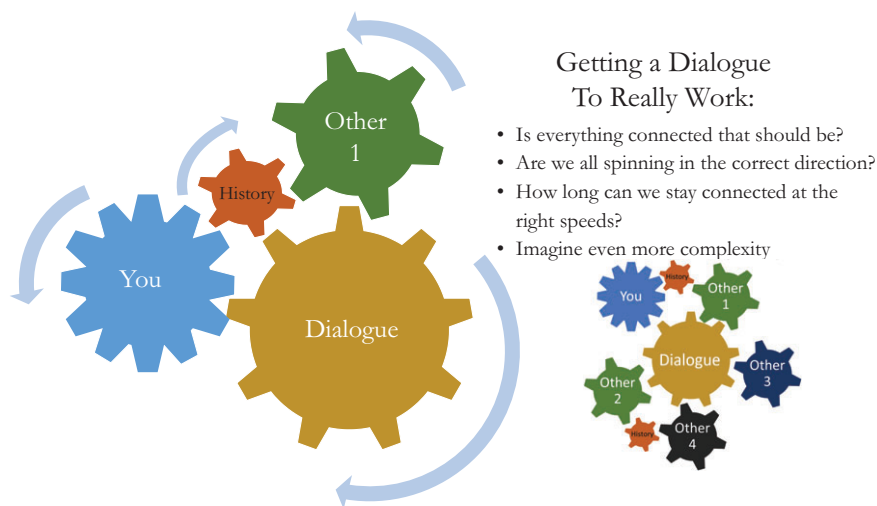


FIGURE 4 Factors to consider in dialogue

As the unit understands and sees the benefit of adding dialogue as a communication method within their organization, it is then advisable for them to create dialogue opportunities (Step 7), whether within meetings, informally, or through formal dialogue circles discussing social justice or other issues. Implementing formal dialogue opportunities can lead to a decrease in the number and the nature of organizational conflict.

Conflict management programs are essential for healthy workplace climates that favorably impact organizational culture. Having a culture where units dialogue about conflict and diversity leads to development of an environment where people want to work, directly aiding the recruitment and retention of faculty, staff, and students. Finally, Step 8 involves dissemination and sharing of best practices as described throughout this paper and in Table 2.

4 | IMPACT OF CONFLICT MANAGEMENT PROGRAMS IN HIGHER EDUCATION

Over the past 20 years, we have served people at many different levels within university or college organizations. Experience has shown that when making the largest cultural and organizational changes, it is essential to begin conflict management work with the organizational leaders. Leaders are “culture keepers” of a unit. If the leader espouses something is important and invests their time in honing their own conflict management skills, not only can they increase their success, effectiveness, individual goals, and organizational goals, but they can also notably impact the organization. When leader(s) model effective conflict engagement including conflict resolution, conflict management, and strategic conflict engagement, others in the organization take note. When leaders demonstrate what they espouse is important, others see the value of the change or the behavior. Further, when we start with leaders honing their conflict management skills, positive results of having effective conflict management skills are more obvious to others within the unit, and they can model for others their expectations.

We have worked with units for two decades in implementing conflict management programs and protocols. Many of these units have built these programs into the fabric of their professional development strategies for faculty, staff, and students. For example, in the College of Veterinary Medicine and Biomedical Sciences at Texas A&M University, over 150 individuals from all academic departments and the Veterinary Medical Teaching Hospital have completed the 40-hr BMC. The college has also offered annual “Mediation Reboot” sessions to facilitate renewal of these core skills for individuals that have completed the course. Graduate students and their mentors have participated in conflict management workshops designed to bridge communication gaps and enhance the strength of their teams. This work is part of an ongoing and proactive effort within the college to grow leaders at all levels, increase the productivity of teams, and meaningfully enhance job satisfaction.

TABLE 2 Sequence of university personnel engaged in formal conflict management programming

Sequence in years	Personnel engaged
Years 1 and 2	Administrators and unit leaders
Year 2—Ongoing	Faculty
Year 2—Ongoing	Staff
Year 4—Ongoing	Graduate and professional students
Year 5—Ongoing	Undergraduate students

Success of programs has been defined by pre- and postassessments, course evaluations, interviews of university leaders, focus groups, and self-reports. The authors shared detailed findings of work with one college at a major research extensive university at the ACR 2017 Conference. The interest and desire to learn what we had done was evident by the ongoing relationships established with some of the workshop participants.

5 | SUMMARY

This brief paper shares a model for serving colleges and universities to support individuals in honing their conflict management skills and to support their organizations in being systematic and strategic in successfully anticipating and addressing conflicts. Through intentionality in thinking about conflict engagement, units can reduce the nature, namely types and intensity, of their conflicts, reduce the number of destructive conflicts, and provide a healthier and more engaging climate that focuses on increased faculty, staff retention, and productivity.

This paper adds to the literature regarding conflict management and conflict programs in higher education. This paper builds on the foundational work done by Barnes (1999), Gmelch and Carroll (1991), Guerra (2009), and Warters (1999), just to name a few of the researchers and practitioners who have laid the groundwork for conflict management programs in higher education for faculty, staff, students, and administrators. This paper particularly focuses on building individuals' skills, which will, in turn, impact units and ultimately larger systems, resulting in enhanced work and learning environments that can contribute to positive faculty and staff recruiting and retention.

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