



The Impact of Restorative justice


JESSICA HOELTING & JORDYN BAKER

SOCHE 2023

LUNCH & LEARN - LEADERSHIP DEVELOPMENT

Agenda

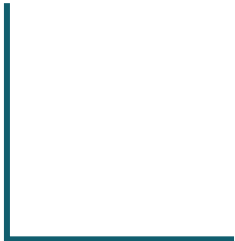
- What is Restorative Justice?
- Restorative Justice in Higher Education
- Key Tenants of Restorative Justice
- Common Restorative Justice practices
- RJ in Action
- Potential Resources
- Questions



“Restorative dialogue...[is where] the problem rather than the person is put in the center of the circle”

- John Braithwaite

Law Professor, Australian National University



RJ Defined

Restorative Justice (RJ) is a philosophical approach that embraces the reparation of harm, healing of trauma, reconciliation of interpersonal conflict, reduction of social inequality, and reintegration of people who have been marginalized and outcast. RJ embraces community empowerment and participation, multiparal facilitation, active accountability, and social support. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who caused harm, and others to seek a resolution that includes...

KEY Tenants of Restorative Justice



**Inclusive
Decision Making**



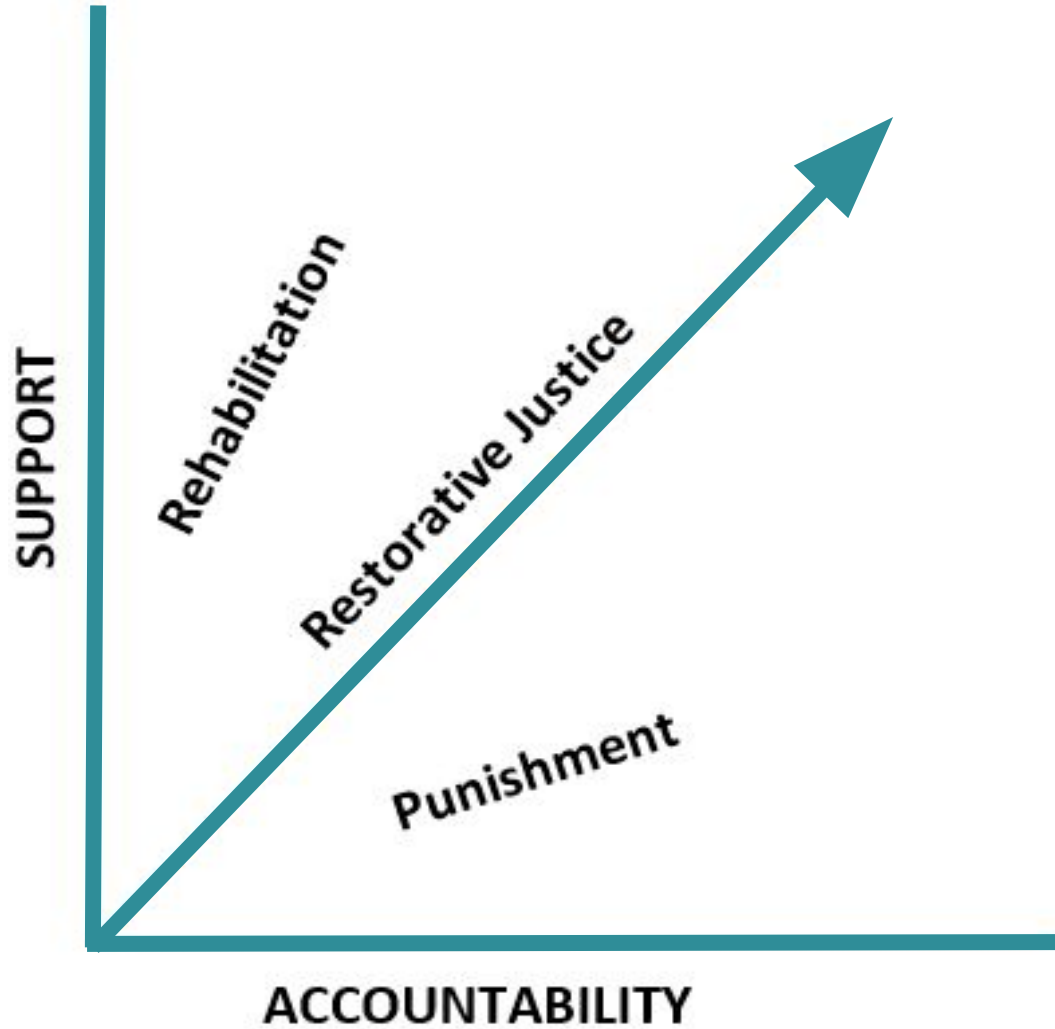
**Active
Accountability**



**Repairing
Harm**



**Rebuilding
Trust**



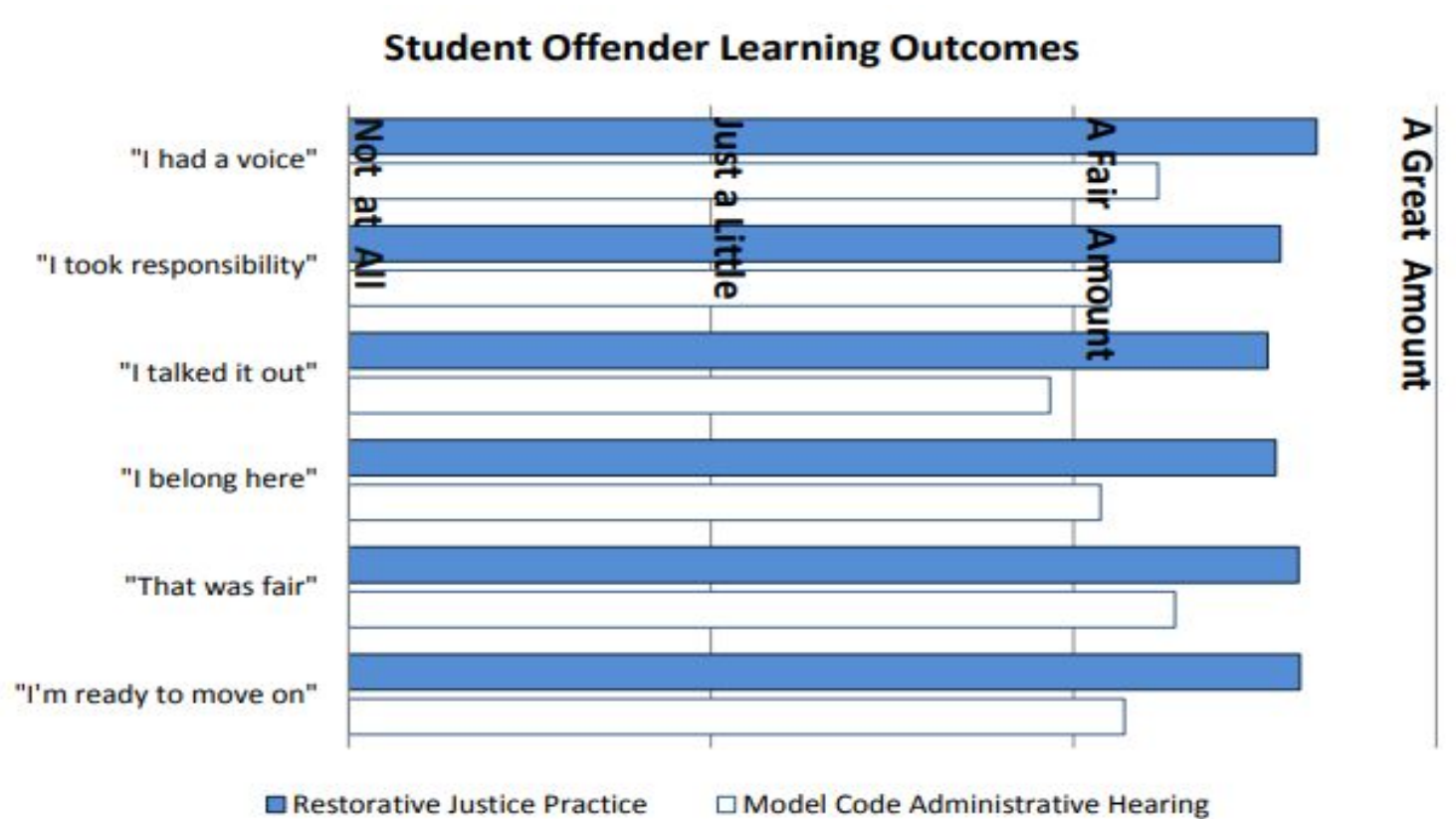
RJ IN HIGHER EDUCATION

RJ is a *collaborative decision making process* that includes victims, offenders, and others who are seeking to hold offenders accountable by having them:

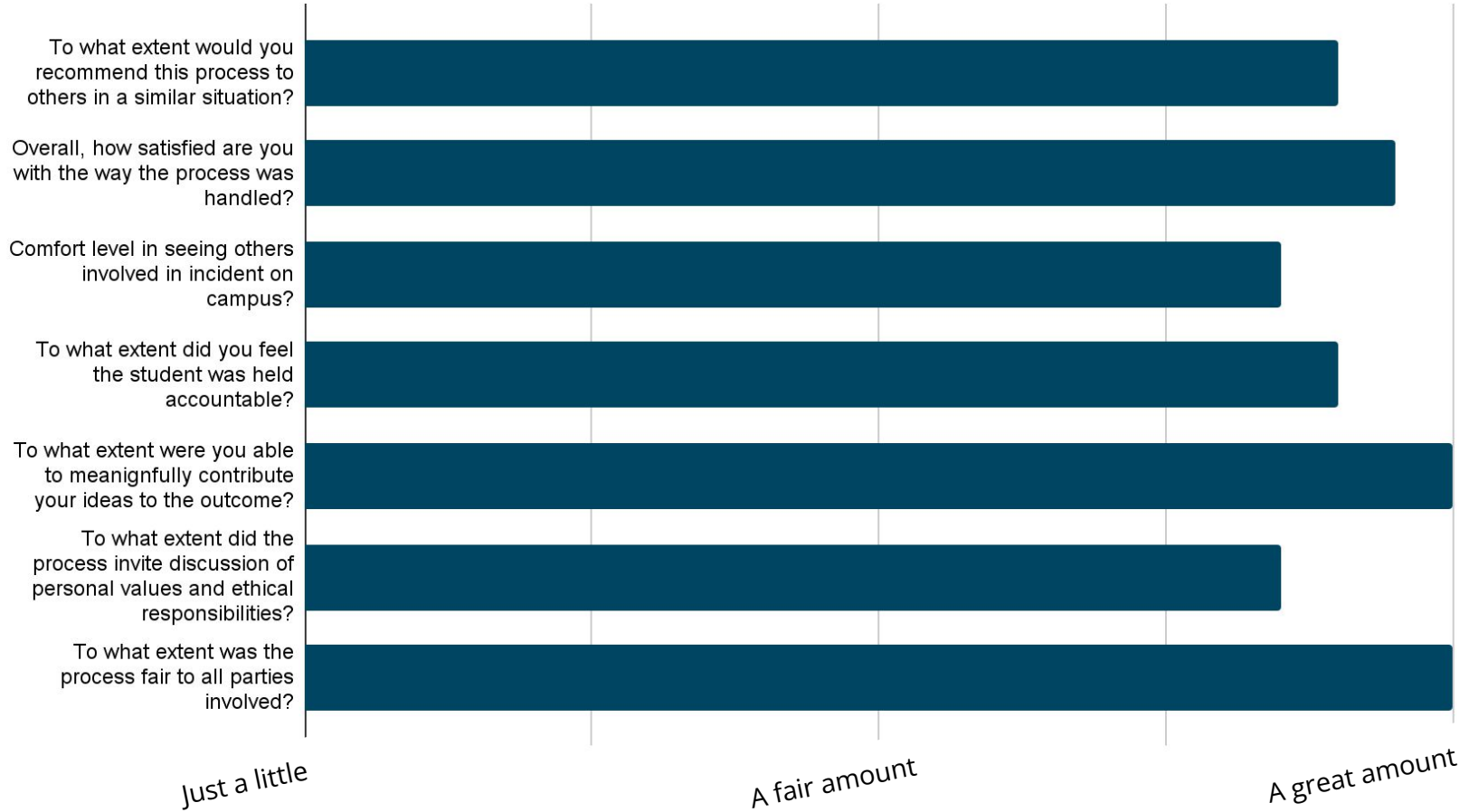
- Accept & Acknowledge responsibility for their offenses
- Repair the harm they caused to victims and communities
- Work to reduce the risk of re-offense

We work from the lense of learning

Impact



Harmed Party Satisfaction with Restorative Justice Process



Barriers

- Lack of understanding/knowledge
- Limited research
- Potential for continued harm (*especially if not conducted appropriately*)
- Personal considerations
- Resistance to vulnerability
- Challenge to go beyond black and white thinking
- Less control over the process and outcomes

RJ is not always the best or right option

COMMON PRACTICES



Conferences

Circles of
Support &
Accountability

Administrative
Hearings

Circles

Boards

Conferences

- Focuses on facilitated dialogue between the offender and harmed parties
- Also includes support people for both parties in order for them to feel more comfortable and speak openly and honestly
- Process give the opportunity for students to have a chance to meet face to face with individuals they have impacted then collectively decide together what steps to take from this process.
 - *Also includes pre-conferencing*



Circles

- Similar to conferences but more parties involved
- From Indigenous traditions
 - Native American talking piece
 - Creates a rhythm of dialogue
 - Centerpieces
- Organized in rounds
 - Introductory
 - Shared feelings and perceptions about the issue
 - Sharing ideas of what needs to happen for a resolution
 - Final comments and observations about what this meant

Boards/Administrative Hearings

Restorative Justice Boards

- Traditional Conduct Hearing Boards
- Focus on RJ principles of identifying harm and rebuilding trust.
- Harmed parties are invited, but are not required for the board to proceed.

Administrative Hearing

- RJ principles are incorporated into the hearing
 - Focusing on what harm was caused and how can it be repaired.
- Harmed parties may participate

Circles of Support & Accountability

Model of Reintegration

- Students, faculty, and staff may serve as volunteers in the circle
 - Supported by trained staff and administrators
- Repairing team dynamics and rebuilding trust

RJ Language Integration

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Student Testimonials

“I had no idea this was an option. I am so happy I went through this process because it gave me exactly what I wanted and needed to heal.” - Harmed party

“I didn’t want this, but when I was able to learn more about the process and what it could provide me, I got there.” - Harmed party

“This is a great option more people should have access to.” - Attorney for Responding party

“I wanted the opportunity to atone for my actions; harming the person who meant the most to me and I destroyed that.” - Responding party

References

- Karp, D. (2015). *Little Book of Restorative Justice for Colleges & Universities: Revised & Updated*. Melksham: Good Books.
- Karp, D. R., & Sacks, C. (2013, Forthcoming). Student conduct, restorative justice, and student development: Findings from the STARR Project (Student Accountability and Restorative Research Project)." *Contemporary Justice Review*.
- Karp, David R. and Olivia Frank. 2016. "Restorative justice and student development in higher education: Expanding 'offender' horizons beyond punishment and rehabilitation to community engagement and personal growth." Pp. 141-164 in *Offenders No More: An Interdisciplinary Restorative Justice Dialogue*, edited by Theo Gavrielides. New York: Nova Science Publishers.
- Lipka, S. (2009). With "restorative justice," colleges strive to educate student offenders. *Chronicle of Higher Education*, April 14.
- Pavela, G. (1979-1980). Limiting the "pursuit of perfect justice" on campus: A proposed code of student conduct. *The Journal of College and University Law*, 6, 137-160.
- Zehr, H. (2016). *The little book of restorative justice*. Vancouver, B.C.: Langara College.



Restorative Practices