

# Restorative University Roundtable

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DAVID KARP

SKIDMORE COLLEGE

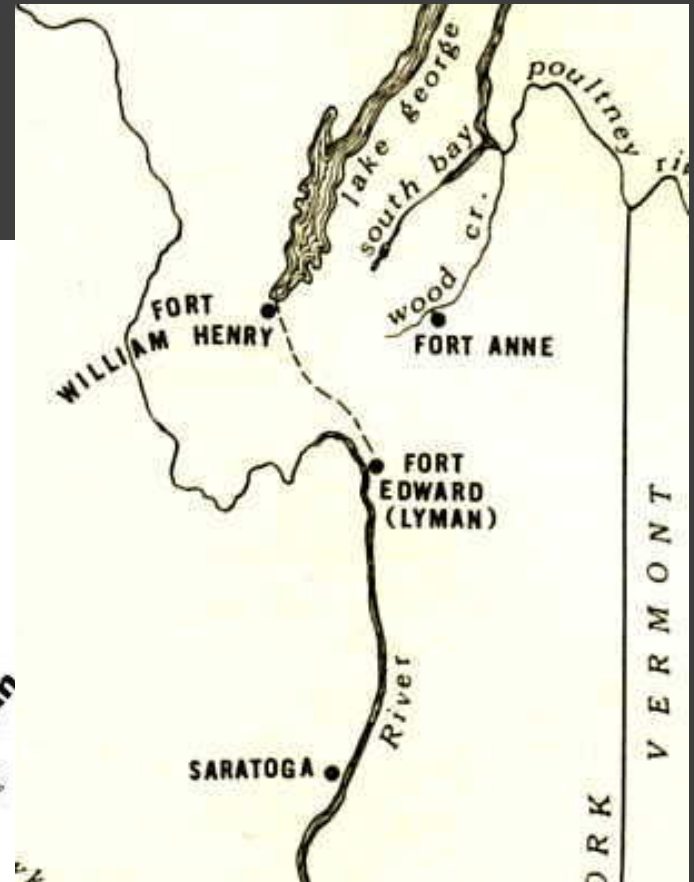
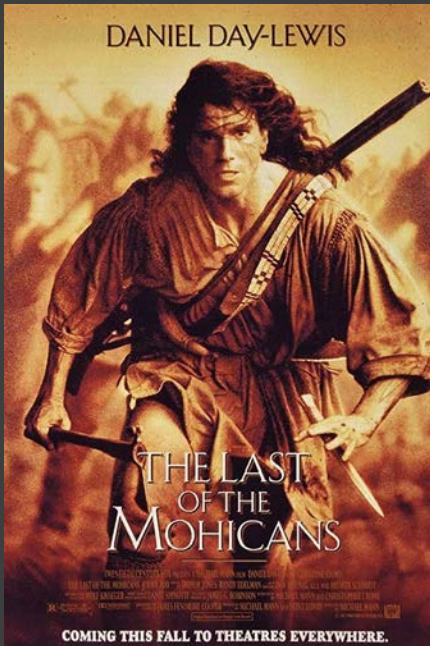
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# Mohican (Algonquin) and Mohawk (Iroquois) Land

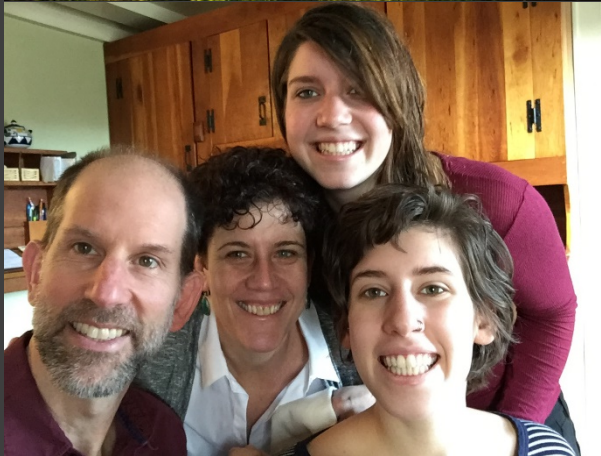
Hudson River—Muheconneok (Mohican)  
"from the waters that are never still"

Saratoga (Iroquois) "place of the swift waters"

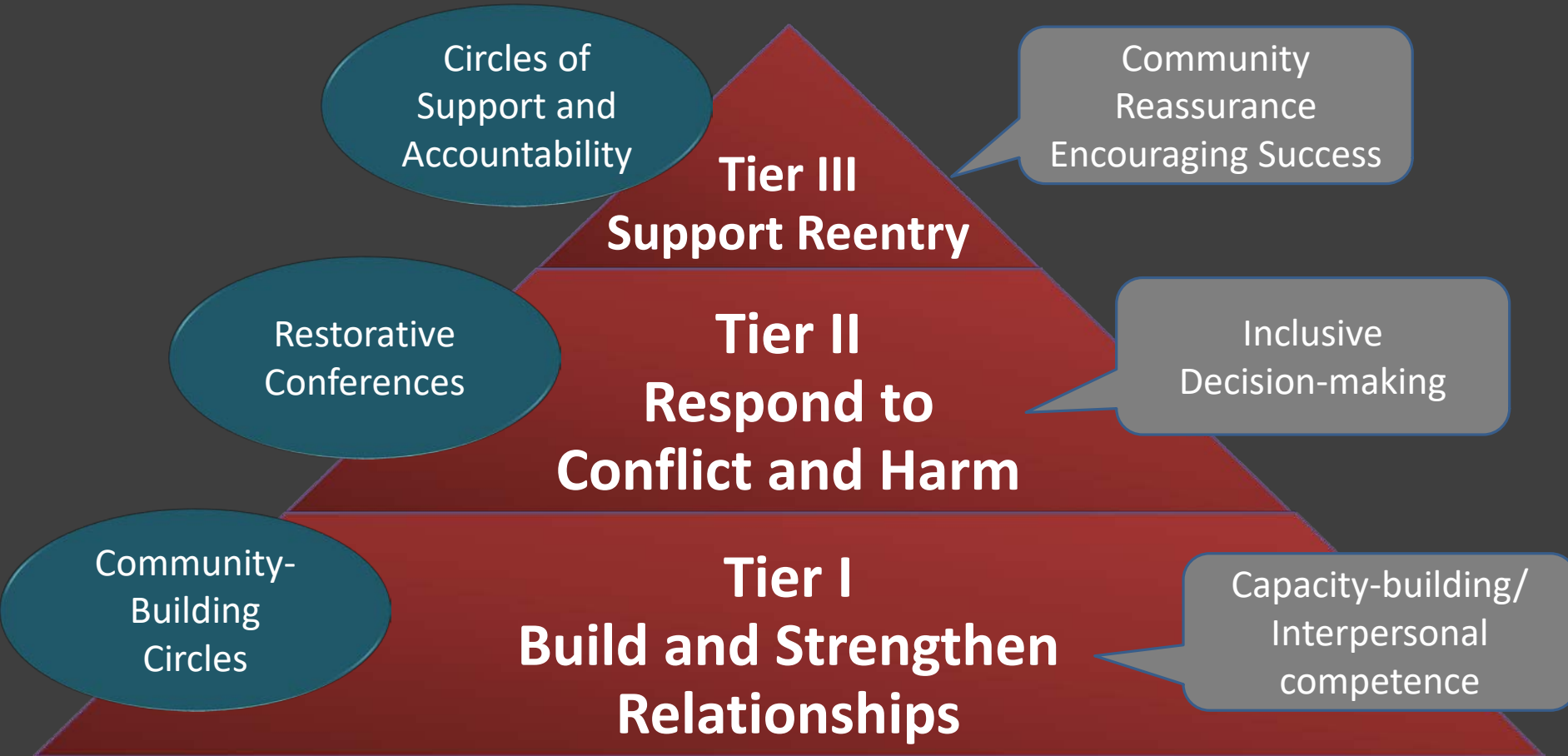


# Saratoga Springs Today

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# Whole Campus Approach



# Tier 1: Campus Climate

A Circle About Charlottesville/University of Virginia  
Occidental College New Student Orientation 2017

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**How has this event impacted you and your home community?**

**Based purely on how you look or present yourself, what is an incorrect assumption someone has made or could make? How does this make you feel?**

**How can you use your time at Oxy to connect with others different from yourself and contribute to an inclusive community?**



# The Why of Circles

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To build community and strengthen relationships

To create a safe container for difficult dialogue

To voice harms and concerns in community

To collaborate on next steps for response



# The 5 C's of Circles

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Convening

Closing

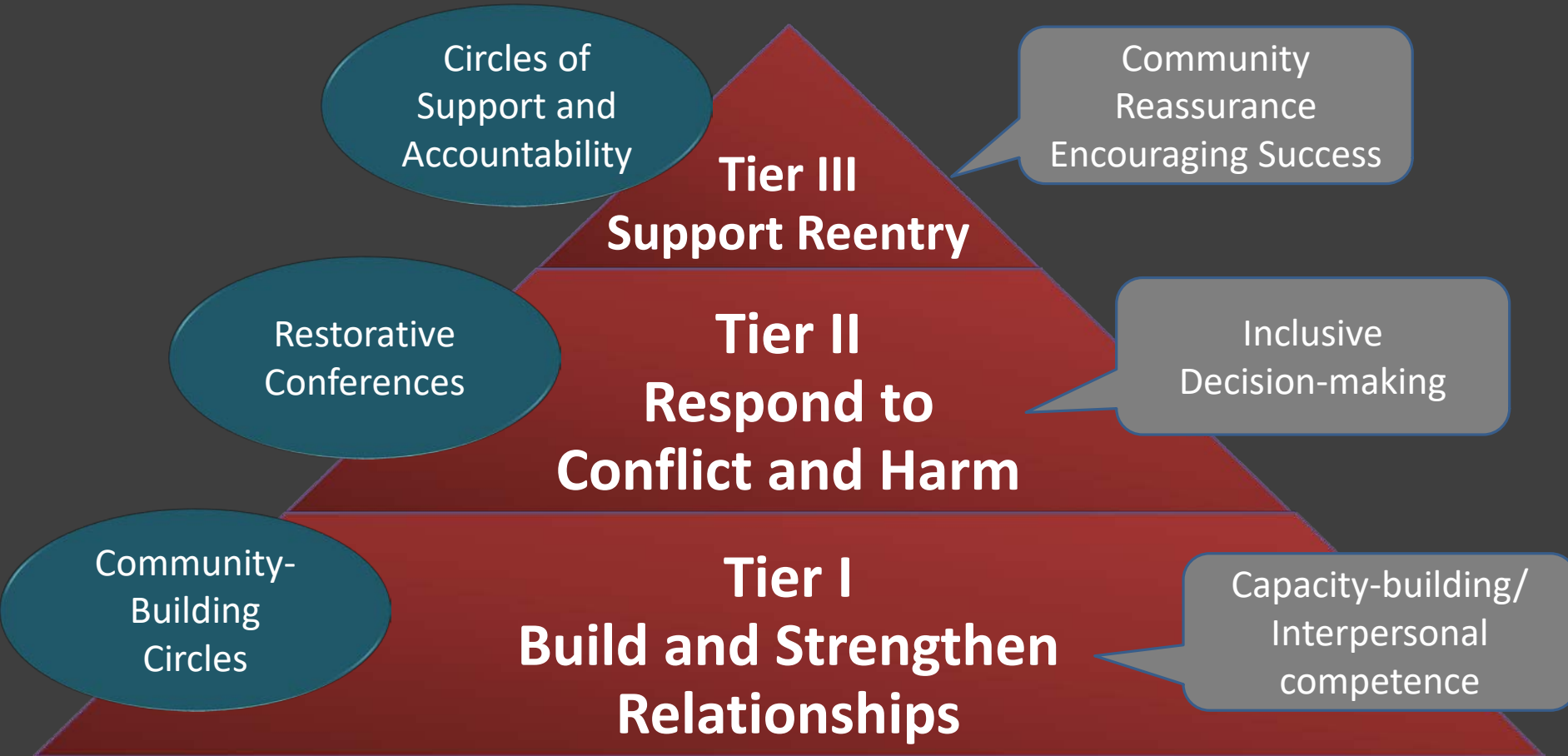
Connection

Collaboration

Concern



# Whole Campus Approach





# Tier 2: Responding to Incidents of Harm



## Restorative Dialogue

- A collaborative decision-making process (harmed parties, offenders, and others)

## Accepting Responsibility

- Accepting and acknowledging responsibility for causing harm

## Repairing Harm

- Identifying ways to repair material, emotional, and communal harm

## Rebuilding Trust

- Reassuring the community by confirming understanding of impact, addressing personal issues, and building positive social connections



# Repairing Harm

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What can be done to repair the harm?

Emotional/  
Spiritual  
Harm

**Apology**

Material/  
Physical  
Harm

**Restitution**

Communal/  
Relational  
Harm

**Community  
Service**



# Rebuilding Trust

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What can be done to rebuild trust?

Lack of  
Awareness

**Research/  
Reflection**

Personal  
Problems

**Rehabilitation**

Interpersonal  
Problems

**Involvement/  
Mentoring**



# A Restorative Approach to Sexual Harm

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David Karp

Professor of Sociology

Skidmore College

July 2018





# Campus PRISM

**Promoting Restorative Initiatives for Sexual Misconduct on Campus**

Campus administrators

RJ practitioners

Academics

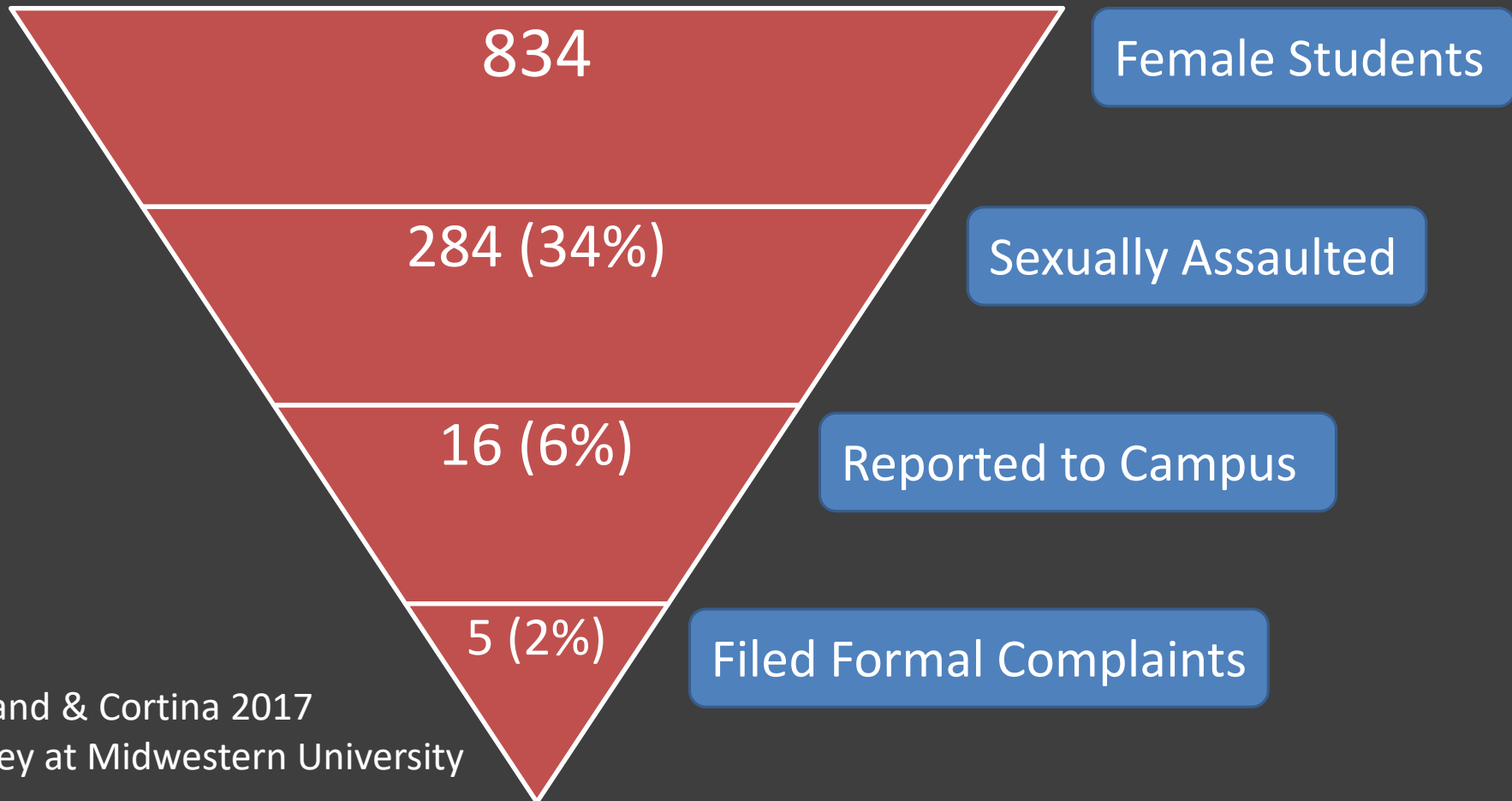
Students



How do we create the conditions in which it is possible for someone who has caused sexual harm to acknowledge and take responsibility for that harm?



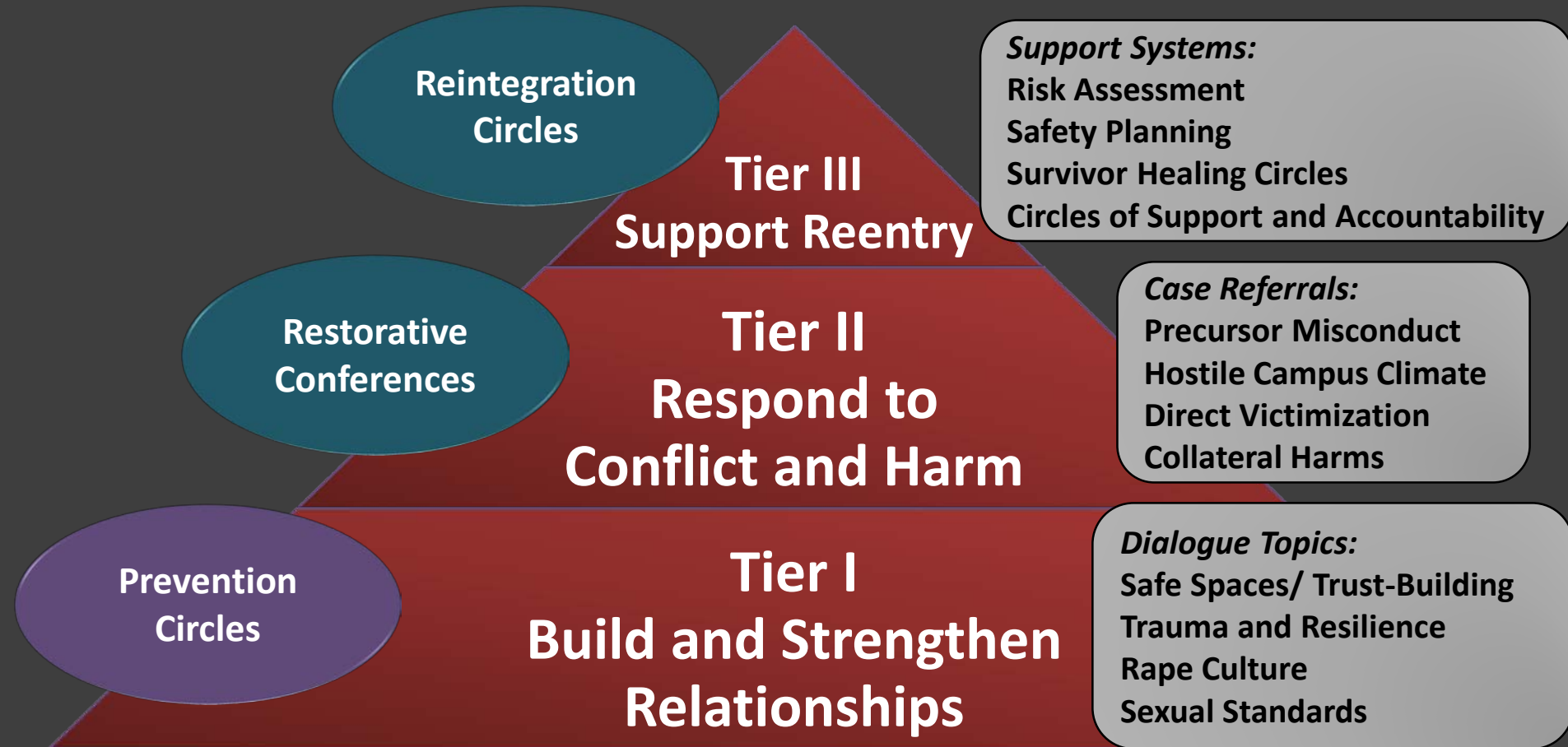
# Reporting and Adjudication



Holland & Cortina 2017  
Survey at Midwestern University



# Campus PRISM: Whole Campus Approach



# Tier I

## A Circle about Crossing the Line

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Richard and Emily



Listen to the following scenario of a sexual assault

Close your eyes

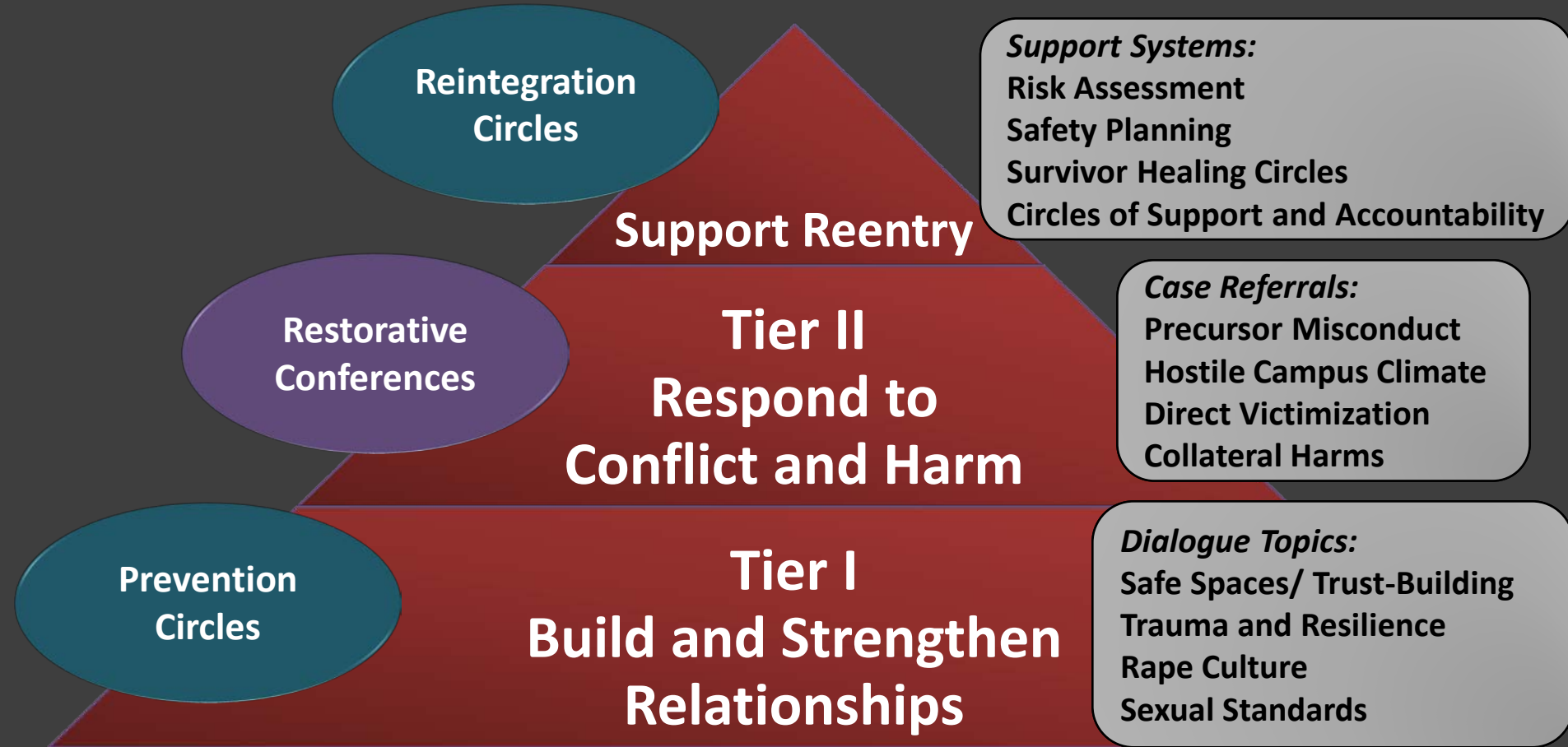
Raise one hand when Richard crossed an inappropriate line

Raise your other hand when Richard violated policy





# Campus PRISM: Whole Campus Approach



# RJ Conferencing for Sexual and Gender-Based Misconduct

## Pre-Cursors to Sexual and Gender-Based Misconduct

- Alcohol violations
- Hazing

## Hostile Campus Climate

- No targeted, direct victim
- Sexism, hegemonic masculinity
- Banners, dance floors, social media

## Direct Victimization

- Stalking, harassment, sexual assault, intimate partner violence

## Collateral Harms

- Ripple effects/fallout from specific incidents
- Retaliation



# Tier II: Hostile Campus Climate

## Saint Mary's University, Canada, 2013

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# Tier II: Collateral Harm

## Women's Field Hockey Team, 2016

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# RJ Conference – The Basics

## Key Elements:

- Voluntary, survivor/victim-driven
- Diversion or supplement to formal process
- Trained co-facilitators
- Preparation and assessment
- Includes offenders, survivor/victims, support people
- Post-conference support and supervision



Preconference



Conference



Agreement Mentoring

## Questions guiding the process:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- What harm was caused?
- How can the harm be addressed?
- How can trust be restored?



# Tier II: Direct Victimization Anwen and Sameer

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# Beyond Face-to-Face: Still Meeting Needs

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Video  
Conference

Video  
Exchange

Writing  
Exchange

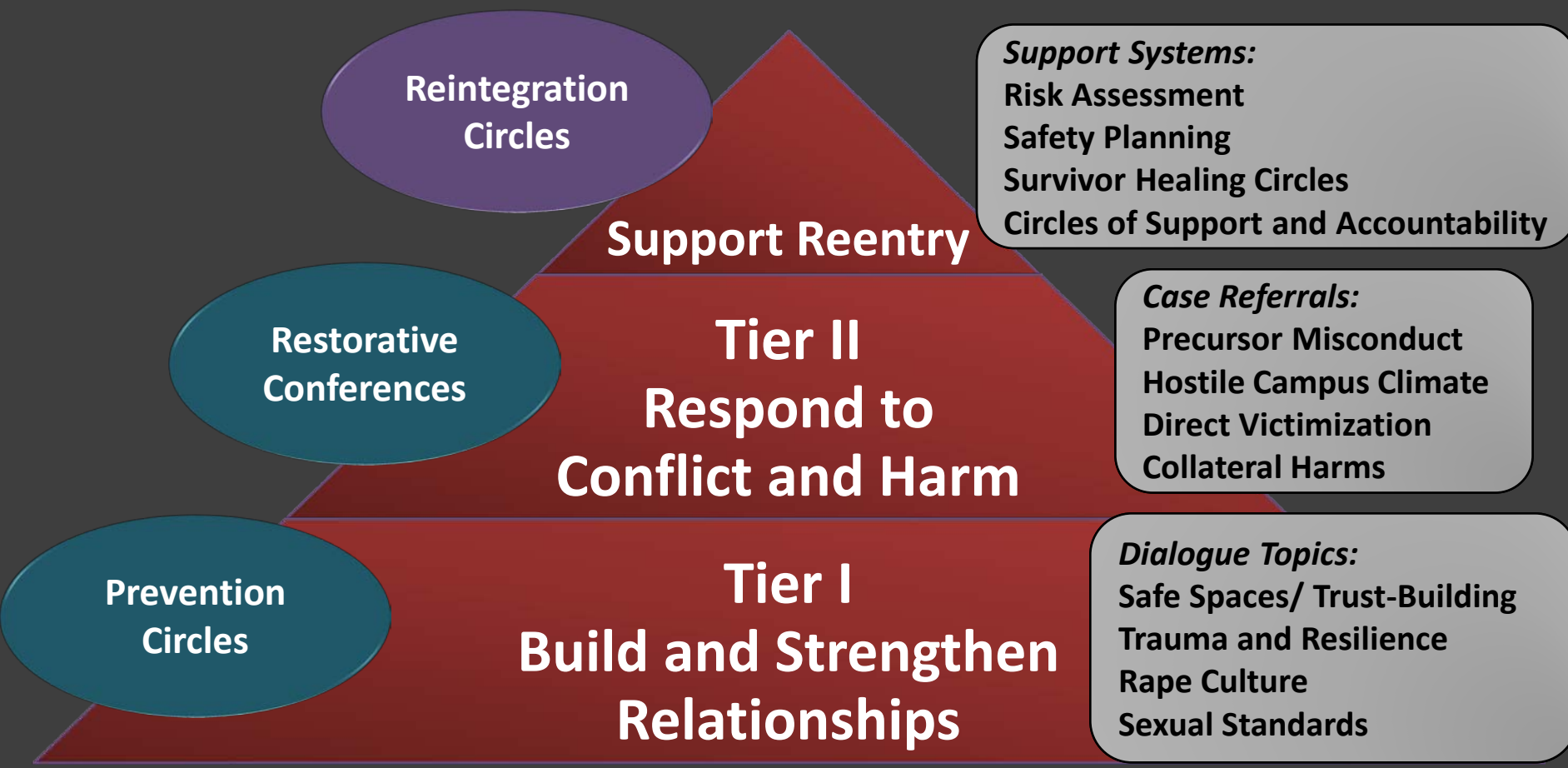
Victim Impact  
Statement

Surrogate  
Participation

Victim  
Support  
Circles



# Campus PRISM: Whole Campus Approach





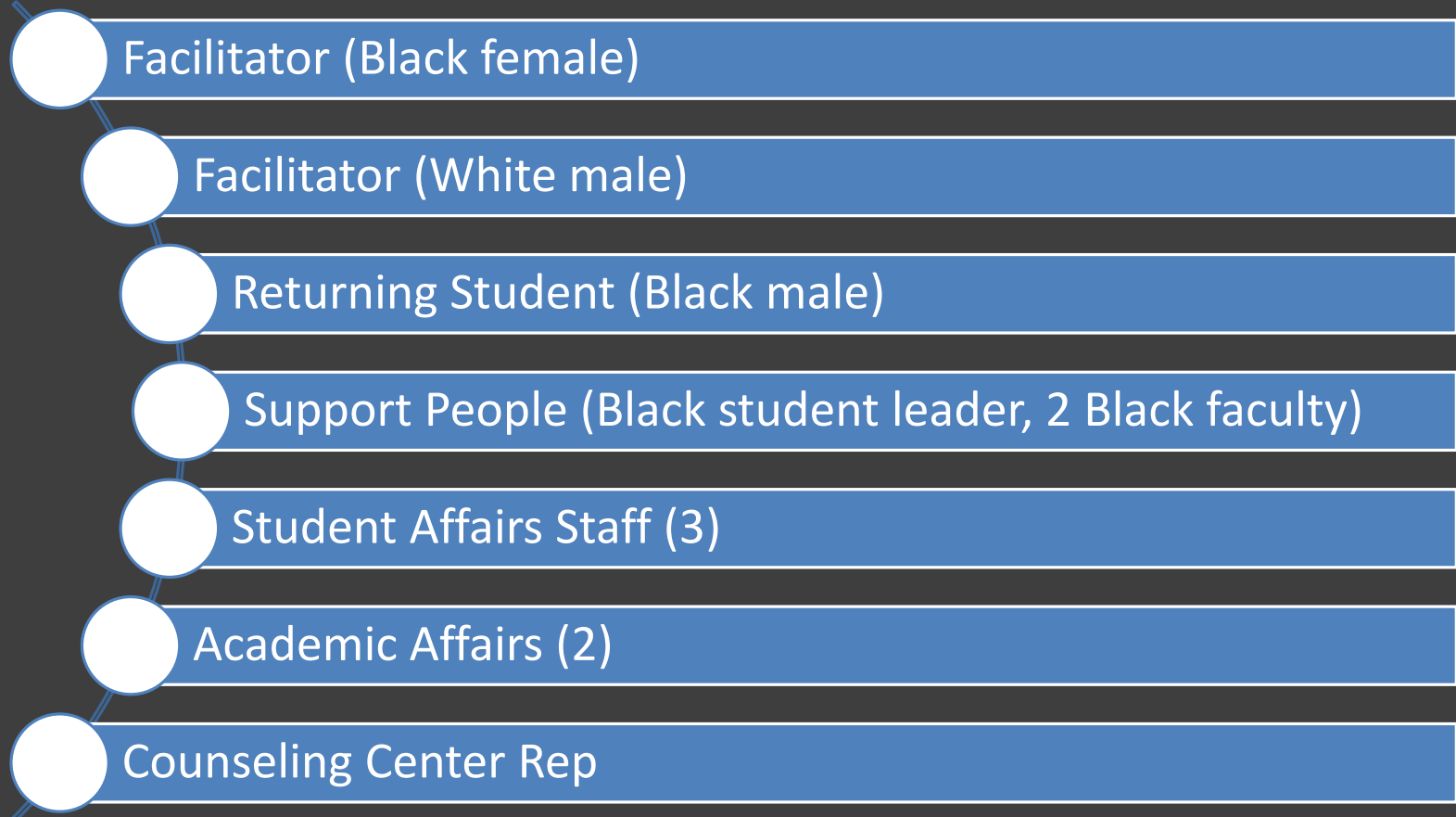
# Tier III: Circles of Support and Accountability

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# Reintegration Circle Case

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# Tier I: Campus Climate

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Skidmore College

RJ for K-12 Schools

Service learning

College student facilitators

High school community-building circles

<https://vimeo.com/272823320>

