



Restorative Justice in Higher Education

Date

Presenter

Today's Agenda

- What is Restorative Justice?
- Tier 1: Community Building
- Tier 2: Responding to Harm
- Evidence of Effectiveness

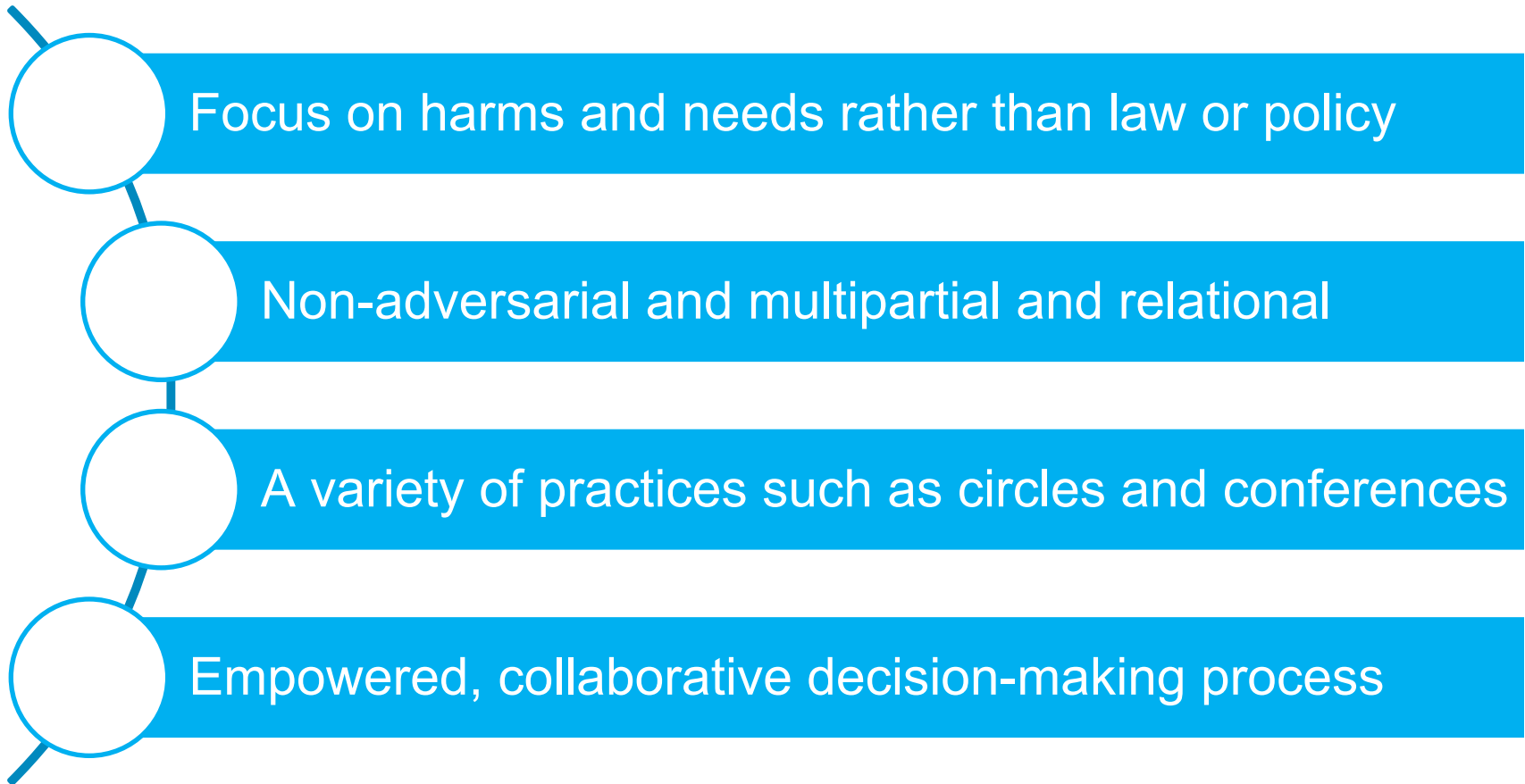


What is Restorative Justice?

What is RJ?



Basic RJ Principles



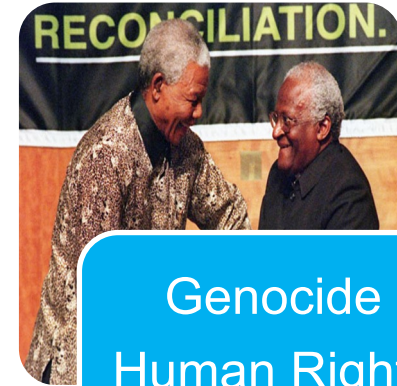
Expanding RJ Movement



Schools
Workplaces
Families

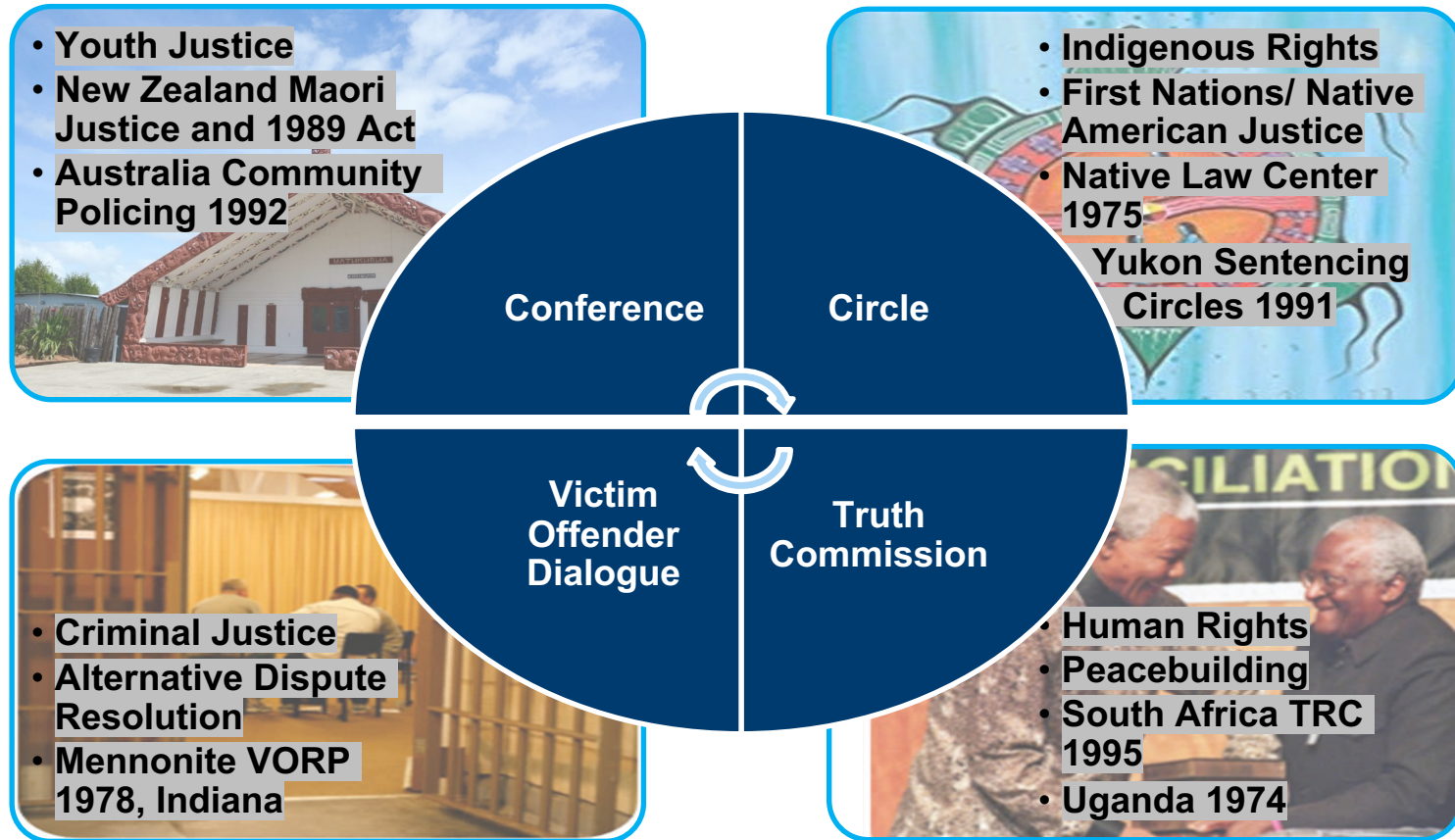


Juvenile
Justice
Criminal
Justice

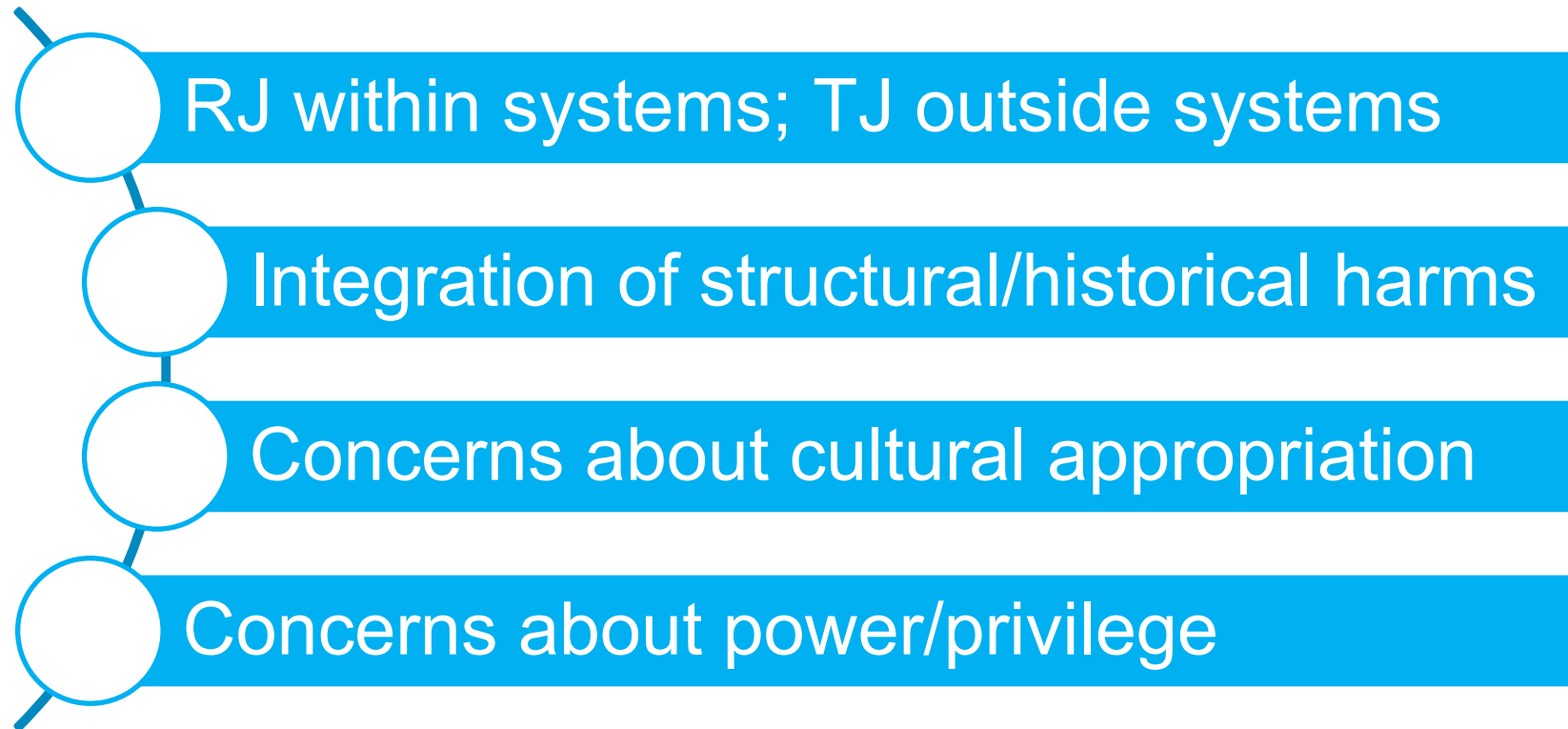


Genocide
Human Rights
Violations
Historical
Harms

Core RJ Practices and Origins



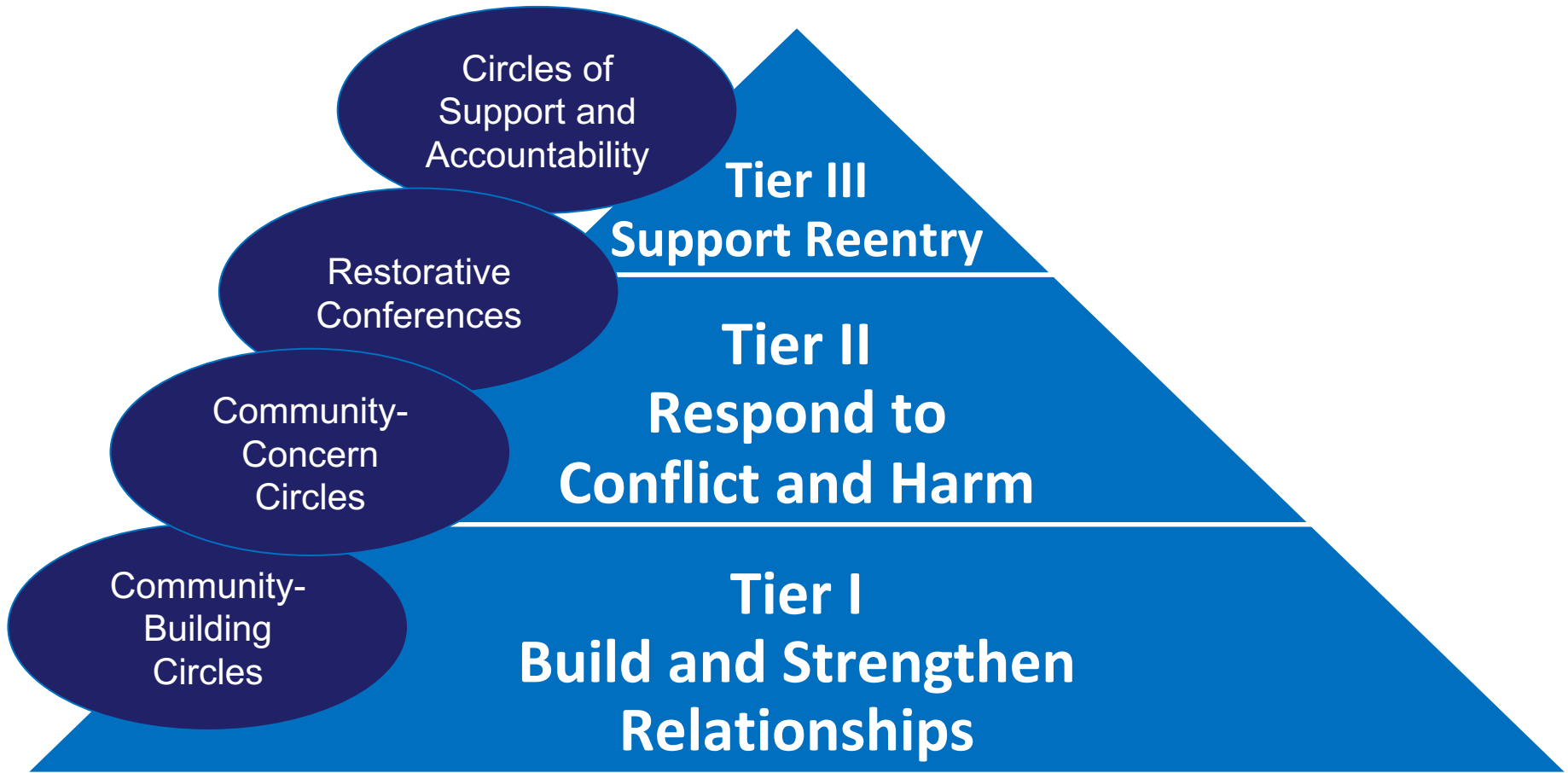
Emergence of Transformative Justice



USD Center for RJ Definition

Restorative justice is a way to prevent or respond to harm in a community with an emphasis on healing, social support, and active accountability. RJ includes a variety of practices with many rooted in indigenous and religious traditions. Some practices help prevent harm by helping people build relationships and strengthen communities. Other practices respond to harm by helping to clearly identify harms, needs, and solutions through an inclusive and collaborative decision-making process.

Whole Campus Approach



RJ Questions by Tier

Tier I:

Community Building

- Who are we?
- What are our stories?
- What are our core values?
- What is important to us?
- What kind of community do we want?
- How do we want to treat each other?
- How will we all contribute?

Tier II:

Responding to Harm

- What happened?
- Who has been impacted? In what way?
- What are the harms to be addressed?
- What needs do we have?
- What will make things right?
- How do we rebuild relationships?
- How do we address this in a restorative way?

Tier III:

Reintegration

- How do we support this individual?
- How do we support harmed parties?
- Has the individual taken responsibility?
- How do we prevent recurrence?
- How will we welcome this person back?
- What resources do we need for successful reintegration?



Tier 1: Community Building

D

Centerpieces and Talking Pieces

“Centerpieces change the space
Talking pieces change the pace”

Gina Gutierrez Karp



The Why of Circles



To build community and strengthen relationships

To create a brave container for difficult dialogue

To voice harms and concerns in community

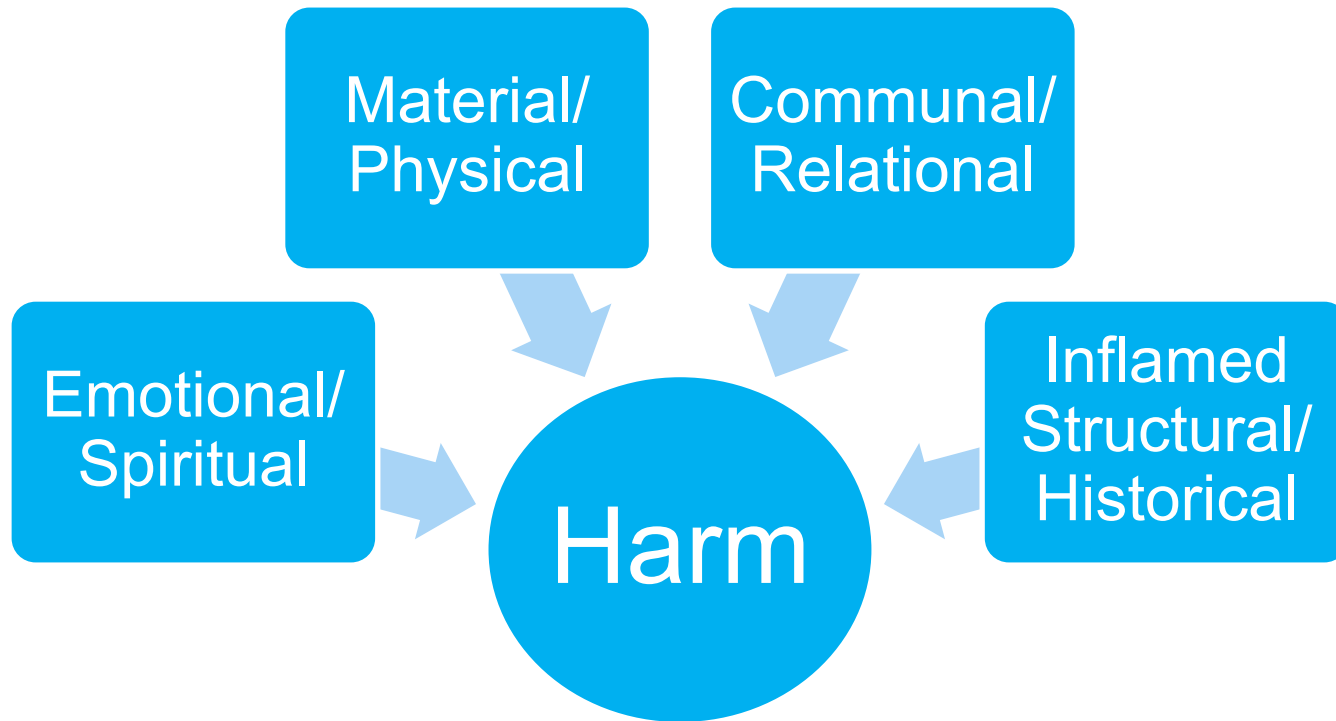
To collaborate on next steps for response



Tier 2: Responding to Harm

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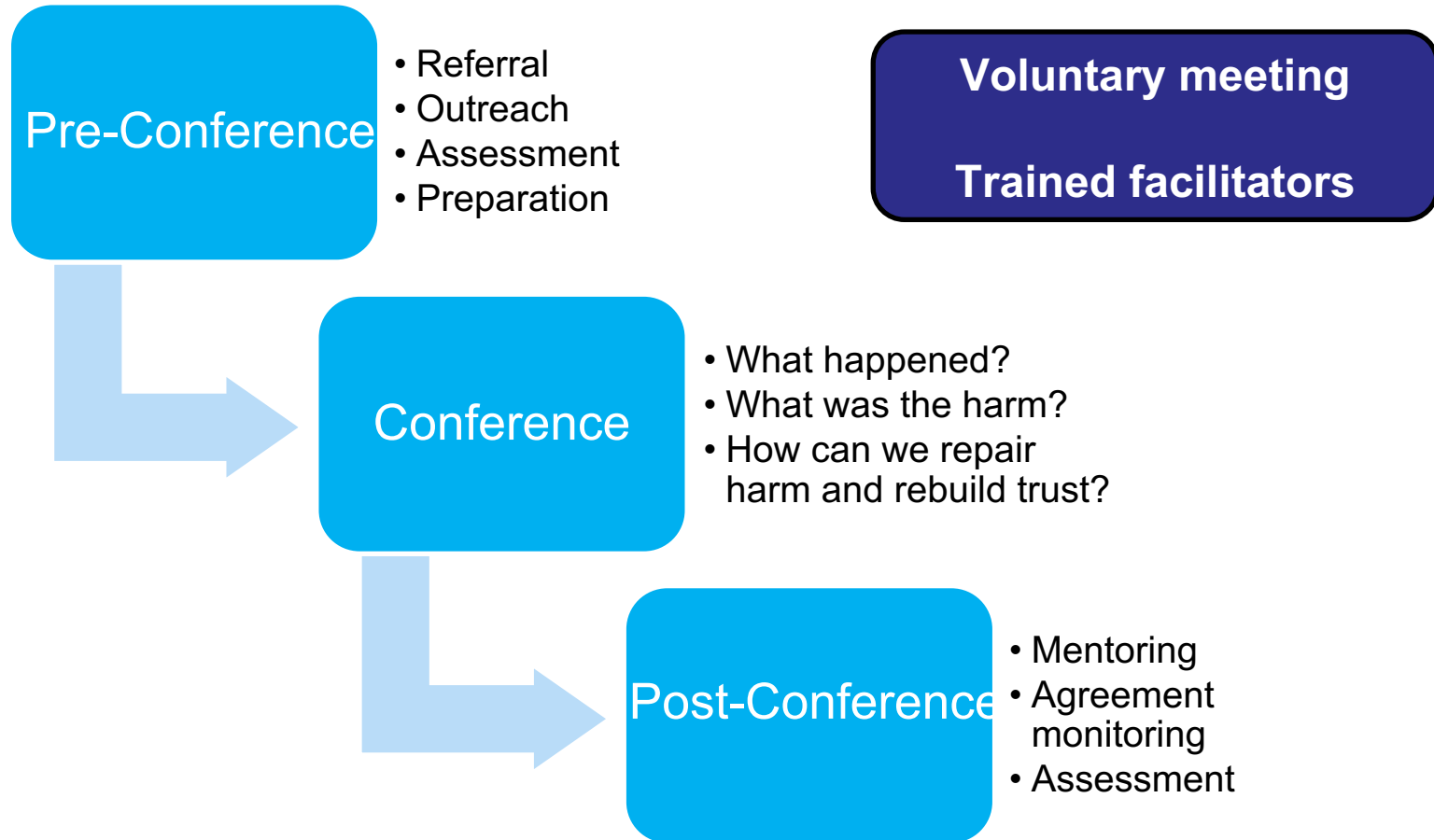
RJ is an Exploration of Harms, Needs, and Solutions



RJ Conference – The Basics



Basic RJ Process

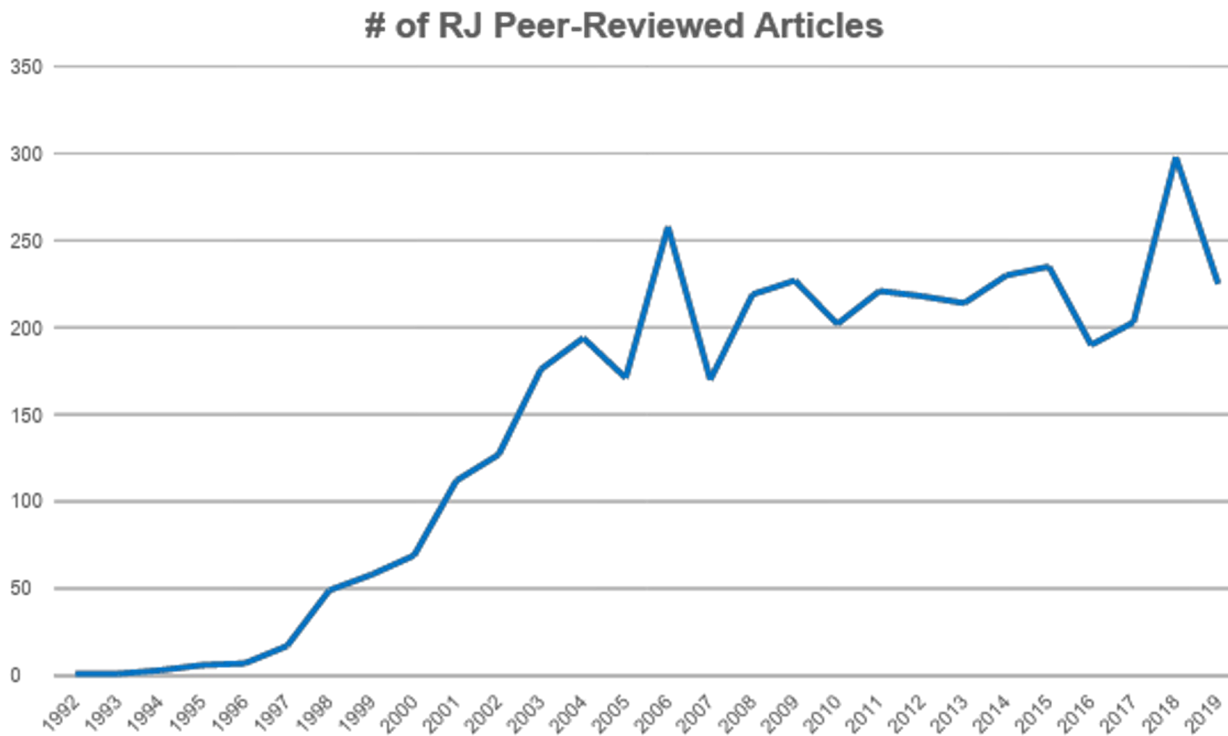




Evidence of Effectiveness

RJ Evidence is Growing

In the past two decades, restorative justice has been the subject of more rigorous criminological research than perhaps any other strategy for crime prevention and victim support. Strang and Sherman (2015)



University of Vermont Residential Life

Rodriguez and Whitworth
2016

Survey of all residents (2014-15 & 2015-16)

Impact of circles since 2009 implementation:

- Decrease in high-risk drinking
- Decrease in unassigned damage
- Stronger and more genuine relationships among staff

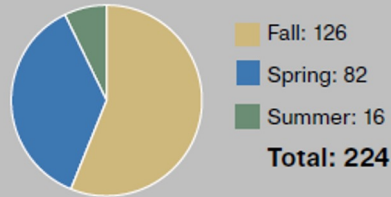
Questions	All PH
I know fellow residents on my floor	79.8%*
Other residents respect my community	86.5%*
I have a sense of connection on my floor	65.8%*
I regularly attend Community Circles	64.2%*
Issues impacting my community are addressed	86.0%*
My RA actively builds a sense of community	75.1%*
I have a voice in addressing issues that arise	84.0%*
Community members are held accountable for their behaviors	73.9%*
My RA facilitates Community Circles to address ongoing issues or concerns in the community	82.0%*
My community is able to discuss concerns openly and freely	82.7%*
My RA facilitates Community Circles as a way to share important updates and information	83.9%*
My RA knows me	81.5%*



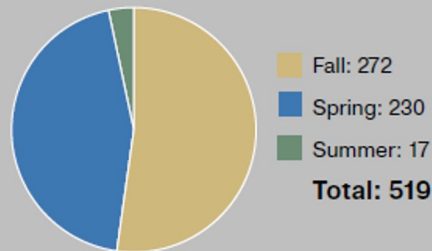
Restorative Justice Program
UNIVERSITY OF COLORADO BOULDER

Crime Isolates, CURJ Connects

CONFERENCES



STUDENT OFFENDERS



VOLUNTEERS

120 total volunteers

50% overall growth in volunteer base in 2017/18

11 new facilitators completed the 20 hour training

98% of students felt they better understood the community impact of decisions

97% of students felt CURJ was a good way to handle offenses like theirs

88% of students felt more connected to the CU-Boulder community

99% of students felt process was fair

99% of students felt respected through the process

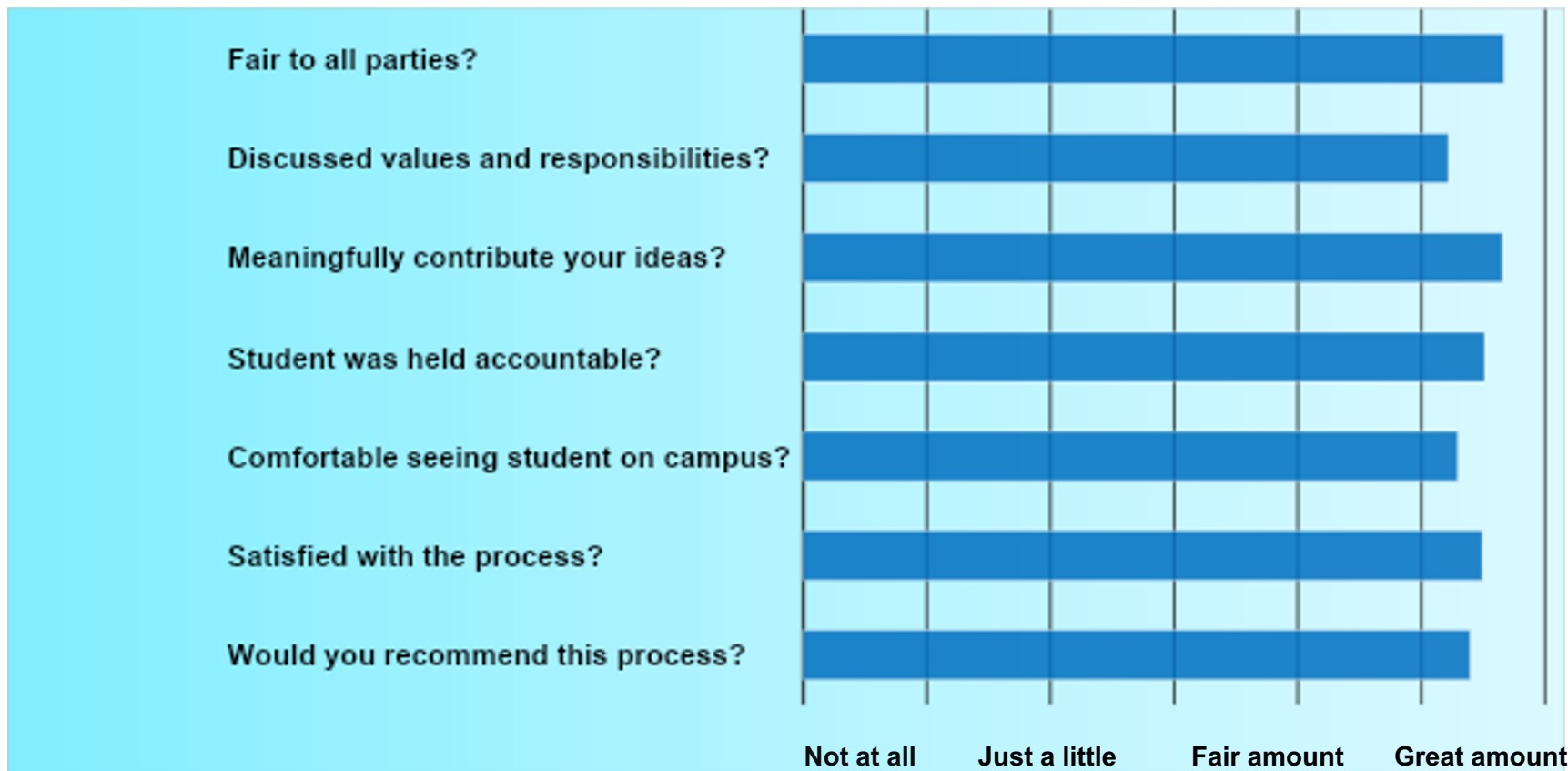
STARR Project

STudent Accountability and Restorative Research Project

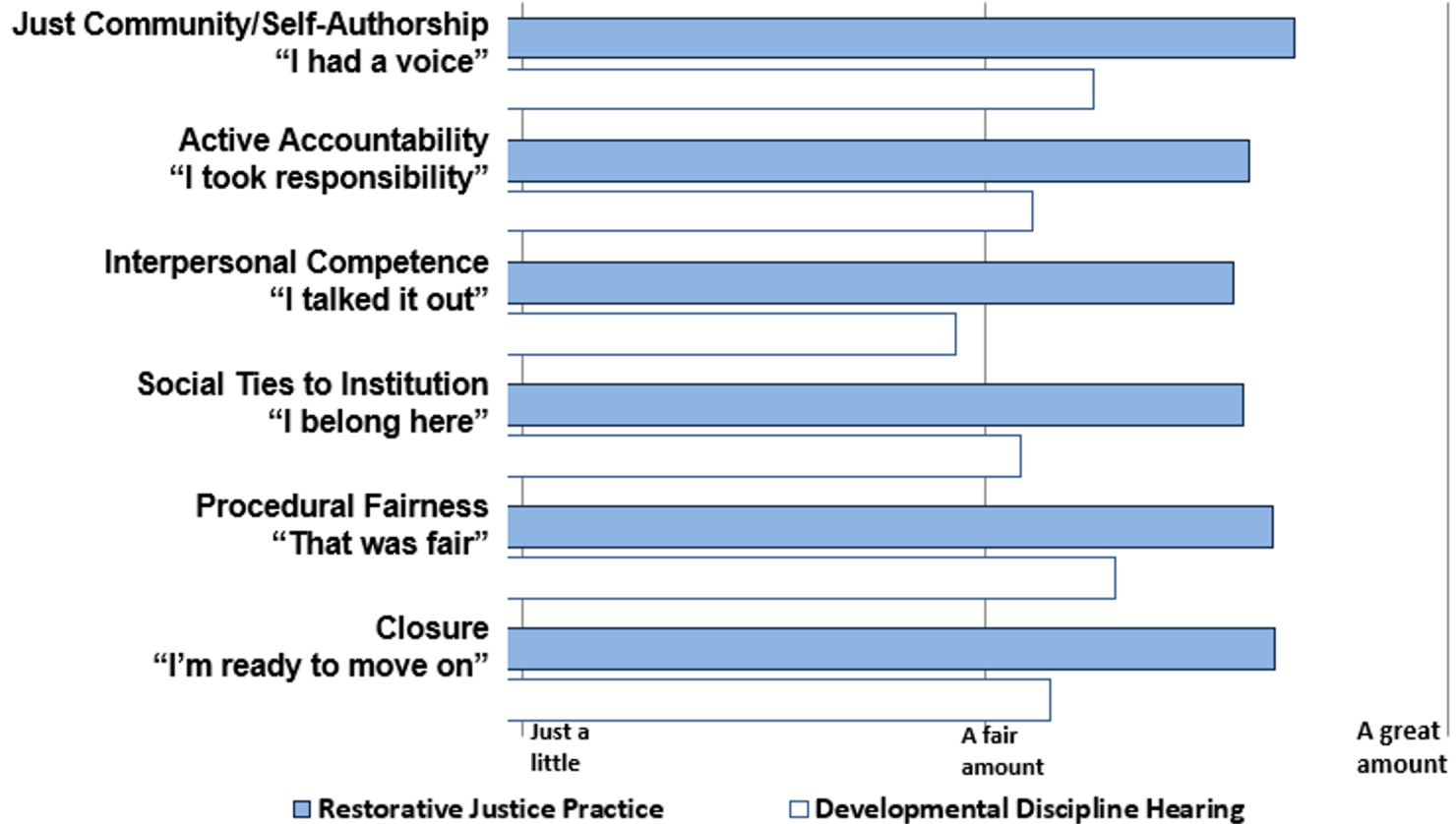
- ❖ Offender Survey
- ❖ Harmed Party Survey
- ❖ Conduct Administrator Surveys

Type of Process	Cases
Developmental Discipline Administrative/Board Hearing	403
Restorative Justice Circle/Conference/Board	165

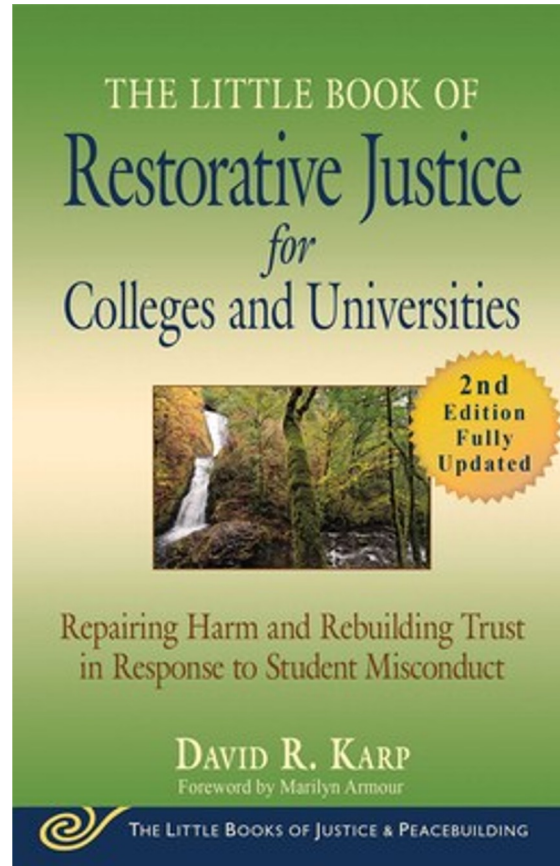
Are Harmed Parties Satisfied with RJ?



Student Development



Further Reading



Q&A
