Positive Community Standards and Restorative Principles

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Learning Objectives

Participants will be able to:

● Identify ways students are part of the larger community at the University of Minnesota.
● Explain basic concepts of Restorative Justice.
● Explain basic concepts from the U’s disciplinary process.
● Apply elements of RJ to their own work.
Today’s Agenda:

- Introductions
- Principles of Restorative Justice
- RJ at the U
- Involving students
- Skills for the future
Introductions

Why we do this work...
Principles of Restorative Justice

1. Inclusive Decision Making
2. Active Accountability
3. Repairing the Harm
4. Rebuilding Trust
Inclusive Decision Making

- Decision making is placed in the hands of those who care the most, harmed parties and referred participants.
- Referred participants are invited to voice their ideas on how to repair the harm.
Active Accountability

- Offenders must take responsibility and make amends.
- Storytelling is essential to this process.
Restorative Justice focuses on reparation and healing to bring harmed parties up, not to drag the offender down.

Guided by the question “how can the victim and the community be restored?” rather than “How can the individual be punished?”

In order to repair the harm, harm must be identified.
Rebuilding Trust

- Restorative Justice rebuilds relationships so that referred participants can be trusted again and harmed parties can feel safe.
Restorative Justice in the community

- “Good Neighbor” crimes
  - Vandalism
  - Alcohol/drugs
  - Public Urination
Restorative Justice at the U

Academic Integrity Matters (AIM) is a program offered to students who accept responsibility for violating the Student Conduct Code, subd. 1. Scholastic Dishonesty. This program provides a greater understanding of academic integrity and an opportunity to repair the harm caused by scholastic dishonesty.
Facilitated Dialogue

- **Introductions**
- **Student explains what happened**
  - Who was impacted
  - What have they learned since
- **Community members react**
  - May ask questions
  - Will talk about concerns or observations
- **Agreements – What would you like to see happen?**
  - Community members and students
AIM Enrollment

- Spring 2015
- Fall/Summer 2015
- Spring 2016
- Fall 2016

Percentage of students accused of Scholastic Dishonesty
# Student Participant Post-Survey

<table>
<thead>
<tr>
<th>Rate level of agreement (1- Strongly Disagree, 4- Strongly Agree)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>My understanding of academic integrity and scholastic dishonesty has increased after going through AIM.</td>
<td>3.91</td>
</tr>
<tr>
<td>I can put this incident behind me.</td>
<td>3.76</td>
</tr>
<tr>
<td>After participating in AIM, I will address cheating behaviors should I see them in the future.</td>
<td>3.90</td>
</tr>
<tr>
<td>Scholastic dishonesty impacts the entire University of Minnesota community.</td>
<td>3.89</td>
</tr>
<tr>
<td>I had a positive experience participating in the AIM program.</td>
<td>3.90</td>
</tr>
<tr>
<td>I am satisfied with the outcome of the community meeting process.</td>
<td>3.91</td>
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</tbody>
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Focusing on Student Success

- Building skills for the future
- Addressing conflicts
- Taking responsibility
Vulnerability

- Students are not always comfortable vulnerable
- “Safely behind a screen”
- Introducing dissonance
How can you apply RJ principles with your students?

- In your daily work, where are there opportunities to apply these principles?
Challenges for Practitioners

- Explaining the “why” behind a restorative approach
  - We are not trying to be “soft on crime”
  - Focus is on transformation

- Making the time and the space for this type of learning
  - Requires time to plan and execute
  - Necessitates community buy-in

- Effective follow-up
Questions and Discussion

Feel free to contact us:

- Email us – oscai@umn.edu
- Call us – 612–624–6073
- Stop by 211 Appleby Hall