

Conflict Resolution and Restorative Practices

A working group of the Inclusion Council

5/7/21

Members

Bruce Herman, Jeff Cullen, Elliot Talbert-Goldstein, Michele Conner, Rose Malone, Alexis Stone, Oluwaseun Odibo, Lauren, Candace Groudine, Eric Ford, Mariajose Castellanos, Laura Hesselton, Jake Garner, Haley Owens, B. Ever Hanna, Kathy O'Dell, Lauren Mauriello

Process

Three meetings were held with working group members to learn about restorative practices and model best practices during meetings. Most of the discussion centered around how to build on momentum already established by campus leaders in residential life, and student conduct and community standards.

Restorative practices at UMBC

- ✓ we are a recognized leader in a statewide, multidisciplinary network called **the Circle of Restorative Initiatives-Maryland or CRI** (www.crimaryland.org). Davonya Hall in Student Conduct and Community Standards is the co-President and has chaired the most recent statewide conference (at UMBC in 2018).
- ✓ we utilize the framework of the **International Institute of Restorative Practices** (www.iirp.org) an accredited graduate school, and are part of their Higher Education Collaborative.
- ✓ prior to COVID, we were in the final phases of requesting a new full-time position in Student Conduct and Community Standards that would have focused exclusively on restorative practices, however this has been put on hold (and in fact, our office lost a position due to COVID budget cuts).
- ✓ Restorative practices is one of the key components in Residential Life's Curriculum Model.



Building A Campus Community Network

Ten 16-hour/2-day trainings offered since 2015

240+ community members, staff, faculty, and students trained through 2-day training

3 trainings a year have been offered since 2015, an **average of 20 participants** per training

- **All divisions of UMBC represented:**

- **Administration and Finance:** Office of the General Council, Human Resources, Dining Services
- **Office of Institutional Advancement:** Engagement Initiatives
- **Enrollment Management:** Undergraduate Admissions and Orientation, Registrar
- **Academics:** Shriver Center, Honors College, McNair Scholars, Sherman Scholars, Admissions/Orientation, Gender and Women's Studies, Education Department, COEIT, Office of Undergraduate Education, Student Disability Services, Learning Resources Center, *Women's Center
- **Student Affairs:** *Mosaic, Athletics, Campus Life, Residential Life,* Center for Democracy and Civic Life, Transit, Walker Ave Apartments, Vice President for Student Affairs, *Student Affairs Business Services, *Student Conduct and Community Standards, Career Center, Off-Campus Student Services
- **Student Groups Represented:** Student Government Association, Student Finance Board, Resident Student Association, Student Justices, Peer Review Council, *Residential Life Student Staff (RAs, DS, MAs), Retriever Leadership Institute-Athletics
- **Student majors represented:** Economics, Psychology, Statistics, Information Systems, Computer Engineering, Math, Public Policy, Theater, Graphic Design, Biological Sciences, Computer Science, Emergency Health Services, Media & Communications Studies, Political Science
- **Graduate student majors:** Public Policy, Psychology, MLLI, Social Work, and Language, Literacy, and Culture

- **Maryland Schools represented:** Anne Arundel Community College, Stevenson University, Frostburg University, University of Maryland at Baltimore, University of Maryland at College Park, Coppin State University, Towson University

Annual workshops: UMBC Resident Advisors, Hearing Board members Athletes, Honor's College, Alternative Spring Break Leaders

Key external partnerships: Circle for Restorative Initiatives, Maryland, International Institute for Restorative Practices, Restorative Practices Higher Education Collaborative

*All staff in this unit have been trained!



Recommendations:

- 1) A commitment to Restorative Practices (RP) from campus leadership. A statement explicitly stating such should come after leadership meets with faculty, staff and students about its intention to make that commitment and why. At such meetings, it's important for leadership to listen to what faculty, staff and students think of that commitment. This commitment statement from leadership would include what RP is, a plan to conduct an assessment to determine where conflicts are happening on campus and what situations are best handled by RP
- 2) Identify and list where on campus Restorative Practices is being used, and who is trained
- 3) An assessment is needed to determine where conflicts are happening on campus and what situations could be best handled by Restorative Practices (RP). It's important to do this kind of inventory work. Not only will it yield data, but the process of collecting the data

will automatically draw attention to the need for RP on the parts of students, staff and faculty being asked to respond to these two questions.

- 4) Add 2 campus-wide dedicated RP coordinators (one for students, one for staff and faculty) who can organize practices and implementation across our diverse groups on campus would be a great expansion and a necessary resource to scale up.
 - Adding full-time RP coordinators before trainings so they can help secure the appropriate trainers, aid in the development of the assessment, and assist in coordinating the trainings

- 5) Follow the [IIRP recommendation](#) which includes a few levels of training and groups, including the development program for key staff, trainings, a conference, supervisor training, and ultimately an open professional group. If we start from the left and work our way to the right of this diagram, we have a good picture of how to progress over the next 1-3 years. Starting with key staff/faculty to get buy-in in the first year is the first step. Ultimately opening up to supervisors, then all employees also seems like a logical flow.



- **Year 1:** RP organizational development for key faculty and staff (first box)
 - it is important that leadership and supervisors go through the training first; this will strengthen the perception that leadership and supervisors are committed to implementing RP; and then, training open to all faculty and staff. This seems to be the logical order given that the supervisors need to know what they will be asked to monitor.

- **Year 2:** Trainings & Conference (2nd & 3rd column)
 - **Year 3:** Restorative faculty and staff supervision training & professional learning groups open to all staff (4th & 5th column)
 - Evaluations will need to be done to see if employees can afford two or three consecutive days away from their job. Maybe 1 day a week for two or three consecutive weeks would be an acceptable alternative.
- 6) Include a regular working group (such as this) to stay in place to not only help with hiring a RP coordinator but also to consult on new initiatives and opportunities to expand.
 - 7) Make training mandatory yearly, not only for all staff and faculty, but also, for all leadership and supervisors.
 - 8) Add RP to PMP goals/objectives.