

Positive Community Standards and Restorative Principles


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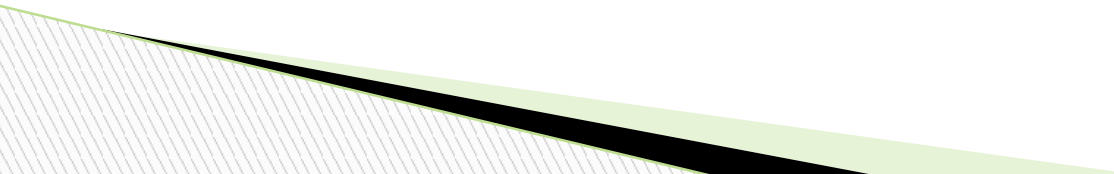
Office for Student Conduct and Academic Integrity

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.
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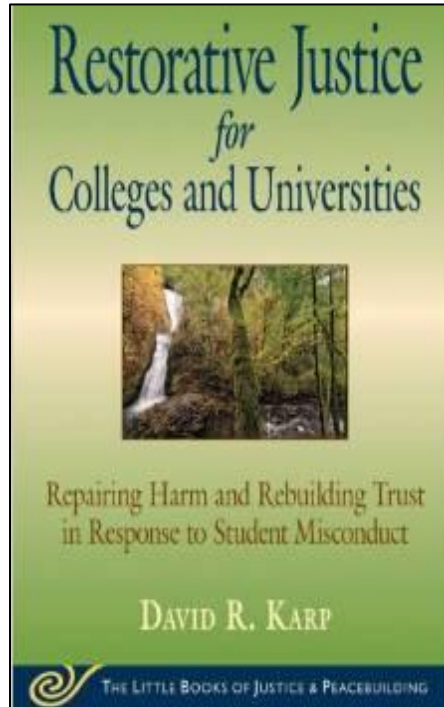
Today's Agenda:

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

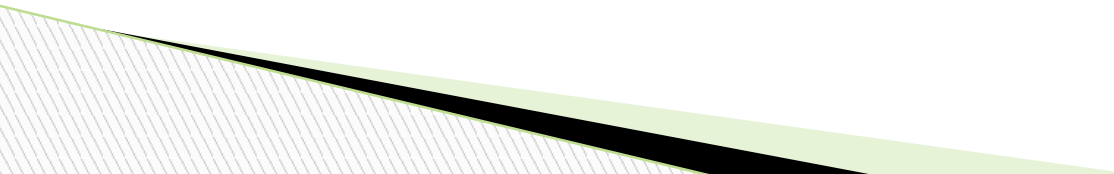
Why we do this work...



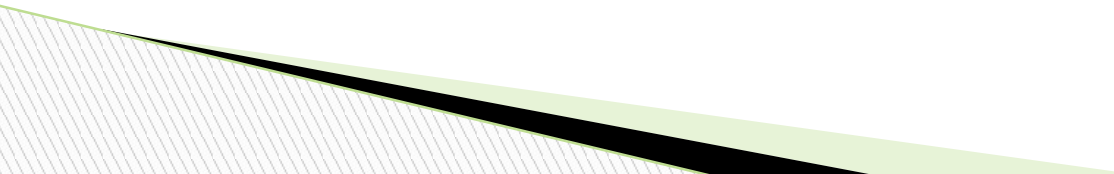


Karp, D. R. (2013) *Restorative Justice for Colleges and Universities*. Intercourse, PA: GoodBooks

Principles of Restorative Justice

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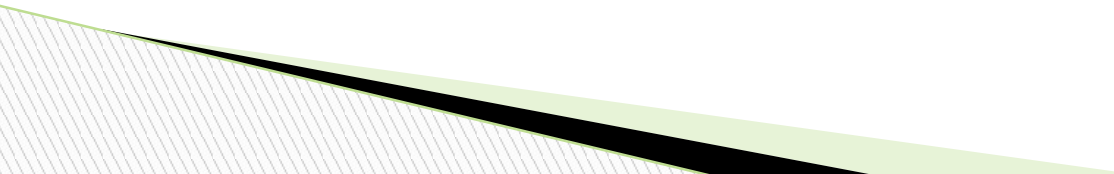
Inclusive Decision Making

- ▶ 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.
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Active Accountability

- ▶ Offenders must take responsibility and make amends.
 - ▶ Storytelling is essential to this process.
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Repairing the Harm

- ▶ 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.
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Rebuilding Trust

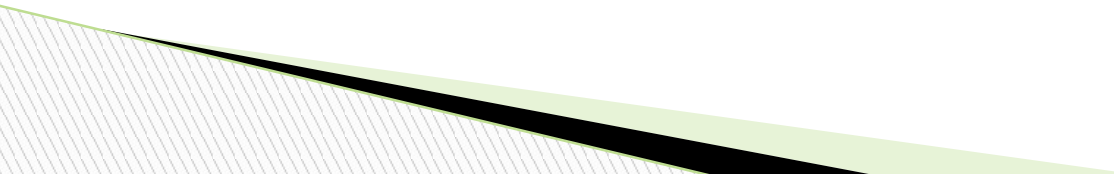
- ▶ Restorative Justice rebuilds relationships so that referred participants can be trusted again and harmed parties can feel safe.

Restorative Justice in the community

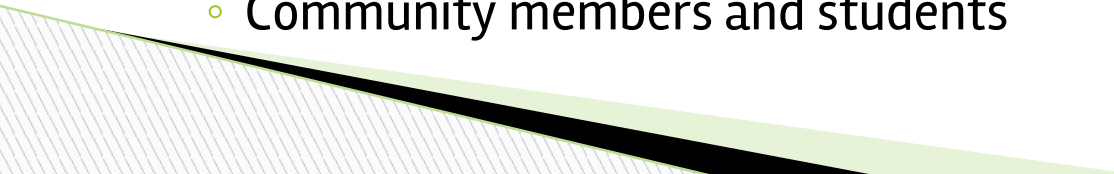
- ▶ “Good Neighbor” crimes
 - Vandalism
 - Alcohol/drugs
 - Public Urination

Restorative Justice at the U

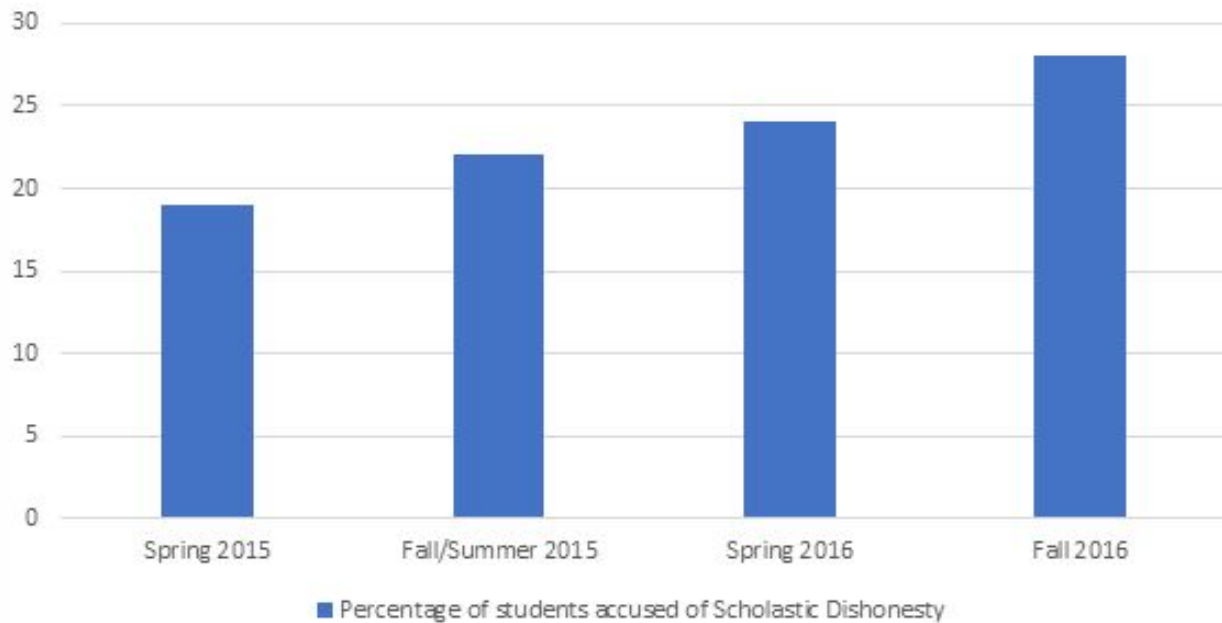
Academic Integrity Matters (AIM) is a program offered to students who accept responsibility for violating the Student Conduct Code, subd. 1. Scholastic Dishonesty. This program provides a greater understanding of academic integrity and an opportunity to repair the harm caused by scholastic dishonesty.



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



Student Participant Post-Survey

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

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
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Questions and Discussion

Feel free to contact us:

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 - Call us – 612-624-6073
 - Stop by 211 Appleby Hall
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