Restorative Justice: New Horizons Built on Strong Education

Join us on social media. Use the hashtag #NASPAWRC when sharing a photo or posting a thought during the conference.

2016 NASPA Western Regional Conference
November 9 – 12
Seattle
Restorative Justice: New Horizons Built on Strong Education

Tierney Harrison (she, her, hers): Community Director

Dayanne Izmirian, Ph.D (she, her, hers): Assistant Dean for Residential Life

Marie Minnick (she, her, hers): Assistant Dean of Students
Agenda

• Principles and History of Restorative Justice
• Restorative Justice at USD - *a case study*
• Dialogue Circle
• Large group discussion and questions
History of Restorative Justice in Higher Ed

1. Emerged from restorative justice practices being used in government and community justice
2. First began with student conduct offices - moral student codes
3. Conferencing, circles, and repairing harm
4. Emerging as not just restorative justice, but restorative practices and restorative lens
Principles of Restorative Justice

Offender

Victim

Community

Earning Trust

Community Building

Repairing Harm
**Definition**

Restorative Justice is “collaborative decision-making process that includes victims, offenders, and others seeking to hold offenders accountable by having them (1) accept and acknowledge responsibility for their offenses, (2) to the best of their ability repair the harm they caused to victims and communities and (3) work to reduce the risk of re-offense by building positive social ties to the community.” - David Karp
Types of Questions Asked

Traditional Conduct Process

- What policy was violated?
- Was the student found responsible?
- Who is the alleged offender?
- What sanction should be applied?

Restorative Justice

- What happened?
- What harm has been caused?
- What obligations do we have to address the harm?
- Who has been affected and what are their needs?
Similar Goals

Student Development:  Restorative Justice:

Leadership  →  Active Accountability
Ethical Development  →  Repairing harm
Interpersonal Competence  →  Interdependence
Cognitive Complexity  →  Reflective thinking
Communicating Effectively  →  Building Community

Council for the Advancement of Standards in Higher Education

www.cas.edu
Who is USD?

• **Mission**
  The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service.

• **Values**
  Academic Excellence, Knowledge, Community, Ethical Conduct and Compassionate Service
Changemaker Designation

The Ashoka U designation of USD as a Changemaker Campus — recognizing the university’s commitment to finding sustainable solutions to the world’s most pressing problems — is in its sixth year. As Changemakers, our students, faculty and staff are creating positive social impact locally and abroad through novel multidisciplinary approaches that develop empathy, critical thinking, and problem solving skills.
At USD, we believe that everyone can practice Changemaking. We encourage our community to commit themselves be in the service of addressing social issues that matter to you and exploring new ideas that will have a positive social impact. “To be in the service of” means that we approach our Changemaking pursuits with humility and that we understand that our efforts are linked to those who have pursued social justice in the past and those who will follow our own efforts.
Student Conduct

• All hearing board members receive training in RJ
• Hearings include questions about impact, harm and restoration
• Restorative conference can be included as an outcome
• The RJ lens in included in all student conduct processes

Residential Life

• CD’s and RA’s receive RJ training
• Restorative Circle model used for first floor meetings
• RJ lens used with student conflict/roommate conflicts
Restorative Justice Continuum Model

Reflective Practice
Conflict Coaching
Facilitated Dialogue
Mediation
Restorative Conferencing

Informal
Formal
Informal, less time, proactive

Affective Statements
Affective Questions
Restorative Dialogue
Community Circle
Restorative Conference

Formal, more time, reactive
<table>
<thead>
<tr>
<th>Retributive Justice</th>
<th>Restorative Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus is on establishing blame and responsibility</td>
<td>Focus in on problem-solving, liabilities, obligations, future</td>
</tr>
<tr>
<td>Imposition of punishment in order to deter &amp; prevent</td>
<td>Restitution as a means of restoring both; reconciliation as goal</td>
</tr>
<tr>
<td>Less space for repentance / apology and forgiveness</td>
<td>Possibilities for apology and forgiveness</td>
</tr>
<tr>
<td>Response focused on offender’s past behavior</td>
<td>Response focused on harmful consequences of behavior</td>
</tr>
<tr>
<td>Passive roles of victim and offender</td>
<td>Victim rights/needs recognized; offender encouraged to take responsibility</td>
</tr>
<tr>
<td>Offender accountability defined as consequence or sanctions</td>
<td>Offender accountability defined as understanding IMPACT of action &amp; helping decide how to make things right</td>
</tr>
<tr>
<td>Dependence on authorities</td>
<td>Direct involvement of participants</td>
</tr>
<tr>
<td>Stigma of incident is more permanent</td>
<td>Stigma of incident removable</td>
</tr>
</tbody>
</table>
Authoritative Accompaniment

<table>
<thead>
<tr>
<th>TO Punitive</th>
<th>WITH restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>authoritarian</td>
<td>authoritative</td>
</tr>
<tr>
<td>NOT Neglectful</td>
<td>FOR Permissive</td>
</tr>
<tr>
<td>irresponsible</td>
<td>paternalistic</td>
</tr>
</tbody>
</table>
Beyond Conduct

- Roommate Agreements
- First Floor Meetings
- Staff Conflict
- Student Organizations
- Community Building & Programming
- Alternative Spring Break Experiences
Trainings

• How to conference:
  Two-day professional and para-professional staff training on the complete facilitation process of Restorative Conferencing (from assessment of readiness through conference agreements); review of theoretical framework, technical processes, and role playing

• How to set up a dialogue circle:
  Training, practice, and participation in Restorative circle dialogue and facilitation

• Apology Letter Writing Coaching
Using Motivational Interviewing to Assist with Readiness

The six stages of change are the following:

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Relapse/Termination
Collaborative committee created to advance and integrate Restorative Practices - Office of Ethical Development and Restorative Practices, Residential Life and University Centers & Student Activities

Goals: Professional Development, Menu of Restorative Practices, and Community Engagement

Coordinator Position: charged with professional development training, organization and departmental consulting, and facilitating menu of Restorative Practices
Restorative Justice in Local Community

- Roman Catholic Diocese of San Diego
- San Diego Unified School System
- SDDCCS student assistants
- Trainings with student volunteers in community
- Other schools (San Diego State, etc.)
- Institute of Peace and Justice
1. What is something you learned today?
2. How can you use what you learned to give space for your students to reflect on recent events?
3. What do you foresee as challenges with RJ in your work?
Our Contact Information

Tierney Harrison, Community Director
619.260.4777  tharrison@sandiego.edu

Dayanne Izmirian, Assistant Dean for Residential Life
619.260.4777  dizmirian@sandiego.edu

Marie Minnick, Assistant Dean of Students
619.260.4590  mminnick@sandiego.edu
1. Open Guidebook Application


3. Select the link at the bottom of the description.