Healthy, Engaged, and Successful
Restorative Practices in the Residence Halls
Welcome

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Assistant Dean for Student Affairs
Check in

Name

Where are you coming from?

Why did you choose this session?
Our Time Together….

- History of Restorative Practices
- Assessment of Restorative Practices
- Impact in the Residence Halls
- Growing Restorative Practices
- Q&A
History of Restorative Practices at the University of Vermont (UVM)
History of Restorative Practices @ UVM

In the academic year of 2009 – 2010 Residential Life adopted and implemented Restorative Practices as our **community development philosophy and framework** for **building and facilitating community**.
Who is trained in Restorative Practices?

Residential Education Team
Full-time staff, graduate students, and undergraduate students living in the residence halls

• Assistant Directors (Full-time staff)
• Area Coordinators/Residence Directors (Full-time staff)
• Assistant Residence Directors (Graduate students)
• Resident Assistants (Undergraduate students)

Residential Learning Community staff are not formally trained but are supportive and involved in embodying restorative approaches.
What is Restorative Practices

- Restorative Practices, is a *community development approach* that focuses on **building relationships** through on-going and sustained **interactions**

- There are four critical components of RP
  - **Fair Process**: How we engage
  - **Social Discipline Window**: How we lead
  - **RP Continuum**: How we build relationships
  - **Shame & Affect**: How we understand ourselves and others
## Why Restorative Practices works

<table>
<thead>
<tr>
<th>Punitive Approach in Isolation</th>
<th>Restorative Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior is often only seen as a breach of the code of conduct</td>
<td>Acknowledges that behavior is also harmful to individual and community</td>
</tr>
<tr>
<td>Focuses exclusively on the offending resident(s)</td>
<td>Allows the offender to understand impact of their behavior on community</td>
</tr>
<tr>
<td>Often pre-occupied with blame and punishment as the sole solution</td>
<td>Promotes opportunity for offender to be challenged, reflect and learn</td>
</tr>
<tr>
<td>Condemns the offender, resulting in stigmatization- “bad resident(s)”</td>
<td>Condemns the behavior, reducing the potential for stigmatization and can help separate “deed” from “doer”</td>
</tr>
<tr>
<td>Accountability is only viewed in terms of punishment and consequences</td>
<td>Connects accountability to repairing harm and relationships</td>
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</tbody>
</table>
How does UVM Res Life use Restorative Practices?

Proactive Community Building
- Used throughout the academic year with residents
  - RP provides your students and staff the opportunity to interact and dialogue in positive ways
  - First way that we (student/staff) get to know each other

Responsive Community Restoration
- Allows members of a community to confront general and ongoing disruptive behavior
- Provides a community the opportunity to share how they have been impacted by behavior(s)
  - RP gives “voice” in times of anger, pain, crisis
How has Restorative Practices helped?

Gives Residential Life staff and Resident Advisors the skills needed to **proactively build and strengthen relationships** within the community. When issues arise, they can utilize social capital (relationships) to **repair harm** and in best case scenarios, also **repair relationships**.
Assessment of Restorative Practices
Assessment of Restorative Practices

Sense of Community Survey

Powerful peers: Implementing Restorative Practices in Residential Life
Sense of Community Survey

• **Who is surveyed**
  - All undergraduate students living in the residence halls

• **Frequency**
  - All students are surveyed once a year
  - Students are divided into four cohorts
  - Each cohort is surveyed at a different time of the year

• **Response Rate**
  - 2014-15 - 37%
  - 2015-16 - 31%
Sense of Community Survey

The Survey

• Measures level of agreement
• Divided into three categories
  • Building Community
  • Managing Conflict/Repairing Harm
  • Perceptions of Circles/Community meetings
Sense of Community Survey

Building Community

• I know my fellow residents on my floor
• I have a sense of connection on my floor
• I treat my community with respect
• Other residents respect my community
• I regularly attend Community Circles
• My RA is a good resource
Sense of Community Survey

Managing Conflict/Repairing Harm

• Issues impacting my community are addressed
• I have a voice in addressing conflict and issues in my community
• When I personally have an issue with a member of my community I feel comfortable addressing it
• My community is able to discuss concerns openly and freely
• My community can solve issues/problems in a manner that seems fair to everyone involved
• Community members are held accountable for their behaviors
• Community members are not ostracized as a result of their actions
Sense of Community Survey

Perceptions of Circles/Community meetings

• My RA knows me
• My RA actively builds a sense of community
• My RA holds others accountable while still caring and respecting them
• The RAs in my building hold others accountable while still caring and respecting them
• My RA discusses relevant issues via Community Circles (community meetings where all members are able to share their perspectives and have their voices heard)
• My RA facilitates Community Circles as a way to share important updates and information
• My RA facilitates Community Circles to address ongoing issues or concerns in the community
## Sense of Community Survey

<table>
<thead>
<tr>
<th>Questions</th>
<th>All PH</th>
<th>Non PH</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know fellow residents on my floor</td>
<td>79.8%*</td>
<td>60.6%*</td>
<td>19%</td>
</tr>
<tr>
<td>Other residents respect my community</td>
<td>86.5%*</td>
<td>71.7%*</td>
<td>15%</td>
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<tr>
<td>I have a sense of connection on my floor</td>
<td>65.8%*</td>
<td>52.1%*</td>
<td>14%</td>
</tr>
<tr>
<td>I regularly attend Community Circles</td>
<td>64.2%*</td>
<td>52.1%*</td>
<td>12%</td>
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<td>Issues impacting my community are addressed</td>
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<td>9%</td>
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<td>My RA actively builds a sense of community</td>
<td>75.1%*</td>
<td>67.1%*</td>
<td>8%</td>
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<td>I have a voice in addressing issues that arise</td>
<td>84.0%*</td>
<td>76.2%*</td>
<td>8%</td>
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<td>Community members are held accountable for their behaviors</td>
<td>73.9%*</td>
<td>66.6%*</td>
<td>7%</td>
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<td>My RA facilitates Community Circles to address ongoing issues or concerns in the community</td>
<td>82.0%*</td>
<td>75.4%*</td>
<td>7%</td>
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<td>82.7%*</td>
<td>76.9%*</td>
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<td>My RA knows me</td>
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* Significant difference p > 0.05
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Powerful peers: Implementing Restorative Practices in Residential Life

CONTEXT: HUMAN DEVELOPMENT

STRUCTURE
- Restorative Practices Training and Supervision
- Restorative Practices Implementation

RESIDENT ADVISOR ROLE
- Peer
- Authority
Powerful peers: Implementing Restorative Practices in Residential Life

**CONTEXT:**
RESIDENT ADVISOR DEVELOPMENT

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<th>RESIDENT ADVISOR REFLECTION</th>
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<td>TIME 1</td>
</tr>
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<td>SUPERVISION</td>
<td>TIME 2</td>
</tr>
<tr>
<td>DATA COLLECTION</td>
<td>TIME 3</td>
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<td>FINDINGS</td>
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Conception of the RA Role

“As a resident last year I viewed an RA... as someone who was perfect. Who was there to almost police. Who was there not just to be friends but almost to be a supervisor”

--(Emerson, Interview 2).
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Conception of the RA Role

Our role isn't based on the idea of justice or the idea of dealing out punishment. Our role is to help guide students during their first few years... it doesn't mean you'll take their hand and pull them through school. It means that we're there for them if they need a resource (Riley, Interview 3).
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Conception of the RA Role

• Relationships with Residents and reacting naturally to these relationships
• Powerful experiences (reactive and proactive)
• Getting out of the way
Powerful peers: Implementing Restorative Practices in Residential Life

Conception of the RA role

I think the key thing is to make sure that all those voices are heard and really pushing to make sure that they have that confidence and the comfort [level] to be in that space. I think that goes back to how I address that conflict… [by] being supportive of the community and showing that it was a community problem

-- (Emerson, Interview 3)
Impact in the Residence Halls
Impact on Residential Life

- Reduction in High Risk Drinking rates over the past six years
- Decrease in unassigned damage
- Allows for stronger and genuine relationships among staff
Growing restorative practices

- Expansion of Restorative Practices within the division
- Expansion of programmed housing
- Formal training of programmed housing staff
QUESTIONS AND DISCUSSION

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