Restorative Practices:

Student Conduct Administrator Staff Development

by

Carla Mahnke

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Graduate Supervisory Committee:

Melanie Bertrand, Chair
Sarup Mathur
Ronald Hicks

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ABSTRACT

The goal of higher education institutions is to provide access to quality education along with adequate support so students can achieve personal and academic success. At the same time, institutions are increasingly responsible for ensuring a safe and inclusive learning environment. To support this, universities respond to allegations of violations of the student code of conduct through a variety of conduct models. The use of restorative practices, an approach of responding to criminal or judicial violations with an emphasis on repairing relationships and reintegration into the community, has been implemented into existing university student conduct models across the nation with success. Student Rights and Responsibilities (SRR) conduct administrators at Arizona State University expressed feeling unprepared to engage in restorative conversations with students during conduct meetings. As a response, training modules on restorative justice theory and practices were created as a staff development engagement opportunity for SRR conduct administrators.

This mixed methods action research study was conducted to investigate the inclusion of restorative dialogue in conduct meetings, factors that influence the incorporation of restorative dialogue into professional practice, and conduct administrator satisfaction with staff development training modules. Qualitative and quantitative data were collected through pre-, post-, and follow-up training survey assessments, one-on-one interviews with conduct administrators, observation of student conduct meetings, and observation of staff development training sessions.

Findings suggested that conduct administrators responded positively to staff development training on restorative justice practices. Analysis of quantitative data

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suggests that conduct administrators increased their self-reported knowledge of training topics, including restorative justice philosophy and practices. Further, conduct administrators, to an extent, incorporated restorative practices into conduct meetings. The most frequently observed practice was the use of restorative questions during conduct meetings.

DEDICATION

I dedicate this body of work to my colleagues

and all other conduct administrators.

We often meet students under the most difficult of circumstances.

I appreciate your commitment to the work, and helping students

achieve their personal and academic goals.

A heartfelt thank you to my research study participants.

Thank you for your interest and support of this work and allowing me to learn from you.

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INTRODUCTION AND CONTEXT

Introduction

Higher education institutions regularly appear in national headlines with concerns of student safety and incidents of inappropriate behavior by students on college and university campuses. Unfortunately, these incidents often include students engaging in "rowdy, racist, sexist or illegal conduct" (Panzar, 2015). Additionally, college campuses respond to daily reports of concerning, yet less newsworthy, conduct and behavior that conflict with institutional values and expectations. The fallout of this behavior extends beyond the physical boundaries of the university; individuals in the community, lawmakers, alumni, and family members of prospective students have responded with demands for stricter punishments and recommendations to uphold zero-tolerance policies.

Although much of the attention has focused on recently transpired events, addressing allegations of disruptive student behavior and conduct is not a new practice for academic institutions. From the onset of the first higher education institution in the United States, over 300 years ago, colleges and universities have engaged in some form of student discipline (Dannells, 1997). During that time, faculty members acted *in loco parentis* (in the place of a parent) and were responsible for "students' moral and ethical development, in addition to their intellectual growth" (Lowery, 1998, p. 15). In early models of academic institutions it was not uncommon for faculty members to govern students' academic and non-academic lives, including career advisement and student discipline. Often, corporal punishment was the primary method of addressing unruly behavior.

Even today, elements of these early models of student discipline persist in university policies. Many of these practices are based on *retributive justice*, a model that mirrors the current criminal justice system (Taylor & Varner, 2009). When interacting with students using a retributive justice model, the institution focuses on the violation of a rule or policy, assigns blame or guilt, and imposes punishments as a means of deterring future behavior (Hendry, Hopkins, & Steele, n.d.). Interacting with students in this manner contradicts the fundamental purpose of supporting the holistic growth and development of a student while they are at the university. Taylor and Varner (2009) share that "higher education institutions are constantly managing their responsibilities to safeguard the community's well-being and to develop and educate the individual student" (p. 23).

For this reason, many colleges and universities have recently incorporated *restorative justice* principles, a philosophy rooted in primitive cultures with a strong emphasis on building and maintaining relationships, into their student conduct processes (Zehr, 1999). Applying restorative justice principles in conduct meetings engages students in a dialogue with staff; the focus is centered on harm(s) created by the student's behavior, communication about taking responsibility for one's actions, and an agreement of ways to resolve the concern or reintegrate the student back into the community.

The aim of this study was to engage student conduct administrators, employed at a four-year public university, in staff development training on restorative justice principles. The training was designed to provide conduct administrators with knowledge of skills and techniques that encouraged the incorporation of restorative dialogue into conduct meetings with students.

Student Conduct in Higher Education

   Contemporary practices of addressing student conduct can be attributed to pivotal

historical events that changed the course of student conduct in higher education

institutions. One example, occurring in the United States during the late nineteenth

century, was during a period of rapid growth in the number of institutions of higher

education and the societal need for educated and industry-skilled citizens. Institution

accessibility and enrollment increased, extracurricular activities and programs were

included to enhance academic learning, and there was a need for faculty to focus on the

development of robust academic curriculum and disciplines. It was during this time that

faculty transferred responsibility for student development to non-academic professionals

(Dannells, 1988). Additionally, the landmark court case, *Dixon vs. Alabama Board of

Education* (1961), contributed to the abolishment of *in loco parentis* and educational

institutions adopted more formal student judicial systems. Courts mandated that public

higher education institutions must provide students with a minimum of due process rights

when they are addressing student conduct. These changes helped establish a "framework

for student conduct" (Stimpson & Janosik, 2011, p. 2).

   Attending an institution of higher education and engaging in the learning process

is a privileged opportunity. When students engage in behavior that compromises or

restricts the ability and rights of others, it is the institution's responsibility to intervene if

learning is inhibited (Healy & Liddell, 1998; Wilson, 1996). Young (1974) contended,

"student rights on campus must be accompanied by student responsibilities; in addition to

their rights, students have an obligation to respect the rights of others and those of the

institution" (p. 59).

Colleges and universities across the nation outline community standards and expectations through conduct codes (Dannells, 1996). Within the code, students are informed of institutional values that uphold an environment conducive to learning; a setting where honesty, respect, and reasoned discussion are optimized (Arizona Board of Regents, 2015). At most public universities student conduct systems reinforce institutional, educational, and student development philosophies (Ardaiolo & Walker, 1987). When the university learns of an alleged violation of the code, the student disciplinary process is initiated. In practice, this typically involves student affairs professionals meeting with students and engaging in a conversation about their rights and responsibilities as a community member in the campus environment. Wilson (1996) shares that a desired outcome for students engaging in the disciplinary process is to "help those who violate the rules learn from their mistakes and develop the skills to make responsible, ethical choices" (p. 37).

Traditional model of conduct. Violations of university policies, or the student code of conduct, at higher education institutions in the United States are most often adjudicated through a disciplinary system that is based on *retributive justice* (Darling, 2011). Retributive justice is commonly associated with the current criminal justice system; practices are grounded in a model that is "offender-focused [and] punishment-based" (Ball, 2003, p. 51). A prevalent method of addressing student conduct incidents using this model involves a university staff member meeting with an offender in a "one-to-one disciplinary conference" (Zdziarski & Wood, 2008, p. 98). In this setting, conduct administrators are responsible for investigating incidents, determining responsibility, and assigning appropriate disciplinary and educational sanctions. One concern is that

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education institutions that employ zero tolerance policies with strict enforcement as a method to control student behavior may become excessively driven by procedures and transactions; the educational benefits of student rights and responsibilities conversations are lost (Lowery & Dannells, 2004; Wilson, 1996).

Restorative Justice: An alternative approach to student conduct. Unlike retributive justice, where the response to harm focuses on punishing the offender**,** restorative justice is a philosophy or set of principles that focuses on the harm that was created to all members of the community, encourages the offender to reflect on their actions, allows all community members to actively engage in repair of harms, and includes reintegration of the offender back into the community (Abuse iNFO & Resources, n.d.). Restorative practices are believed to be rooted in early human history by indigenous communities "including the Maori people of New Zealand, Native American tribes in the U.S., and the Mayan people of Guatemala" (Darling, 2011, p. 3). Researchers acknowledge that these cultures likely used restorative practices alongside other methods of conflict resolution (Richards, 2004). In the 1970s, principles of restorative justice began to emerge within the criminal justice system; an action that "would trigger a widespread social reform movement with international impact" (Umbreit, Vos, Coates, & Lightfoot, 2005, p. 259). A pivotal example occurred in South Africa following the end of apartheid; the Truth and Reconciliation Commission was established as a way for offenders to participate in a restorative process by accepting responsibility for their actions and perform acts of restitution ("History of Restorative Justice," n.d.). Applications of restorative justice have continued to spread resulting in broad systemic change (Umbreit et al., 2005).

Thus, it is surprising that the use of restorative justice practices in education institutions has only recently been implemented because this method can be used to powerfully demonstrate community expectations and standards or address student conduct and conflict. Following the first use of a restorative conference model in an Australian school in 1994, the practice of restorative justice has expanded to have a global presence in other education environments (Morrison, Blood, & Thorsborne, 2005). Recently, the Association for Student Conduct Administrators (ASCA) has acknowledged the value of restorative justice for higher education institutions that are responding to student incidents through individualized student conduct and conflict resolution practices (King, 2009).

Situated Context

Arizona State University (ASU), a top-ranked higher education research institution located in the Phoenix metropolitan area, has emerged as the model of a "New American University" (Crow, 2010). Expectations of faculty and staff at ASU transcend traditional institutional roles of simply preparing students for professional careers upon graduation; all members of the university are tasked with developing students' competence in responding to local and global societal needs (Crow, 2011). The infusion of innovation and creativity into every aspect of university culture makes ASU an ideal environment to implement restorative practices into existing student conduct processes.

Serving over 91,000 students, ASU is the largest public university in the United States by enrollment ("ASU Student Enrollment History," n.d.). Managing a student population that exceeds the size of many United States cities creates opportunities and challenges. Over the past ten years the university has continued to establish a reputation

as a national and global leader with a strong emphasis on faculty quality, academics, support of students to graduation, and student life experiences (Arizona State University, n.d.). Students at ASU can pursue their educational goals at any of six physical campus locations, as well as through an on-line campus environment.[1] Campus and student safety remains at the forefront of priorities for the university. Increased enrollment and recent events involving student safety and wellbeing at universities and schools across the nation have created prime opportunities to balance student learning and campus safety.

At the time of the intervention I was an administrator in the Dean of Students' office at ASU's Polytechnic campus. My professional interests and work responsibilities included oversight of the Department of Student Rights and Responsibilities (SRR) and the area of student advocacy and assistance. I also contributed to projects and initiatives that supported student achievement, development, and success.

The department of SRR operates at four ASU campus locations through a collaboration of staff in the Dean of Students' office and University Housing.[2] Acknowledging and adapting to the needs of individuals in the higher education environment has resulted in changes across the university affecting interaction and engagement with students. Application of the SRR model has continued to shift from a practice that has been focused primarily on student discipline to approaching conduct incidents through student engagement, education, and development.

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[1] Five campuses are located in the Metropolitan Phoenix area, and one campus is located in Lake Havasu City.

[2] SRR West manages Title IX incidents and consults on other conduct-related issues for the Thunderbird location.

The Student Code of Conduct, established by the Arizona Board of Regents, outlines expectations of conduct and behavior of students in the university community (Arizona Board of Regents, 2015). A primary function of SRR staff is responding to allegations of student misconduct by meeting with students suspected of being involved in an incident and determining if a violation of the Code of Conduct occurred. In conduct meetings with students, SRR staff members blend characteristics of traditional and alternative approaches to disciplinary processes. Staff meet one-on-one with students and attempt to build rapport by engaging in a dialogue about their academics and student engagement. In addition, students are challenged to consider how their individual actions may have affected the collective community. Ultimately, the staff member will make a determination if the student is responsible for violating a section(s) of the Student Code of Conduct; if so, the SRR staff member will assign appropriate sanctions. For example, an online alcohol course was assigned to a student who violated a policy prohibiting alcohol on campus, and a no-contact directive was assigned to students who had a disagreement. SRR staff members view the meeting process and sanctions as educational when they allow for reflection on the infraction; both activities are designed to contribute to student development. Ideally, students gain knowledge and understanding of expectations for engaging within the university environment.

The inclusion of restorative justice practices alongside existing conduct methods has the potential to increase desired student moral and ethical development. Taylor and Varner (2009) suggest "that intentionally engaging in student development and learning through conflict resolution pathways, such as negotiation, restorative justice circles, mediation, or facilitated dialogue, actually complements the institution's legal

compliance and risk management programs" (p. 24). Unfortunately, SRR staff members have expressed that they feel unprepared to initiate restorative conversations with students during conduct meetings due to lack of training and knowledge on restorative justice philosophy and practices.

Staff Development of Restorative Practices

SRR at ASU is a department staffed with individuals that have a significant number of years' experience in student affairs; however, many of the same staff members are relatively new to the area of student conduct. Figure 1 demonstrates demographic data collected from a Fall 2014 survey of SRR administrators across four Arizona State University locations. From this survey, I learned that a majority of SRR staff members (n=12) had six or more years' experience in the division of student affairs; however only half (n=6) had six or more years' experience specific to student conduct.
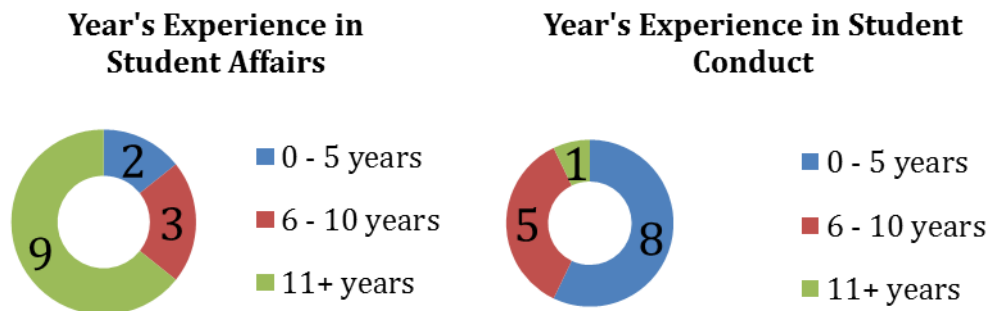
Figure 1. Student affairs professionals' years of experience.

Of equal concern is that the department lacks a unified staff development training program for student conduct staff across campus locations. As a result, opportunities for staff to engage with one another on best practices or emerging topics is limited. During a recent conversation with SRR administrators, they stated that current opportunities for

staff development for new student conduct members is comprised of an orientation to the practice by learning from other colleagues in the department (personal communication, 2014). Staff members obtain additional training through occasional participation in online webinars or roundtable discussions and case debrief with staff from their respective campus locations. Training topics typically arise following changes in national legislature or in response to critical incidents, rather than generate from local needs and areas for policy clarity or improvement.

In the Fall 2013 semester, two years prior to this research study, several staff members (including myself) were able to participate in a full-day on-campus staff development training on formal methods of restorative justice principles. It should be noted that a formal restorative justice process was not developed as an alternative method of adjudicating conduct incidents at ASU. Moreover, conduct administrators have not engaged in follow-up conversations to discuss restorative justice principles and the applicability to current professional practices.

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Intervention Development

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To address this issue, I designed and implemented staff development training modules for student conduct administrators on social and restorative justice practices. The interactive training modules provided conduct administrators with the opportunity to gain new knowledge on social and restorative justice principles and theory. Additionally, participants received information on strategies and techniques to incorporate restorative practices into their meetings with students. Training modules were designed to be interactive in nature to provide conduct administrators the opportunity to share knowledge and experience with colleagues and peers.

This study utilized pre-, post, and follow-up training survey assessments, one-on-one interviews with participants, and student conduct meeting observations to assess conduct administrator satisfaction with staff development training modules, examine conduct administrator self-assessment of knowledge and ability to incorporate restorative conversation techniques into conduct meetings with students, and assess the adoption of restorative conversations into conduct meetings.

Research Questions

The following research questions guided this study:

RQ 1: How and to what extent do changes in student conduct meeting practices at Arizona State University occur following staff engagement in staff development training modules on restorative practices?

RQ 2: What are factors that influence incorporation of restorative practices learned from staff development training modules into Arizona State University student conduct administrator meetings with students?

RQ 3: How do student conduct administrators at Arizona State University perceive the staff development training modules on restorative practices?

CHAPTER 2

REVIEW OF LITERATURE AND THEORY

In this chapter, I will present a review of literature related to research and theoretical perspectives that guided this study. This review will include student affairs and student conduct in higher education, current staff development practices of student affairs staff, use of restorative and developmental conversations with students, and social constructivist theory. It should be noted that literature and scholarly study of staff development specific to student conduct administrators is scarce (Stimpson & Stimpson, 2008). For the purpose of this study, literature related to staff development and training of student affairs staff was reviewed.

Review of the Literature

Student Affairs in Higher Education

In nearly all present-day universities, responsibility for monitoring student behavior, among other student-centered functions, has shifted from academic administrators to student affairs professionals (Dannells, 1996). Within higher education institutions the division of student affairs emerged to provide programs and services designed to support student academic and personal success (Rentz, 1996). Hoekema (1996) describes this change as a natural progression, one that was established during a period of growth and advancement in higher education institutions. In Love's (2003) words:

> the number and type of advising, counseling, administrative, and management
>
> positions continued to increase throughout the 20th century to meet the evolving
>
> needs of institutions and the students who attend them. Other factors that

contributed to the development of the field of student affairs include the proliferation of colleges and universities during the late 19th and throughout the 20th century, the inclusion of women and students of color, the rise in the importance of extracurricular activities, and research conducted on the experience and development of college students. (para. 3)

Generally, student life or student affairs divisions include responsibility and oversight of functions such as campus housing, health and counseling services, recreation and student activities, and judicial programs. Professional staff members in student affairs contribute to co-curricular activities that support in-class learning by providing opportunities for students to engage in educationally appropriate programming and activities (Winston, Jr. & Creamer, 1997). Additionally, a goal of student affairs is to promote an inclusive and safe campus environment conducive to optimal living and learning experiences by upholding university and community standards and expectations (Dannells, 1997; Hoekema, 1996).

Student affairs as a profession originated around the early to mid-twentieth century and continues to expand; the profession is continuously adjusting and adapting to student needs and development theories, and attempting to keep pace with rapid changes where law and legislature are concerned (Barr, 1993; Batchelor, 1993). Student affairs practitioners are increasingly diverse in terms of demographic characteristics and exhibit a wide range of knowledge and skill competencies. While there is a benefit that a heterogeneous group provides to the organization, including diverse representation of thought, opinion, and background, it can also create challenges (Roberts, 2000). For example, unlike careers with a clear entry path and trajectory, student affairs practitioners

have varied educational accomplishments and may enter the profession through an entry-level position (Winston, Jr. & Creamer, 1997). Further, many new professionals receive little to no formal introduction to the organization or their new position. Winston and Creamer (1997) posit that "one of the most neglected aspects of the staffing process is the orientation to the new position" (p. 107). Of equal importance is the opportunity for staff to engage in continuing education activities that "improve professional competence, practice, or knowledge" (Roberts, 2007, p. 562).

Conduct in Higher Education: A History

The practice of promoting moral and ethical behavior and addressing issues of misconduct in higher education institutions has transformed over several decades. Colleges and universities engage in a continuous process of adjusting policies in response to historical and legal changes, and design new methods of interaction that support student growth and development (Fischer & Maatman, 2008). These educational reforms are often compared to a pendulum; regularly swinging between extremes or returning to principles that have been incorporated before (Lowery, 1998).The following section, presenting the history of how higher education institutions respond to student conduct incidents, illustrates this pendulum effect and the cyclical nature of changes to university policies and practices.

The first higher education institutions in the United States were founded during the colonial era (1636-1789) and adapted from a British "collegiate" model (Hoekema, 1996; O'Hara, 2008). From this design, students belonged to a residential college that operated under "the educational philosophy…that students learn and grow, both personally and intellectually, from being immersed in community life" (O'Hara, 2011, p.

18). Within the residential college, faculty and students lived and dined side by side. In addition to academic curriculum, faculty members and university administrators were responsible for overseeing all facets of student life, including social activities and disciplinary action (Hoekema, 1996). During this time, the university controlled student behavior with a paternalistic approach; students were to adhere to strict codes of conduct (Dannells, 1997). Dannells (1996) asserts that it was common for colonial institutions to respond to incidents of misconduct with severe sanctions, including "public confessions and ridicule, fines, and corporal punishment" (p. 175).

The rise of the industrial revolution in the late eighteenth century created demand for educated and skilled workers; colleges and universities responded to the need by opening new institutions. In addition, the United States government began to provide financial assistance to higher education institutions (Cervantes et al., 2005). One piece of legislation, The Morrill Land-Grant Act of 1862, helped allocate state land to support the development of industrial colleges and universities ("Morrill Act," n.d.; Staley, 2013). As a result of national efforts, student admission at higher education institutions accelerated. Beginning in 1875, enrollment doubled every fifteen years, a pace that continued through 1950 (Brubacher & Rudy, 1997; Staley, 2013).

Simultaneously, American colleges briefly moved towards a Germanic "University" design that "emphasized advanced study, original scholarship, and professional publication" (O'Hara, 2008, para. 1). The Germanic educational philosophy devalued the student residential model and saw no benefit in developing a living-learning community between faculty and students on the college campus (O'Hara, 2011; Rentz, 1996). As a result of this structure, and the need for faculty members to purposefully

dedicate their attention to creating a rigorous and diverse academic curriculum, faculty

had limited opportunities to mentor and guide the personal and moral development of

students (Hoekema, 1996; McLellan & Stringer, 2009). In response, student discipline

began to loosen from total behavioral control to a model emphasizing student self-

governance (Dannells, 1988, 1996). Dannells (1996) describes that the conduct approach

became "more humanitarian and individualized...[with] more democratic systems

involving student participation" (p. 176).

As higher education institutions returned to a collegiate model in the early 1900s,

a new philosophy and perspective with emphasis on the holistic care of the "whole

student" emerged (Brubacher & Rudy, 1997, p. 331). Faculty remained focused on

academic curriculum and research, and enrollment continued to climb. In response,

universities delegated student conduct and discipline to non-academic deans and hired

staff to oversee these specialized areas of campus life (Dannells, 1988). These

individuals, many with a background in student development, promoted the use of

preventative measures and corrective action, including counseling and moral

development in student conduct practices (Dannells, 1996, 1997).

Within higher education institutions, the time period during the 1950s to 1970s

brought about conflicting but influential changes to student conduct administration. The

court case *Dixon vs. Alabama Board of Education* in 1961 abolished the practice of *in

loco parentis*, or acting in the place of a parent, at public higher education institutions;

universities could not violate a student's constitutional rights while acting in their best

interest (Baldizan, 1998; Lee, 2011).[3] As a result, universities encouraged "student input

into disciplinary codes and processes, broadened legal and educational conceptions of

students' rights and responsibilities…and [introduced] due process safeguards in the

hearing of misconduct cases" (Dannells, 1996, p. 177). At the same time, student conduct

policies and disciplinary practices became more formal and legalistic; often mirroring the

criminal justice system (Dannells, 1988; Lowery, 1998).

Over the last four decades, research contributions on student personal identity and

moral development, most notably from Chickering (Chickering & Reisser, 1993) and

Kohlberg (1984), have influenced contemporary philosophy and practice in conduct

departments at higher education institutions (Lancaster, 2012). Fortunately, current

student conduct methods represent a more balanced approach to supporting student

development while maintaining a safe campus environment conducive to optimal

learning for all students (Waryold & Lancaster, 2008).

Current Approaches to Student Conduct

Today, a primary goal of conduct meetings is to engage students in a meaningful

conversation. Information from the meeting provides conduct administrators with a better

understanding of how to support achievement of students' academic and personal

aspirations. Additionally, open dialogue creates an opportunity for students to reflect on

their behavior; ideally, students acknowledge their involvement and make positive

changes to their interaction in the campus community (Zdziarski & Wood, 2008). Healy

and Liddell (1998) describe the need for conduct administrators to utilize both a

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[3] Private higher education institutions, because they are not governed by the state, do not need to apply
constitutional standards of due process rights to students. However, the inclusion of due process rights at
public and private institutions has become a common practice in student conduct proceedings.

developmental framework to educate students and legalistic framework to apply expectations of behavior.

Using the developmental framework, student affairs practitioners pursue conversations and relationships as a means of educating students. Using the legalistic framework requires knowledge of rules and standards, policies, and procedures. It is essential that we use both frameworks, finding a balance that allows us to converse, permitting all parties in the conversation to learn (Healy & Liddell, 1998, p. 42).

Lancaster (2012) describes an ideal disciplinary process as one that allows conduct administrators choice among a breadth of adjudication options.

Traditional model of conduct. The process of resolving student conduct incidents and conflicts in higher education institutions has undergone significant change over the last century (Shook, 2013). However, even with recommendation and guidance from theorists (Chickering, 1969; Kohlberg, 1984) and student affairs professional associations (ACPA & NASPA, 2010) that conduct practices embody student development philosophy, most universities ascribe to a retributive or traditional model of conduct (Karp & Sacks, 2014; King, 2012; Lancaster, 2012). Karp and Conrad (2005) share that "colleges typically rely on coercive techniques to gain compliance with college policies and the criminal law because they have had little alternative…administrators are forced to increase surveillance and punitive sanctions" (p. 316).

Taylor & Varner (2009) assert that student conduct administrators, when applying a traditional model of student conduct, determine responsibility through the evaluation of objective evidence and information. If a student is found to have violated the code,

sanctions are imposed. King (2012) describes that "conduct administrators hold disciplinary meetings, often one-on-one with college students, to address alleged violations of university policy" (p. 564). Additionally, Shook (2013) shared that, aside from the opportunity to meet with a conduct administrator, students have very little involvement and participation throughout the disciplinary process. While this model is effective in supporting due process rights for all students, and promptly correcting disruptive or concerning behavior in the educational environment, it does not "support individual growth in the areas of moral and ethical decision making, social identity development, [and] cultural competency" (Taylor & Varner, 2009, p. 23). Failure to include students in critical conversations about their behavior and conduct results in a missed opportunity to progress their understanding and development. Taylor and Varner (2009) promote the use of *active learning* strategies in conduct meetings, where active learning is described as placing students "at the center of their own learning" (p. 30).

Restorative justice: An alternative approach to student conduct. Restorative justice practices and principles are believed to have emerged from indigenous communities around the world ("History of Restorative Justice," n.d.; Umbreit & Armour, 2011). Communities were bound by the strength of their relationships, a harm against one member of the tribe constituted a violation for the entire community (Umbreit & Armour, 2011b). Often in these circumstances tribal communities would bring all members of the community together to discuss and resolve the harm caused ("History of Restorative Justice," n.d.). Brookes and McDonough (2006) describe that the decision to engage in a restorative process "is motivated primarily by the need to address the harm done" (p. 4).

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The use of restorative practices was introduced to the criminal and legal system during the 1970s; it is only recently that academic institutions including K-12, colleges, and universities have acknowledged applicability of restorative practices to the education environment (Armour, 2012). Armour (2012) describes restorative justice as a "fast-growing state, national, and international social movement and set of practices that aim to redirect society's retributive response to crime" (p. 25). Ball (2003) adds that "justice is re-defined within a restorative justice framework…instead of justice equaling punishment, a restorative justice approach views crimes as committed against victims and communities…. the crime creates obligations and responsibilities" (p. 51).

Models of restorative justice vary, but are likely to fall into one of three categories: circles, conferences, and mediation (Latimer, Dowden, & Muise, 2005). Restorative circles generally include members of the community, including victim, offender, family members, and partners from social or legal services. In this model all members of the circle take turns speaking about the incident and offering ways in which the behavior or action has harmed them personally (Calhoun, 2013; Pavelka O'Brien, 2007). Group or family conferencing models include members most closely affected by the harm. A facilitator guides members in a discussion surrounding the incident; all members contribute to agreements necessary to resolve the harm created (Pavelka O'Brien, 2007). Mediation may occur between victim, offender, and a trained facilitator in face-to-face discussion, or through the facilitator alone in a shuttle-diplomacy model, with the goal of discussing and resolving the harm (Wenzel, Okimoto, Feather, & Platow, 2008). During a mediation, it is the participants and not the mediator that determine the agreed-upon outcome (Brookes & McDonough, 2006).

Ball (2003) states that restorative practices share principles centered on a holistic view of all individuals involved, engage participants in active decision making, and allow for reflection and understanding of an individual's relationship and role within the community. Professional staff members serve as a partner and facilitator guiding participant's moral and ethical development. As such, restorative justice principles are adaptable and may be applied in individualized settings and environments.

One restorative justice model, the Spectrum of Resolution Options Model, developed by Schrage and Thompson (2009), provides a range of options for managing conflict and student concerns. The model offers conflict resolution pathways that range from informal (i.e., dialogue, conflict coaching) to formal (i.e., adjudication). Although Schrage and Thompson (2009) recommend that the spectrum of resolution options be considered prior to or during the intake of a formal disciplinary complaint, they also encourage flexibility in implementing practices used alongside more formal disciplinary processes and acknowledge the value of the spectrum when a conduct administrator is "in the sanctioning stage of adjudication" (p. 81).

Fundamental elements of restorative justice practices are centered on repairing and resolving harm through interpersonal dialogue and open communication. Interestingly, Healy & Liddell (1998) contend that "dialogue is an essential component of moral education" (p. 42). Further, Lancaster (2012) acknowledges the importance of dialogue and conversation in student conduct interactions:

It is significant that dialogue is a stated component in many of these options. Dialogue provides an opportunity for ethical inquiry with students concerning the

intent and actual meaning of the actions that led to their present involvement with

a conduct office. (p. 55)

Additionally, when students were asked to reflect on their participation in conduct meetings they expressed satisfaction when conduct administrators engaged them in the disciplinary process. King (2012) found that students responded positively to meetings with conduct administrators in which they felt heard, and that sanctions, if imposed, were constructed to fit their individualized needs. A similar study by Stimpson & Janosik (2011) revealed that students who felt informed and respected throughout the disciplinary process, and received a seemingly consistent sanction for their behavior, rated the process as fair.

Braithwaite (2013) contends that positive outcomes for all parties occur when restorative practices are used to address conduct offenses, particularly for offenders. Examples of increased understanding and awareness of personal behavior (Karp & Sacks, 2014), positive changes to behavior (Dahl, Meagher, & Velde, 2014), and reduction in recidivism (Braithwaite, 2013; Latimer et al., 2005) have been reported with the use of restorative principles. Morrison et al. (2005) shares that "embedding the practice of restorative justice in schools strengthens the developmental objective of effecting responsible citizenship" (p. 354).

Addressing student conduct through developmental conversations and individualized responses or outcomes requires understanding of a "broad and complex array of resolution options…[and] a professional who is knowledgeable of the options, responsive to the needs of each student, and experienced in conduct practices" (Lancaster, 2012, p. 55). For these reasons, it is essential that student conduct

administrators continuously engage in activities that increase their understanding of new practices in the field and adopt skills and techniques to meet changes in their work (Grace-Odeleye, 1998).

One frequently used method of implementing restorative practices in educational settings is to engage students in a "restorative conversation." This dialogue includes active listening and open communication by both parties to explore the following critical elements of a restorative conversation:

1. The facts (what happened)

2. The consequences (who was affected or harmed)

3. The future (how can we make things right and stop it from happening again) (Brookes & McDonough, 2006, p. 11).

Literature on the use of restorative practices in higher education institutions affirmed that restorative justice was a promising approach to adjudicating student conduct incidents.

Staff Development in Educational Environments

Staff development, in-service, and professional education are terms often used interchangeably and "read as one…despite differences in their origins (and perhaps their destinations)" (Webb, 1996, p. 1). The following review of the literature attempts to distinguish differences between the terms. Truitt (1969) defined in-service development as activities that "improve the skills, techniques, and knowledge" (p. 2) of professional staff members in the education environment. Huberman and Guskey (1995a) contend that early models of in-service education were created in response to concerns that educators did not receive adequate training from career-preparation programs. Many in-service

activities are focused on increasing a staff member's knowledge of the institution and their role at the organization; outcomes directed at individual personal improvement (Truitt, 1969). As a result, in-service programs as a method of staff development have been criticized as missing elements that link the application of information supplied to actual work with students or as a member of the institution (Campbell, 1983).

In comparison to in-service programs, staff or professional development has been characterized as "intentional efforts…to improve staff members' effectiveness, leading to improved organizational effectiveness….and is the principle staffing mechanism for personnel, program, and organizational improvement" (Winston, Jr. & Creamer, 1997, p. 219). Staff development programs have become established as activities that lead to change (Guskey, 2002; Huberman & Guskey, 1995b). Guskey (1986, 2002) contends that staff development is designed to bring systemic change to the educational institution, including changes to staff beliefs and practices. For the purposes of this research study I will refer to the intervention and training as staff development. This includes all activities and interaction from training modules facilitated to staff members on the topic of restorative justice and restorative conversations in conduct meetings.

Winston and Creamer (1997) suggest that engagement in staff development activities generally produces positive organizational performance outcomes. Klingner (2004), however, warns that staff development activities that fail to actively engage or involve participants in the learning process will not produce desired outcomes, including "sustained, substantive change in practice" (p. 249). Guskey (1986, 1995) summarizes critical components that increase the effectiveness of staff development programs: (1) inclusion of relevant concepts that can be implemented into staff daily practice, (2) the

program introduces incremental changes to staff daily practice, (3) staff are invited to assist in constructing program content, and (4) staff development provides collaborative opportunities and feedback to staff on their performance. Similarly, Klingner (2004) states that successful staff development models enlist participants in co-creating content and provide on-going support. In this model, staff members are acknowledged as "knowledge generators" (Gersten, Vaughn, Deshler, & Schiller, 1997, p. 472). One staff development model, as outlined by Komives and Carpenter (2009), incorporates "individual and group plans and activities, on-campus and off-campus activities, formal and informal programs, as well as opportunities to participate in [professional] association leadership" (p. 380). Komives and Carpenter (2009) state that successful staff development programs should focus on purposeful topics, allow learners to reflect and apply new knowledge into their practice, and engage in assessment and evaluation to understand if learning objectives or goals were met.

Staff Development of Conduct Administrators

Knowledgeable and skilled personnel serve as a critical component of every successful organization; including colleges and universities. Universities depend on staff to promulgate institutional goals and provide exemplary service inside and outside of the classroom to students and community partners. Student conduct administrators, in particular, are responsible for meeting university standards and expectations, and helping to support a safe and inclusive campus environment. Often, changes in legislation, student needs, and the campus climate require conduct personnel to adapt their professional practice in order to continue promoting student development and ethical decision making (Lancaster & Waryold, 2008).

One way conduct administrators enhance existing skills or acquire new knowledge is by engaging in staff development opportunities (Schwartz & Bryan, 1998). Lancaster and Waryold (2008) state that "conduct professionals need to continue developing assessable measures of individual and organizational effectiveness and success as a part of planning for the future" (p. 289). Given this, student affairs professionals are strongly encouraged to engage in continuous personal and professional growth designed to maintain standards of practice and competencies (Dean, Woodard, & Cooper, 1997). Further, it is important that leaders and administrators in higher education institutions acknowledge this critical need (Bryan & Schwartz, 1998). Bryan and Schwartz (1998) continue their thoughts by stating that engaging staff in staff development benefits the organization by creating a workforce that is "competent, creative, motivated, [and] committed [to] providing quality services...to constituents" (p. 6).

Within student affairs, a simultaneous benefit and challenge is that practitioners represent a diverse population of staff, not only in terms of demographics but also their education and work experience background when they enter the profession (Roberts, 2000). For these reasons, Fischer and Maatman (2008) promote the need for student conduct practitioners to engage in professional learning, including "seminars, workshops, and conferences" (p. 17), beyond what may have been learned in obtaining an undergraduate or graduate degree. A study of 2,346 student affairs professionals by researchers Janosik and Creamer (2006) reinforces this reasoning; practitioners supported a more formal model of increasing their knowledge, competence, and skill in the profession. Interestingly, it is the desire of student affairs personnel to interact in a variety

of staff development activities (Roberts, 2007). In a recent research study, Roberts (2007) surveyed student affairs staff to examine preferred methods of engaging in staff development. Participants responded with a preference towards collaborative staff development with activities including discussion with colleagues, attending professional association conference programs, and attending in-service training workshops at the home institution (Roberts, 2007).

Establishing a staff development training program for conduct administrators provides an opportunity to leverage resources at the institution (Roberts, 2003). For example, conducting on-campus training eliminates the need to coordinate department coverage while staff members are away, and significantly reduces the impact to operating budgets as travel costs are reduced or irrelevant. Another benefit is the flexibility to customize training by infusing desired topics and skills relative to university goals and the unique needs of the campus community. Administrators can emphasize inclusion of the organization's mission and goals within staff development programs (Carpenter & Stimpson, 2007; Roberts, 2003; Schwartz & Bryan, 1998).

Collective Learning

In the previous section, several approaches to staff development of conduct administrators were outlined. A particularly promising approach to staff development is related to collective learning or professional learning community (PLC) models. There has been extensive use of PLCs in education institutions among teachers, students, and administrators; where all models are designed to share and expand learning opportunities and experiences (Hord, 1997). The formation of learning communities in schools was

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adapted from practices in the business sector when organizations began to focus on employee relationships and methods designed to support successful change (Hord, 1997).

In colleges and universities, PLCs have been acknowledged as a valued model of staff development that has shown to be more effective than traditional forms of staff training (Linder, Post, & Calabrese, 2012). Stoll & Seashore Louis (2014) share that, although multiple definitions and variations of PLCs exist, in essence participants of the group come together to share knowledge and critically reflect upon their work in a "learning-oriented, growth-promoting way" (p. 2). Lenning and Ebbers (1999) assert that PLCs share and promote two common characteristics, *shared knowledge* and *shared knowing*. Further, engaging in a learning community supports co-construction of knowledge among participants that take part in "the experience of learning as a community of learners" (Tinto, 1998, p. 171).

Benefits to staff members in learning communities include a collaborative and shared relationship among colleagues (Lenning & Ebbers, 1999), a supportive peer network (Tinto, 1998), and increased knowledge, skill, and work performance. These benefits extend to the institution, and the students they serve (Linder et al., 2012). PLCs also serve as vehicles for members to "reflect critically on their practice, thus creating new knowledge and beliefs" (Hord, 1997, p. 22). Further, members can engage in thoughtful discussion about topics germane to the local environment and provide critical feedback to one another and help clarify their role in the organization (Hord, 1997; Linder et al., 2012).

PLCs can take many forms. Hord (1997) describes the use of study groups or staff development as ways for members to engage with one another. In a study group,

participants meet after reading shared texts or materials and discuss the relevancy or applicability to their work environment. PLC activities can also be incorporated into staff development; an action strongly encouraged. Hord (1997) writes that "typical formats for staff development are most often a waste of time because they lack a clear focus and effective follow-up and they are not part of a more long-range scheme of learning" (p. 45). However, when discussion and reflection are intentionally included into staff development programs, staff members engage in activities emblematic of PLCs. This adds value to staff development exercises and increases the likelihood of change or adoption of new practices into the organization (Hord, 1997).

Theoretical Framework

The theoretical perspective of social constructivism was selected to guide this study. This theoretical perspective was applied to assist in understanding how student conduct administrators acquire and apply new knowledge and skills into their professional practice. The theory of constructivism posits that learning is constructed in a social and interactive context; individuals formulate knowledge within the "immediate learning environment" (Liu & Matthews, 2005, p. 388; Ozer, 2004). Proponents of social constructivism suggest that all knowledge is created through social functions and interactions, where the use of language through dialogue and interpersonal communication is a tool that supports the creation of new meaning (Flick, 2004; Fosnot, 1996a).

Flick (2004) postulates that cognition isn't *true* "in the sense that it reflects objective reality" (p. 90). Rather, knowledge and what we believe to be real is constructed based upon our own individual experiences and interpretations (Cobern,

Construction
of concepts and
knowledge

World of Experience
Natural/Social
environment
Events
Activities

Interpretation
Understanding
Attribution of meaning
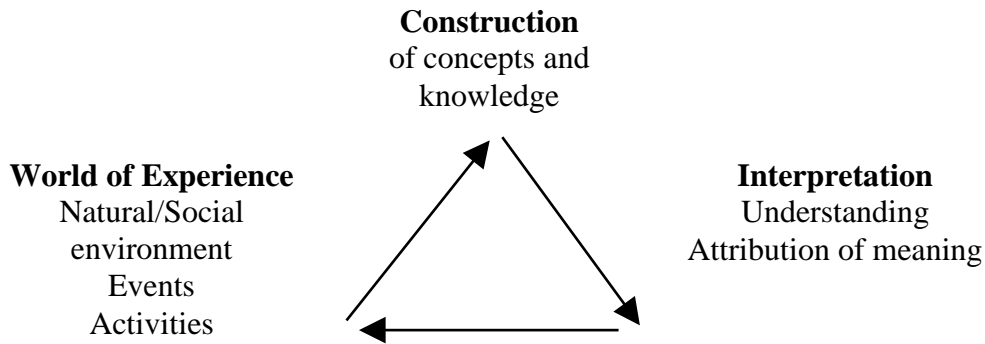
Figure 2: Construction of interpretation. Adapted from Constructivism (p. 90),

by U. Flick, in *A companion to qualitative research,* by U. Flick, E. von

Kardorff, & I. Steinke, 2004, London: SAGE Publications. Copyright 2000 by

SAGE Publications.

1993). This concept is expanded upon by von Glasersfeld (1996a) who states that,

because constructs are individually created, it is not possible to determine if constructs

are identical to one another, only that they may be similar or compatible. A visual

representation (see Figure 2) adapted from Flick (2004), demonstrates the relationship

between our environment containing all experiences, construction of knowledge from

interactions in this environment, and our interpretation of these experiences to make

meaning. The learner must apply their individual experience within their environment to

make or construct meaning of new knowledge. According to Flick (2004):

> with access to the world of experience – the natural and social environment and
>
> the experiences and activities it contains – operates through the concepts
>
> constructed by the perceiving subject and the knowledge deriving from these.
>
> These are then used to interpret experiences, or to understand and attribute
>
> meanings. (p. 90)

Fosnot (1996b) shares that participants engage in a continuous cycle of reflection

when they acquire new information:

> Learning from this perspective is viewed as a self-regulatory process of struggling
> with the conflict between existing personal models of the world and discrepant
> new insights, constructing new representations and models of reality as a human
> meaning-making venture with culturally developed tools and symbols, and further
> negotiating such meaning through cooperative social activity, discourse, and
> debate. (Fosnot, 1996b, p. ix)

Social interaction through the use of tools, symbols, and artifacts is one way to

share individual experience in a collective way (Fosnot, 1996a; von Glasersfeld, 1996b).

Tools may be mental or physical and can include cultural and social history and context,

language, or technological communication devices (Smidt, 2009).

According to Smidt (2009), proponents of social constructivism believe that "the

role of others in learning [is] essential" (p. 37) and is best accomplished through

interactive exchanges between the learner and teacher or "more experienced other." A

learner, when working with and guided by a teacher, can perform better than if they were

working alone (Ardichvili, 2001). Collective learning or PLCs are examples that

highlight the benefits of constructing knowledge in an interactive and social context

(Smidt, 2009). An ideal social constructivist learning model is designed to be

collaborative and should allow all participants to contribute their own personal

experience and knowledge, ample time to reflect and organize new ideas and concepts,

and the opportunity to challenge information against existing beliefs (Fosnot, 1996a).

This reinforces the belief that outcomes from traditional in-service training programs that

simply disseminate information differ greatly from models that provide professional staff

an opportunity to collaboratively share their challenges and success of implementing

strategies designed to improve their practice (Schifter, 1996).

Social constructivism was used as a theoretical lens in this study to understand

how student conduct administrators construct knowledge about restorative practices

following their engagement in staff development training and interaction as a member of

a PLC. Because I was interested in the assimilation of restorative practices and

conversations into student conduct meetings by conduct administrators, after participating

in training modules on the topic, conducting this research using a social constructivism

lens was fitting. Learning and the creation of knowledge occurs in active and social

environments, where "learning is not the result of development; learning *is* development"

(Fosnot, 1996a, p. 29). Social constructivism considers the shared interaction that

contributes to an individual's interpretation, creation, and application of new information

and knowledge (Flick, 2004). Exploring themes of how knowledge is socially constructed

supported areas of inquiry within this research study.

CHAPTER 3

METHODOLOGY

The primary focus of this study was to investigate factors that influence how and to what degree SRR conduct administrators incorporated restorative practices into student conduct meetings. Additionally, as I was interested in developing and implementing a staff development program at ASU, another focus of this study was to explore conduct administrators' perception of the staff development training modules and the influence of the training on their professional practice. The following research questions (RQ) guided this research study:

RQ 1: How and to what extent do changes in student conduct meeting practices at Arizona State University occur following staff engagement in staff development training modules on restorative practices?

RQ 2: What are factors that influence incorporation of restorative practices learned from staff development training modules into Arizona State University student conduct administrator meetings with students?

RQ 3: How do student conduct administrators at Arizona State University perceive the staff development training modules on restorative practices?

Action Research

Action research was selected as the most appropriate research method to guide this study. Using action research in this study provided a systematic method to evaluate, assess, and critically reflect on programs and services in my professional practice so that areas for improvement could be identified (Mills, 2014).

Action research, compared with other styles of research, is practitioner-based and focused on learning. Outcomes of action research can identify changes directed at promoting personal and social improvement. Conducting action research requires the researcher to also be a practitioner evaluating their respective professional environment. McNiff, Lomax, and Whitehead (2003) state that, "because action research is always done by practitioners within a particular social situation, it is insider research (not outsider research), which means that the researcher is inside the situation, and will inevitably influence what is happening" (p. 12).

Additionally, action research, by design, is participatory, collaborative, and an iterative process. Data analysis and interactions among researchers and participants illuminate new questions and identify areas for improvement that inform continuous cycles of learning through action research (Riel, 2010). Selecting action research for this study was an intentional decision; in my professional practice I identified the need for SRR staff to receive training on restorative justice principles so they can gain knowledge and skill in incorporating tenets of restorative dialogue into student conduct meetings. As the researcher, conducting an action research study provided me with the ability to implement training modules for staff, obtain data on participant interaction with the training, reflect on gathered information, and with collected data, make ongoing changes to improve programming and staff development opportunities.

Mixed Methods

This study utilized a mixed methods approach to collect and analyze qualitative and quantitative data generated from this study. Johnson, Onwuegbuzie, and Turner (2007), describe mixed methods as research that includes collecting both qualitative and

quantitative data to "consider multiple viewpoints, perspectives, positions, and standpoints" (p. 113). Using a mixed methods approach requires the researcher to mix, connect, or integrate, "both forms of data [qualitative and quantitative] at some stage in the research" (Plano Clark & Creswell, 2010, p. 298). Combining the two methods allowed me to collect in-depth and rich qualitative data along with measurable and quantifiable quantitative data.

A mixed methods approach maximizes benefits from both methods while minimizing limitations that can occur using only a single research strategy, thereby increasing reliability and trustworthiness of collected data. This research study triangulated collected data by implementing qualitative and quantitative data sources, analyzing collected data separately, and then making meaning for the study as a whole. As the researcher, I utilized Creswell's (2014) approach to triangulation by using "different data sources of information…examining evidence from the sources and using it to build a coherent justification for themes" (p. 201).

As mentioned in the section above, conducting a study utilizing action research methods incorporates purposeful collaboration with participants in the researcher's local practice. Throughout the research study I directly interacted with participants. I believe that the decision to use a mixed methods approach in this study and collect qualitative and quantitative data supported critical components of this research. Through my involvement as both researcher and practitioner in the study I collected comprehensive qualitative data that helped inform my understanding of participants' perception of engagement in staff training and their experience applying new skills in their professional practice. Further, collecting quantitative data allowed me to measure and assess the

effectiveness of staff development training tools and outcomes. A mixed methods

research design supported the inclusion of multiple data collection sources and tools; for

the purposes of this study, the use of a single method would have been insufficient to

fully understand the research questions and would have overlooked significant

information beneficial to me as the researcher.

Setting

Various components of this research study were implemented from August 2015

to January 2016. Research was conducted in the department of Student Rights and

Responsibilities (SRR) under the Dean of Students office at Arizona State University

(ASU). ASU is a large, four-year, public university located in the southwestern United

States. ASU serves several thousand students across multiple campus locations within the

state of Arizona. The department of SRR operates at four ASU campus locations through

a collaboration of staff in the Dean of Students' office and University Housing. In

addition to staff with a primary work assignment within SRR, many staff and

administrators working in related student services departments meet with students to

discuss their behavior or actions in conduct incidents. Staff members from four SRR

campus locations were invited to participate in this research study. [4]

Participants and Recruitment

The target population for participants in this research study were professional

staff members with responsibility for interacting with students related to violations of the

student code of conduct. At ASU this includes staff members who work exclusively in

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[4] SRR departments exist at ASU Poly, Tempe, Downtown Phoenix, and West campus locations. Staff members from these campus locations were invited to participate in this research study. This study did not include staff from ASU Thunderbird.

SRR, and staff members who work in the Dean of Students office or University Housing with occasional responsibilities in student conduct. Based on my knowledge of the work environment and data collected in previous action research cycles, I estimated that the target population consisted of 32 staff members (across all four campus locations), if all available positions were filled.

Prior to the start of the research study I emailed administrators in the Dean of Students office who have supervisory oversight of conduct administrators and asked for their assistance in identifying the names of staff members who should attend the training modules. Email responses from supervisors generated a list of 30 staff members with work responsibilities in SRR and University Housing. One supervisor also provided the names of 5 staff members with responsibilities related to Fraternity and Sorority Life as these individuals often meet with students related to conduct issues and concerns. This group of 35 staff members comprised the target population. I emailed the target population a general overview of the professional development training series containing training themes, topics, and objectives and introduced individuals to the research study component. In this email, staff members were informed of the opportunity to participate in the research study.

This research study implemented the intervention, which consisted of a series of staff development training modules, to the entire population of staff members who attended sessions. Although all staff members obtained staff development training through the intervention, staff had the option to participate in research study activities as well. In addition to interacting in the staff development training, research study participants were invited to engage in an interview with me, as the researcher, and/or

allow me to observe their interaction with students during one of their scheduled conduct meetings. Overall, 21 staff members attended the training series, of this, 12 joined the study as research participants.

It is important to note that I attempted to recruit staff members from SRR departments at four campus locations; however, one campus location did not yield any research study participants. The research study sample reflects participants from three campus locations. Demographic information for the participants in this study is listed below in Table 1.

Table 1

Participant Demographics (N=12)

Participant Pseudonym	# of Years Experience in Student Affairs	# of Years Experience in Student Conduct
Adrian	6 – 10	6 – 10
Casey	0 – 5	0 – 5
Drew	11+	0 – 5
Jade	6 – 10	6 – 10
Jaime	6 – 10	6 – 10
Jessie	6 – 10	6 – 10
Kerry	11+	11+
Nick	11+	6 – 10
Quinn	0 – 5	0 – 5
Remy	0 – 5	0 – 5
Marquis[a]	--	--
Indra[a]	--	--

Note. [a] Two staff members discontinued participation in the research study due to a change in their employment status. Data was not collected or analyzed from these participants.

Researcher's Role in the Study

My primary work location for the duration of the intervention was at ASU's Polytechnic campus in east Mesa; however, in my role I regularly collaborated across the institution with peers in the area of student conduct. My work responsibilities at the time of the research study included overseeing the area of Student Advocacy and Assistance and Student Rights and Responsibilities. In this action research study I served as the lead coordinator and facilitator of staff development training modules, and collected data from one-on-one interviews and conduct meeting observations.

Intervention

A primary component of this intervention consisted of a series of four staff development training modules. These modules were created to provide student conduct administrators with knowledge of restorative and social justice principles and theory. Additionally, conduct administrators were presented with information on restorative dialogue skills and techniques to encourage incorporation of restorative practices into their individual meetings with students. Data collection components of this research study included pre-, post-, and follow-up training survey assessments, one-one-one interviews with conduct administrators, and observations of training modules and student conduct meetings.

I designed four staff development training modules on the topic of social justice and restorative justice principles and practices. Training themes and topics are outlined in Table 2. The trainings were customized for student conduct administrators working at ASU and developed to be interactive in nature. Three training modules, ninety minutes in length, introduced staff to new information, skills, and techniques. A fourth module, sixty

minutes in length, served as a follow-up to the training module series. No new material was introduced during the fourth module. Rather, in this module, conduct administrators received a brief overview of key concepts from the training series and were provided with an opportunity to share their experience using restorative dialogue techniques in conduct meetings with students.

Table 2

Staff Development Training Module Themes and Topics

Training Module Theme	Topic and Objectives

Module 1: Social Justice Theory and Current Conduct Practices	• Participants interacted in activities about:
	  - social justice theory
	  - issues of power and bias
	• This module also presented principles and foundational pillars that guide current work in student conduct.

Module 2: Restorative Justice Theory and Affirming our Work / Visioning the Future	• Participants received an overview of:
	  - restorative justice principles and practices
	  - history of restorative justice
	  - applications where restorative justice is being used, including higher education institutions
	• Outcomes and results of using restorative justice principles were discussed.

Module 3: Restorative Conversations, Conflict Resolution, Negotiation/Mediation, and Empathetic Listening	• Participants learned about:
	  - conflict resolution through discovery and understanding of individual conflict styles
	  - desired outcomes of student conduct meetings
	  - how negotiation and mediation can support achieving objectives of student conduct meetings
	  - empathetic listening techniques to enhance conduct meeting conversations.
	• Topics were selected to allow participants to gain new skills or enhance existing practices that support the incorporation of restorative conversation and dialogue in meetings with students.

Module 4: Restorative Conversations, Follow-Up to Practice	• This module served as a follow-up with conduct administrators. Conversation included:
	  - success and challenges applying restorative justice principles
	  - experience using restorative dialogue and conversations in student conduct meetings
	• Participants were invited to share examples from their personal practice and any new techniques that may have been developed.

During training sessions, conduct administrators participated in activities that delivered training content related to the topic. Training sessions also provided an opportunity for administrators to engage in discussions about potential pathways where restorative justice principles could be incorporated into current conduct practices at ASU. Additionally, administrators were encouraged to reflect on their current practice alongside newly learned skills and knowledge. Each training session included a pre- and post-assessment survey. The pre-assessment survey was implemented to better understand participants' familiarity with the module topic. The post-assessment survey was implemented to understand participants' interaction with the training module, post-training familiarity with the topic, and participants' perception of applicability to their professional practice.

Data Collection Tools

Five data collection tools designed to collect qualitative data were administered during this research study; two of the tools also captured quantitative data. Data collection tools were constructed with the purpose of obtaining data that allowed me, as the researcher, to better understand student conduct administrators' perception of interacting with the staff development training modules and their experience using learned skills and techniques in conduct meetings with students.

Table 3 below provides an inventory of the data collection tools that were used in this study.

Table 3

Data Collection Tools Inventory Chart

Instrument	Type	Detail
Survey assessment of staff development training modules (See Appendix A for complete survey assessments)	Qualitative Quantitative	• Pre-, post-, and follow-up intervention • 4-point Likert scale • Open response option
1:1 Semi-Structured Interviews (See Appendix B for protocol)	Qualitative	• Student conduct administrators • Audio-recorded and transcribed
Observation of student conduct meetings (See Appendix C for protocol)	Qualitative Quantitative	• Participant-observer in student conduct meetings with administrator and student • Audio-recorded and transcribed • Use of conduct meeting observation sheet instrument
Observation of staff development training modules	Qualitative	• Field notes on observed interaction and participation of study participants
Research Journal	Qualitative	• Field observations • Study reflections

As Table 3 demonstrates, this action research study collected qualitative data from

the use of five different tools and instruments; two of the qualitative data tools also

contained quantitative data collection components. Qualitative data were collected from

the following data sources: a) pre-, post-, and follow-up training module survey

assessment questions; b) transcripts of dialogue between myself, as the researcher, and participant in semi-structured interviews; c) field notes and transcripts of dialogue between the conduct administrator and student in conduct meeting observations; d) field notes from staff development training sessions; and e) research study reflections in a research journal. Quantitative data were collected from the following data sources: a) pre, post-, and follow-up training module survey assessment items; and b) behavior that I, as the researcher, observed and recorded during student conduct meetings.

Pre-, Post-, and Follow-Up Training Module Assessment Surveys

Assessment surveys were implemented to collect data in an attempt to answer the following research question: How do conduct administrators at Arizona State University perceive the staff development training modules on restorative practices? Assessment surveys were provided to participants before and after each staff development training session. An assessment survey was also provided to participants at a follow-up training session. Surveys were hardcopy and printed. All participants attending the training sessions, including the study sample and individuals from the larger population of conduct administrators at ASU, received the assessment. Research study participants differentiated themselves from non-study participants by notating their unique identifier in a section at the bottom of the survey assessment. Only survey assessments that were notated with a unique identifier, and matched to the master list of study participants who provided consent to the study, were used for research purposes.

The survey instrument was constructed using a 4-point Likert scale to collect quantitative data (i.e., 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree, 0=prefer not to answer/not applicable, and/or 1=very low, 2=low, 3=high, 4=very high,

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0=prefer not to answer/not applicable). The survey also contained open text dialogue boxes to collect additional qualitative responses. (See Appendix A for complete survey assessments.) A total of seven training module survey assessments were administered. Collected survey assessments were stored in a locked file folder in my home office. Table 4 provides an inventory of the research study survey assessments collected.

Table 4

Training Module Survey Assessments Collected

Module	Pre-Training	Post-Training
Module One	6	5
Module Two	9	7
Module Three	7	6
Module Four	N/A	4

Semi-Structured Interviews

Interviews with student conduct administrators were designed to assist in informing all three research questions that guided this study. Charmaz (2006) described the use of *intensive interviews* or *interview conversations* as a way for the researcher to obtain a rich understanding of the participant's experience. While open-ended questions can help guide the conversation, the researcher should feel free to follow the participant as the conversation meanders and as new information is revealed (Charmaz, 2006).

Interviews with conduct administrators were semi-structured in nature. Although the interview protocol contained several predetermined questions, the design of the interview was flexible and I explored themes introduced by the participant and asked follow-up questions. Questions were added to the interview protocol during the course of

the study. For example, after a participant shared a story of a professional mentor that influenced their work, I included a question to attempt to learn if other conduct administrators had similar professional mentors early in their student conduct role. Not all questions from the protocol were asked of each interviewee, but as the interviews progressed, a core set of questions applicable to most interactions began to emerge. (See Appendix B for the interview protocol.)

I sent individualized emails to research study participants inviting them to participate in an interview with me. Although I made myself available to research participants to conduct the interview before or after work hours, or on the weekend, all participants who scheduled an interview with me chose to do so during normal business hours. Eight research study participants participated in a one-on-one interview with me. Interviews ranged from 21 minutes to 68 minutes in length.

Interviews were digitally audio-recorded. Prior to the start of the interview I asked the participant for permission to digitally audio-record the conversation. Interviews were then transcribed using Express Scribe software into Microsoft Word documents. Audio-recordings on the digital recorder were deleted after being uploaded.

Research study participants were provided with an electronic transcript of the full interview and were invited to review the transcript for accuracy and/or clarify any statements that were made.

Observation of Student Conduct Meetings

Creswell (2007) asserts that observation is a primary means of collecting data in qualitative research. The researcher has an opportunity to conduct observations based on "research purpose and questions….and may watch physical setting, participants,

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activities, interactions, conversations…during the observation" (Creswell, 2007, p. 166). During the observation my role was a participant-observer. Prior to the start of the observation I made my role as a researcher known to the conduct administrator and student, however, during the observation I did not interact with the conduct administrator, student, or in the conduct meeting process.

Observations of student conduct administrators during their conduct meetings with students produced data that assisted in answering the following research question: How and to what extent do changes in student conduct meeting practices at Arizona State University occur following staff engagement in staff development training modules on restorative practices?

Observing student conduct meetings required alignment of several key factors: a) a research study participant (conduct administrator) was assigned a conduct case in which a meeting with a student would be scheduled (cases were assigned by the participant's campus SRR lead); b) the type of meeting was appropriate for me, as the researcher, to observe; c) the conduct meeting was scheduled on a day/time that I was available to observe; d) the student appeared for their scheduled conduct meeting; e) the student met research study criteria; f) the conduct administrator and student consented to observation of the conduct meeting.[5] As a result, scheduling and observing conduct meetings across three campus locations was more challenging than I had initially anticipated. When students arrived for their scheduled meeting, conduct administrators assisted in presenting initial information about the research study to the student, helped validate that

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[5] Conduct cases involving allegations of assault, sexual misconduct, or cases related to Title IX (gender-based discrimination including sexual misconduct) investigations were not considered for research study observation.

the student met research study criteria, and asked the student if they would agree to have their meeting observed.

During conduct meeting observations I took descriptive and reflective notes on the physical setting and the interpersonal communication between the conduct administrator and student. (See Appendix C for observation instrument.) During the observation I actively listened for tenets of restorative dialogue that the conduct administrator may have initiated into the conversation with the student. Additionally, I observed and notated the student's response throughout the conduct meeting and listened for acknowledgement and reflection of action and behaviors, and student-generated educational sanction suggestions. No personally identifiable information or data related to the purpose or outcome of the conduct meeting was captured or notated.

Digital audio-recordings were uploaded onto my personally owned laptop that is password protected. Audio-recordings on the digital recorder were then deleted after being uploaded. Using Express Scribe software I logged the interaction between the conduct administrator and student in one-minute increments. I also made note of any specific statements made during the same minute increment. Transcription logs were created as Microsoft Word documents.

Observation of Training Modules

Observation and field notes of interactions that occurred during staff development training sessions were constructed to assist in informing all three research questions guiding this study. During staff development training sessions I took quick notes on interaction and participation by staff members. In addition, I looked for non-verbal actions (i.e., actions that indicated agreement or non-agreement, and participation in

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training activities) and listened for verbal statements (i.e., perceptions and thoughts about training activities, training topics, and personal and professional experience incorporating training related practices). After each training session concluded I drafted more extensive field notes. Field notes were created as Microsoft Word documents.

Research Journal

I kept a research journal to document casual conversations and interactions that occurred with study participants, as well as observations and ideas about the research study itself. Reviewing the research journal provided insight to help inform all three research questions in this study. I maintained a research journal by writing notes and keeping them in a research folder and also making notes in a Microsoft Word document.

<div align="center">

Data Analysis

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This study utilized a convergent parallel mixed methods approach to data instrumentation and collection. This type of design included collecting and analyzing qualitative and quantitative data simultaneously and separately throughout the study, then merging the data to compare findings and inform an interpretation (Creswell, 2014).

Qualitative data were collected from survey assessments, interviews, observations, and a research journal. Quantitative data were collected from survey assessments, and conduct meeting observations.

Qualitative Analysis

This mixed methods research study was informed by inductive and deductive data analysis approaches (Erickson, 1986). The process of coding collected data creates a framework that analysis is built upon (Charmaz, 2006). Further, Saldaña (2013) shares that coding "is to arrange things in a systematic order, to make something part of a

system or classification, to categorize….[coding is] a process that permits data to be segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation" (p. 9).

At the culmination of the research study I began to organize all qualitative and quantitative data collected. Interviews with conduct administrators were transcribed word-for-word, whereas conduct meeting observation interactions were summarized and logged by the minute. Field notes from training sessions and conduct meeting observations were also compiled. Data from hardcopy survey assessments were transferred to an electronic format and qualitative data was separated from quantitative data. All qualitative data was coded in NVivo, a qualitative data analysis software program.

To prepare for data analysis, I read through the collection of data several times to familiarize myself with the content (Erickson, 1986). Ultimately, I analyzed qualitative data using two different approaches. During my first stage of analysis, I applied inductive coding to the data using an approach influenced by grounded theory. While reading through the corpus of collected data, I made notes of potential codes and themes that began to emerge. As I prepared to analyze data electronically I eliminated repetitive codes from my notes and entered the remaining preliminary codes into NVivo. Within NVivo, segments of data were assigned to a code(s); new codes were created as necessary. After coding was completed I grouped related codes into categories. In reviewing collected data and codes it was apparent that several codes were more prominent than others and I began to explore these as themes.

A second stage of analysis was conducted using a deductive approach. As I reviewed my research questions alongside the frequently recurring codes in my data I generated a list of themes applicable to each research question. In testing the themes I returned to the data and looked for confirming and disconfirming evidence. Of particular importance was the ability to make connections across all data collected and the intersection of themes created from the first round of coding using an inductive approach and the second round of coding using a deductive approach.

Continuing the data analysis process I explored the following themes that emerged in my data: (a) conduct administrator background and approach; (b) incorporation of restorative practices; and (c) professional development and collaborative learning. From these themes I created assertions that supported a response to the research questions in this study. These assertions, along with confirming and disconfirming evidence in the form of sub-assertions are presented in next chapter.

Quantitative Analysis

Quantitative data were collected from survey assessments and conduct meeting observations. Collected data were input into an Excel spreadsheet and then imported into the statistics software program Statistical Package for the Social Science (SPSS). SPSS was used to compute descriptive statistics from training assessment survey data to assist in measuring conduct administrator perception of engaging in training sessions, potential changes in conduct administrator knowledge pre- and post-training, and intention to use restorative practices in their professional practice. Analysis included computing the mean and standard deviation of participants collectively and also individually through a paired-sample t-test.

Rigor and Trustworthiness

I incorporated a number of intentional strategies designed to increase the rigor and trustworthiness of this research study. First, I collected data by using a variety of research collection methods including interviews, survey assessments, and observations. Utilizing data from different sources provided validity to the findings and allowed for a comprehensive understanding of the participants in the study (Creswell, 2007; Meijer, Verloop, & Beijaard, 2002). Second, I conducted member-checks with participants following interviews and engaged in peer reviews by reporting back to SRR lead administrators across two campus locations and allowed for discussion on the research process. As I neared the end of data analysis I provided each participant with a copy of their transcribed interview and highlighted sections of my findings that I attributed to them. Participants were invited to provide feedback and clarification of the data analysis and findings.

Further, throughout this research study my role was both researcher and active-participant. This duality, combined with my vested interest in the prospect of incorporating restorative practices into the student conduct process, created the potential for perceived researcher-bias. Likewise, my position as both researcher and colleague may have influenced participants' ability to answer questions openly and honestly in interviews or survey assessments, or act genuine in observed student conduct meetings with me. This study employed design aspects to ensure participant confidentiality on assessment surveys, interviews, and observations. In addition, conducting a study with a mixed methods approach was done in an attempt to loosen the effect of bias.

CHAPTER 4

DATA ANALYSIS AND RESULTS

For the purposes of this study, I was interested in understanding the inclusion of restorative dialogue in conduct meetings, factors that influenced the incorporation of restorative dialogue into professional practice, and conduct administrator satisfaction with staff development training modules.

This study utilized a convergent parallel mixed methods approach to data instrumentation and collection. In using this process, qualitative and quantitative data were collected concurrently and analyzed separately. Qualitative data were collected from pre-, post-, and follow-up training module survey assessments, one-on-one interviews with conduct administrators, logged interactions in student conduct meetings, and field notes from student conduct meeting observations and staff development training modules. Quantitative data were collected from pre-, post-, and follow-up intervention survey assessments and conduct meeting observations. Table 5 demonstrates the entirety of this data set.

Table 5

Description of Collected Data

Instrument	Type of Data	Data Collected
Pre-, post-, and follow-up training survey assessments	Qualitative Quantitative	• 3 training sessions, 1 follow-up session • 44 total surveys
Interviews with conduct administrators	Qualitative	• 8 interviews • 297 minutes total • 102 transcribed pages
Observation of student conduct meetings	Qualitative	• 8 observations • 243 minutes total • 52 pages logged interaction • 46 pages field notes
Observation of training sessions	Qualitative	• 330 training minutes total • 24 pages field notes

Data were collected to assist in answering the following research questions that guided this study:

RQ 1: How and to what extent do changes in student conduct meeting practices at Arizona State University occur following staff engagement in staff development training modules on restorative practices?

RQ 2: What are factors that influence incorporation of restorative practices learned from staff development training modules into Arizona State University student conduct administrator meetings with students?

RQ 3: How do student conduct administrators at Arizona State University perceive the staff development training modules on restorative practices?

Qualitative Data Results

Themes that emerged from qualitative data collected included the following: (a) restorative justice practices in conduct meetings; (b) perceived barriers and challenges; and (c) staff development as a professional learning community (PLC). These themes served as the foundation in the creation of assertions that supported a response to research questions in this study. Table 6 displays these themes, theme-related components, and assertions.

Table 6

Themes, Theme-related Components, and Assertions

Themes	Theme-related Components	Assertions
Restorative justice practices in conduct meetings	Conduct administrators varied their use of restorative questions in conduct meetings. Some conduct administrators created tools to facilitate the use of restorative practices in conduct meetings. Conduct administrators did not co-create sanctions with students in conduct meetings. Conduct administrators adjusted their approach to meetings depending on student response.	Conduct administrators applied restorative practices in conduct meetings in different ways.
Perceived barriers and challenges	Conduct administrators expressed that some students lack developmental readiness to engage in restorative conversations. Conduct administrators verbalized that there is insufficient time to incorporate restorative practices in conduct meetings. Conduct administrators suggested that institutional factors make applying restorative practices difficult or not possible.	Perceived barriers and challenges limited the use of restorative practices in meetings with students.
Staff development as a professional learning community (PLC)	Conduct administrators preferred the model of training used in this intervention compared to other lecture-style training experiences. Training provided a pathway to conversations about restorative practices and other options to adjudicating conduct incidents.	Interactive training modules constructed as a professional learning community (PLC) provided the opportunity for collective learning.

Presented below are assertions, organized by theme, with supporting evidence from collected data.

Restorative Justice Practices in Conduct Meetings

Assertion 1: *Conduct administrators applied restorative practices in conduct meetings in different ways* contends that conduct administrators personalized their approach in professional practice. This theme emerged as I analyzed data collected from interviews with conduct administrators, observations of conduct meetings, and observations of staff development training modules and sought to understand conduct administrators' approach in their meetings with students. For the purposes of this research study, restorative practices included the use of restorative questions (e.g., tell me what happened, what were you thinking at the time/what have you thought about since, how has this affected others, who has been harmed, and what is needed to make things right[6]), the use of a tool or technique in a conduct meeting to further restorative dialogue, or conduct administrator co-creation of sanctions with the student.

Restorative questions. Interviews with eight participants indicated that conduct administrators generally included the same basic elements in every conduct meeting: (a) rapport building; (b) information about SRR and the student disciplinary process; and (c) engagement in a conversation about the incident. I was able to affirm the incorporation of these elements across my observation of seven student conduct meetings. Further, observations revealed that conduct administrators have a unique and distinct approach when conducting their meetings. During these observations I also made note that conduct

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[6] These five prompts are considered essential restorative questions and form the basis for nearly all restorative justice work (Alder School Institute on Public Safety and Social Justice, 2011; Brookes & McDonough, 2006; Calhoun, 2013).

administrators incorporated restorative questions into conduct meetings in varying ways. For example, administrators applied some but not all of the essential restorative questions during a meeting.

From conduct meeting observation data I noted that the most commonly asked question of students was "tell me what happened;" this question was typically asked at the beginning of the meeting as a way to engage the student in a dialogue about the incident. The use of this question was not surprising as conduct administrators acknowledged during interviews that a basic element of every conduct meeting is to better understand the incident by allowing the student to share their experience. Other frequently asked restorative questions that were used at the end of a conduct meeting included "what is your take-away?" or "what have you learned from this meeting?" Participants Adrian, Kerry, and Quinn described using these questions to evaluate a student's interpretation of the conduct meeting conversation.

To a lesser degree, conduct administrators asked restorative questions that required the student to thoughtfully reflect on their own behavior and engage in a restorative conversation facilitated by the conduct administrator. In one observation Nick used a handout, provided to participants during staff development training, as a guide to ask the student restorative questions during various stages of the conduct meeting. (See appendix D for this handout.) Later, during an interview, Nick described the use of this handout to incorporate restorative practices into meetings by sharing,

> What those questions have done is they've served as prompts, and I've put those
> into meaning, so what that has allowed me to do is be much more intentional with
> the student around the restorative nature of it.

In a different conduct meeting Quinn was observed engaging in restorative dialogue with a student. Quinn asked the student to reflect on their behavior during the incident, about others who may have been impacted by the behavior, and about harms that those individuals may have experienced. Although the student struggled to answer these questions at first, Quinn prompted the student to think back to the incident and the impact of their behavior.

By inviting students to respond to restorative questions asked during a conduct meeting, administrators assisted in guiding the student through a reflective activity. These conversations encouraged students to acknowledge and accept responsibility for their behavior and consider different decision-making in the future.

Use of tools. Multiple conduct administrators shared examples of tools and strategies used in conduct meetings to help facilitate conversation and mutual understanding. During a conduct meeting observation, one administrator, Nick, developed a visual diagram to accompany restorative questions asked in meetings.

This visual diagram is a powerful example of the creation of a tool to facilitate restorative dialogue in conduct meetings. During the conduct meeting, Nick drew a set of concentric rings (i.e., an image of a bullseye or target) and asked the student to share who they felt may have been impacted by the incident and/or the student's behavior. Initially the student had a difficult time acknowledging that anyone was affected. As Nick guided the student through this reflective activity, Nick would write the names of individuals and/or organizations that may have been affected into various sections of the concentric ring. Visually, the student's name occupied the center circle, middle rings consisted of close family and friends, and outer rings contained names of individuals or organizations

whom the student encountered briefly (in passing or through a transactional interaction). In a later interview, Nick recalled that use of the visual diagram as a tool was first initiated in the conduct meeting I observed. Nick added that the idea to draw the visual diagram emerged because the student "wasn't getting it." Nick further explained, "That is when I drew it up. It was like, 'I need to draw a picture for him. He needs to look at something to help him get it.'" Nick stated that, by participating in this activity, "that's when he [the student] got it…He began to think about the people in his life and then began to connect his behavior to other people." Additionally, Nick shared that the "concentric rings activity" has been replicated in other meetings with students, even when the meeting was unrelated to a conduct incident, as it has been helpful in these conversations as well. When facilitating this exercise, Nick preferred to draw a large image of the concentric rings on an office dry-erase board. However, the exercise is easily reproduced by using a pre-printed template with concentric rings or creating concentric rings by drawing on a blank piece of paper.

Administrators also shared conduct meeting management strategies and interviewing skills that they considered to be valuable tools that enhanced their work with students. Drew described intentional efforts to make students feel as comfortable as possible at the beginning of a meeting to help encourage an open dialogue. Another technique, introduced by Remy during a staff development training session, was the use of verbal de-escalation strategies. Remy provided a brief overview of the technique to administrators and shared scenarios about how the technique could be used in conduct meetings with students.

Co-creation of sanctions. An important aspect of restorative justice practices includes the offender taking responsibility for their actions and repairing or amending any harm caused. In restorative dialogue with students this may be actualized by asking the student what actions they need to take in an attempt to make things right. The conduct administrator would then work collaboratively with the student to co-create an educational response or sanction. Although administrators were observed in conduct meetings asking students to provide input on an educational response or sanction, no administrators were observed co-creating sanctions *with* students.

In student conduct meeting observations, several conduct administrators were observed asking students to provide input on a decision or suggested educational response. For example, during a conduct meeting observation, Jaime asked the student to share what they felt would be an appropriate outcome; the student responded with a recommendation to be placed on a probation status. Later, at the end of the meeting Jaime asked the student to share information about their involvement in co-curricular activities on or off campus. Jaime informed the student, "I might consider doing a sanction related to your personal interests to help give back to the community in some capacity." Although Jaime engaged in restorative dialogue during the meeting by asking the student to provide feedback on an outcome, a sanction was not co-created together. After the student left the meeting Jaime created an educational response (sanction) that connected the student's interests and skills to an activity designed to engage the larger campus community. The student was informed of the decision and sanction through an emailed letter.

Further, in staff development training sessions, administrators shared examples from conduct meetings where they had asked students for their opinion on a sanction; administrators reported that the response from students was mixed. Some conduct administrators experienced situations where a student would suggest a harsher sanction than what would normally be imposed. Conversely, other conduct administrators had experiences where a student suggested a lighter than normal sanction or felt that no sanction at all was necessary.

While co-creating sanctions was not observed in conduct meetings during this research study, administrators expressed movement towards actualizing the use of this strategy in their professional practice. On a survey assessment following the final training module, Jade and Remy shared that learning about co-creating sanctions with students was an important topic learned related to their work responsibilities.

Baldizan (2008) contends that "student conduct administrators are strategically positioned to help students make meaning of the decisions they have made and the impact these decisions have on themselves and others" (p. 142). When administrators and students partner together to identify an appropriate outcome in response to the student's behavior, this "intentional exercise of reflection on actions creates a deeper sense of meaning" for the student (Baldizan, 2008, p. 144).

Conduct administrator adjusted approach. Conduct administrators verbalized that they often change their approach during a conduct meeting depending on how the student is presenting or responding. Administrators expressed that the need to modify their approach affected their ability to fully utilize restorative practices. Often,

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incorporating restorative questions during a meeting was difficult or not possible. Drew explained this best by sharing,

A lot of it also deals with how the student approaches the situation. If everything is someone else's fault or if they completely deny what happened then we have to take a different approach…If they continue down that road then I do take a different approach, because you are basically wasting everybody's time – have a nice day, we will figure this out later. But if the students are willing to engage in a conversation and be truthful and upfront, I ask them, 'Let's just be truthful here, we'll get through this. We'll get past this and then we'll talk about some things and then we'll be done. If you want to play around, OK, that's fine. Let's just get done with it and then we'll make the decision later. And I will make a decision after you leave.'

Drew's explanation was consistent with how other conduct administrators described experiences with students who engaged defensively or combatively during a conduct meeting. Multiple conduct administrators described the need to change their approach and employ tactics to effectively manage the meeting instead of using the meeting time to engage the student in a developmental dialogue. Further, conduct administrators expressed that it was difficult to utilize restorative practices with students who were unwilling or unable to accept responsibility for their behavior in an incident.

Conduct administrators also shared that many times a student may reveal academic or personal stressors or concerns during the course of a conduct meeting. In these situations administrators described changing their role to that of an advisor or

mentor and helping the student by referring them to resources on campus that may be of assistance.

Barriers and Challenges

Assertion 2: *Perceived barriers and challenges limited the use of restorative practices in meetings with students* contends that conduct administrators anticipated difficulty applying restorative practices in conduct meetings. This theme emerged as I analyzed data collected from interviews with conduct administrators and observation of staff development trainings. Data revealed that conduct administrators verbally expressed potential obstacles in utilizing restorative practices.

Student readiness. During two staff development training sessions, conduct administrators engaged in a lengthy conversation about incorporating restorative questions into meetings with students. Concerns of developmental and emotional readiness or capability of the student to engage in restorative dialogue was a recurring theme. In one training session discussion, Jade shared that, during conduct meetings with students, some restorative questions may be omitted when the student does not appear to be developmentally ready to participate in the conversation. In a later discussion, Adrian verbalized that it depends on where the student is developmentally to be able to understand the question and engage in a meaningful way. Adrian followed this statement by sharing that, based on their experience, student responses to asking restorative questions in meetings has been varied. Overall, Adrian felt that very few students are able to accept responsibility for their actions and help identify ways to repair harm. To provide a final example, during a one-on-one interview, I asked Remy if students begin to acknowledge responsibility for their behavior during the conduct meeting. Remy

responded by stating "No, [it's] not very common. About 0.5% actually do. Most of them, the majority don't." Remy characterized this as challenging as some students do not engage honestly in the disciplinary process and lie to avoid being held responsible for their actions.

Conduct administrators unanimously acknowledged having experienced conduct meetings with students who were either unable or unwilling to accept responsibility for their behavior. As such, several conduct administrators viewed the use of restorative practices as a tool to help advance students' understanding. During an interview, Nick shared that students often view the conduct meeting as a transactional interaction and believed that the use of restorative practices can help frame the conversation differently. In Nick's words,

> I think they come in thinking, 'I'm just here to get in trouble. I'm here to get busted. I'm here to take my penalty. I'm here to pay my fine. I'm here to do whatever'…I think what the restorative justice approach does…it just allows for a better conversation around the impact and how to fix it.

Karp and Sacks (2014) suggest that when students are asked restorative-based questions that require thoughtful reflection of their behavior and actions they engage as active participants in the process. Conversely, passive accountability occurs when traditional methods of adjudication are used in resolving conduct incidents. In traditional models of conduct "the offender is identified as responsible for the transgression and subject to the community's determination of a commensurate punishment" (Karp & Sacks, 2014, p. 5). Practices that encourage active student participation and accountability promote

progression of a student's development; desired outcomes of any student conduct meeting.

Several conduct administrators expressed that they would avoid using restorative practices in meetings with students if they perceived that the student was not developmentally ready to engage in a restorative conversation. This was surprising as conduct administrators participated in an activity during the first staff development training module where they identified foundational values that guide their work with students. Through this activity, administrators described their work with students as educational, developmental, supporting accountability, individual, and respectful. When conduct administrators verbalized a reluctance to engage a student in a developmental conversation, this strongly contradicted other statements made during the first training session. In that training session, administrators characterized conduct meetings as an opportunity to engage students in developmental and educational conversations.

Lack of time. Another frequently mentioned concern was related to the amount of time needed to facilitate restorative practices. Conduct administrators communicated that the current workload volume was already difficult to manage and that engaging in restorative practices would take additional time during an already brief conduct meeting. Jaime characterized the conflicting nature of the time needed to engage in developmental conversations in conduct meetings by stating,

> It takes a lot of time to really do a good job. When you are doing conduct-related
> things, there's a lot of asking questions, and there's a lot of understanding, and
> there's a lot of just seeking understanding. That can be really frustrating because
> it takes so much time. There's never been a point where I've walked away feeling

dissatisfied when I've actually taken the time to do the work. I always feel as though I have better relationships with students because of it.

These concerns came up several times during three separate training session discussions. On six distinct occasions, administrators voiced uncertainty if conduct meetings would provide sufficient time to engage students in developmental conversations using restorative practices. Additionally, in interviews, three administrators expressed doubt that a developmental conversation could be accomplished within the time-frame of a conduct meeting (typically thirty minutes). However, some conduct administrators challenged this viewpoint. For instance, in a training session, Quinn advocated that developmental conversations *could* and *should* occur. Quinn shared the belief that time can be spent doing "something once the right way or twice quickly." Likewise, in the same training session, another administrator vocalized that it is possible to indicate if a student has accepted responsibility for their behavior, implement restorative questions, and partner with the student on co-creating an outcome within the timeframe of a 30 minute conduct meeting. Failure to take time to engage the student in a developmental conversation may result in having to meet with them again due to repeated behavior.

Institutional factors. Conduct administrators acknowledged that institutional limitations impeded the incorporation of restorative practices into conduct meetings. Several conduct administrators suggested that the "legalistic" nature of notification letters sent to the student in advance of a meeting contributed to setting a formal tone when the student arrived. Transforming the tone of the meeting to engage the student in a development dialogue is often a difficult challenge to overcome. Additionally, in separate

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interviews, Drew and Jade pointed out that a necessary component of conduct meetings is to investigate the incident that the student is alleged to have been involved in. Despite the desire to facilitate meetings using a restorative approach, ultimately, the conduct administrator must obtain sufficient information to make a decision on an outcome. Jade described this by stating, "sometimes I get really focused in on the student alone and I forget about the community."

Finally, conduct administrators are acutely aware that there is a general reluctance to utilize restorative practices in certain types of conduct incidents. For example, multiple conduct administrators disclosed during interviews that they would be restricted from engaging in restorative dialogue with students related to Title IX incidents (those involving gender-based discrimination including sexual misconduct).

Jade shared that a potentially beneficial but controversial opportunity to use restorative practices would be with students who have been issued a no-contact directive with one another. Often, incidents involving physical or verbal harm necessitate issuing a no-contact directive to all students involved. The purpose of a no-contact directive is to mitigate any further disruption or harm by prohibiting communication or interaction between the students of concern. Jade imagined the possibility of implementing restorative practices with these students by sharing, "if the [students] could just talk…just say I'm sorry", but then quickly dismissed this as an option by stating, "we won't let 'em...No-contact directive. You can't ever talk to that person." Although Jade initially suggested an application of restorative practices that could assist students experiencing interpersonal challenges, perceived limitations in current professional practice resulted in a swift change of opinion. Jade ended the statement with a flicked wrist from side-to-side

to emphasize the reluctance of allowing students to resolve disputes through mediated interaction.

Staff development as a Professional Learning Community (PLC)

Assertion 3: *Interactive training modules constructed as a Professional Learning Community (PLC) provided the opportunity for collective learning* contends that conduct administrators valued collaborative engagement with colleagues. This theme emerged as I analyzed data collected from interviews with conduct administrators, observation of staff development training sessions, and training survey assessments and sought to better understand conduct administrators' experience participating in staff development training.

Preferred model of training. During one-on-one interviews, conduct administrators were asked to share their experience participating in staff development training sessions. Responses from administrators indicated that the collaborative design of the training and the opportunity to interact with colleagues was beneficial to the progression of their own knowledge. Drew shared, "I think that the restorative justice trainings that we had were…probably one of the most interactive trainings…interactive is better as opposed to just sitting there and sort of hearing people rattle off things."

Conduct administrators also expressed the value of interacting with other colleagues about the professional practice. For example, Nick stated, "I think there is a need for our group to come together around the work. I think people want to gather as a professional functional group to really talk about the work." Similarly, Drew added, "Education [training topic or learning material] is one thing but we need to put these into practice and a plan to discuss them with one another." Several conduct administrators

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also acknowledged the importance of interacting with all colleagues as conduct offices operate at four campus locations. As a result, conduct administrators often experience unique cases based on the characteristics of a distinct location. Drew expanded on the benefit of collective learning by sharing,

> when we talk about different cases that we might not ordinarily know about or hear about…[and] discuss how people worked their way through them. I think this just helps get perspective on how to approach…cases that we have.

In particular, interacting with other colleagues about uncommon conduct incidents was of importance to administrators from campus locations with fewer professional staff members.

Additionally, several conduct administrators described that an advantage from the collective learning format of the training sessions was the ability to learn new skills and techniques from one another. As Jaime communicated, "I think it was also really beneficial for the conversation component because I think there was a lot of dialogue from very experienced conduct officers…that people are able to share with younger professionals." Engaging in professional development through collective learning was a model favored by all conduct administrators. Administrators expressed that the ability to engage in a discussion with colleagues about conduct incident management and application of disciplinary procedures contributed to expanding their own professional knowledge.

Training as a pathway. During staff development training sessions, conduct administrators engaged in dialogue by sharing knowledge and experience related to restorative practices. On multiple occasions, colleagues discussed methods currently in

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use and expressed thoughtful inquiry about new possibilities. To illustrate, during the second staff development training session, administrators engaged in a discussion on the various restorative justice models (i.e., circles, conferences, mediation). Conduct administrators conversed about differences between the models and made connections to applications currently in use at the university (e.g., roommate mediations by housing staff). Administrators also verbalized interest in understanding the flexibility within existing policies that would allow the introduction of alternative methods of adjudicating conduct incidents.

Discussions were also used to identify solutions to perceived barriers and challenges. For example, during a training session, Jessie voiced concerns that staff may lack sufficient time to facilitate alternative methods, specifically restorative justice models. This prompted the suggestion to consider partnering with external departments who have qualified staff and can lend their expertise. Following this suggestion, Jaime shared that the conversation with colleagues sparked the thought of referring students to Counseling Services. Jaime elaborated by commenting, "In counseling there are professionals that also have skill sets in mediation and why couldn't that be a component of our conduct process?"

Finally, in one-on-one interviews, several participants reflected on the training modules and various ways of incorporating restorative practices into their conduct meetings. Remy recalled a discussion during the training on the origins of restorative practices and shared,

> we talked about indigenous populations and how they view different ways to deal
>
> with individuals who have violated their moral codes. And that kind of got me

thinking outside the box on educational sanctions…what can work for one person

might not be able to work for the next five.

The training session discussion contributed to Remy's plan to engage in co-creating

sanctions in future interactions with students. Similarly, Nick expressed interest in

understanding new or different methods of applying educational responses or sanctions,

when students are found responsible of violating the code of conduct, that are more

restorative in nature.

As a final example, on training assessment surveys, conduct administrators

expressed the desire to continue conversations or engage in more training around the

topic of restorative justice, restorative practices, and alternative methods of adjudicating

conduct incidents. Jade, Nick, and Quinn expressed wanting to learn more about

mediation; Jaime was interested in having a conversation about how to incorporate

restorative practices into more work-related responsibilities; and Adrian suggested

learning more specific information about the various restorative justice models.

Responses by administrators indicated a desire to engage in additional training to

gain knowledge and understanding on more specific topics surrounding restorative justice

models and restorative practices. Further, administrators communicated that they wanted

to be active participants in conversations about ways to incorporate restorative practices

in their professional environment.

Quantitative Data Results

Assessment surveys were administered to participants before and after each staff

development training session. Data collected consisted of pre- and post-surveys for

training sessions conducted on August 5, 2015; August 26, 2015; and September 2, 2015.

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In addition, an assessment survey was administered at a follow-up training session on January 13, 2016, the last day of the intervention. Although each set of surveys contained questions unique to the staff development training module topic, instruments were designed to be similar. Overall, surveys were brief and included demographic questions, Likert-scale items, dichotomous, and open-ended questions. (See Appendix A for the complete set of survey assessments.) Likert-scale items were formatted with a four-point scale; strong agreement or knowledge rated as "very high" was recorded as a four, whereas strong disagreement or knowledge rated as "very low" was recorded as a one. Surveys were conducted to assist in measuring potential changes in conduct administrators' self-reported knowledge of training topics and to better understand conduct administrators' perception of participating in training sessions.

Survey questions related to training topics were categorized into four distinct constructs:

- Social Justice

- Restorative Justice

- Conflict Models

- Student Development and Student Conduct

Overall, constructs contained between two and three questions from survey assessments.

It is important to note that, although most individual training sessions were dedicated to a single training topic, some topics were discussed across multiple training sessions. To expand further, the restorative justice construct contains survey questions from the training session on August 26, 2015 and September 2, 2015. Similarly, the

student development and student conduct construct contains questions from the training session on August 5, 2015 and September 2, 2015.

Several descriptive statistics calculations were conducted to better understand and analyze data collected. As one aspect of this research study was to investigate if conduct administrators increased their knowledge related to training topic material, I calculated means and standard deviations to measure any potential changes in administrator's self-reported knowledge; calculations were conducted in two different ways.

First, I analyzed data *collectively*, meaning the collected group of data as a whole. For the purposes of this study, *collective content knowledge* represents calculations of all data collected from administrators that attended a training session and completed a training assessment survey. Movement in knowledge was compared from pre-, post-, and follow-up intervention assessments.

Second, I analyzed data to evaluate administrator responses *individually*. While analyzing collected data I acknowledged that the number of administrators that attended each training session or submitted a completed survey assessment varied. As a result, I chose to further analyze *individual content knowledge* using a paired-sample *t*-test. Data from conduct administrators who completed both a pre- and post-intervention survey assessment were included in this calculation. The mean and standard deviation of data collected from a follow-up training session is also presented.

In addition, data collected from survey assessments was analyzed to better understand conduct administrators' perception of participating in training sessions and intention to use restorative practices in future conduct meetings. Finally, quantitative data collected by me, as the researcher, during student conduct meeting observations was

reviewed to calculate the frequency of a suggested reparation or educational response (sanction).

Collective Content Knowledge

Descriptive statistics, including the means and standard deviations, of survey assessment constructs are presented in Table 7. This table includes pre- and post-intervention responses from all constructs and data from a follow-up session that focused on the restorative justice construct. All survey assessments completed by research study participants are included in these calculations, representing conduct administrators as a collective group. High mean scores, values close to 4.00, reflect that participants rated their knowledge on constructs (training topics) as "very high".

Table 7

Pre-, Post-, and Follow-Up Intervention Means and Standard Deviations by Construct

	Time of Testing					
	Pre-Intervention		Post-Intervention		Follow-up to Intervention	
Construct	*M*	*SD*	*M*	*SD*	*M*	*SD*
Social Justice	2.96	0.62	2.87	0.23	--	--
	n=6		*n=4*			
Restorative Justice	2.56	0.96	2.82	0.36	3.55	0.51
	n=9		*n=8*		*n=3*	
Conflict Models	2.28	0.91	2.42	0.51	--	--
	n=7		*n=6*			
Student Development/ Student Conduct	3.14	0.72	3.07	0.62	--	--
	n=7		*n=4*			

Note: n varied by construct as the number of completed survey assessments fluctuated across all training sessions.

Pre- and post-intervention analysis. Analyzed data suggest that student conduct administrators increased their knowledge of training topics related to restorative justice and conflict models following participation in training sessions. Conversely, upon first glance, data indicate that participants did not increase their knowledge related to the social justice and student development/student conduct constructs.

It is worth noting that the number of pre- and post-intervention assessments completed by participants varied at each training session. In particular, training sessions that focused on social justice and student development/student conduct constructs experienced the most fluctuation. For example, the number of post-intervention assessments collected ($n=4$) was less than the number of completed pre-intervention surveys ($n=6$) and ($n=7$), respectfully. Additionally, upon review of collected data related to the constructs, one participant who rated their knowledge on pre-intervention surveys as "very high" did not rate their knowledge on post-intervention surveys. When these factors are accounted for and descriptive statistics re-calculated to exclude outliers, participants demonstrate increases in content knowledge. This will be explained in more detail in an upcoming section.

Follow-up intervention analysis. Participants were asked questions related to the restorative justice construct during a follow-up training session. This survey assessment was administered four-and-a-half months after training sessions on this topic. Of particular significance is that participants responded with the greatest learning gains related to questions about restorative justice. Prior to participating in the intervention administrators rated their knowledge about restorative justice as between "low" and "high" with a significant amount of variance in responses to the question ($M=2.56$,

SD=0.96, *n*=9). Immediately following participation in the intervention, administrators rated their knowledge as closer to "high" (*M*=2.82, *SD*=0.36, *n*=8). In the follow-up session, four-and-a-half months later, administrators rated their knowledge between "high" and "very high" (*M*=3.55, *SD*=0.51, *n*=3).

Individual Content Knowledge

In addition to analyzing data from participants as a collective group, paired-sample *t*-tests, at α = .05, were conducted to measure changes in rated knowledge of individual participants following each training session. Table 8 displays *t*-test results, including *p* values, means, and standard deviations, for pre- and post-intervention responses for all constructs and data from a follow-up session that focused on the restorative justice construct.

Table 8

Pre-, Post-, and Follow-Up Intervention Paired Samples T-test Scores by Construct

			Pre-Intervention		Post-Intervention		Follow-up to Intervention	
Construct	*p*	*t*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Social Justice (*n=4*)	.39	1.00	2.75	0.50	2.87	0.25	--	--
Restorative Justice	.22	1.39	2.33	0.76	2.78	0.27	3.55	0.51
			n=6		*n=6*		*n=3*	
Conflict Models (*n=6*)	.09	2.01	2.00	0.63	2.42	0.49	--	--
Student Development/Student Conduct (*n=3*)	--	--	3.11	0.19	3.11	0.19	--	--

Note: n varied by construct as the number of completed survey assessments fluctuated across all training sessions.

    Analyzed data indicate that conduct administrators increased their knowledge across all social justice, restorative justice, and conflict model constructs after participating in staff development training sessions. There were no recorded changes in the student development/student conduct construct. The largest change in self-reported knowledge was related to the restorative justice construct. Conduct administrators rated their knowledge as just above "low" prior to participating in the intervention (*M*=2.33, *SD*=0.76, *n*=6) and between "high" and "very high" during the follow-up session, four-and-a-half months after the training, (*M*=3.55, *SD*=0.51, *n*=3). Although data suggest knowledge gains for individual conduct administrators, *p* values above 0.05 indicate that there was not a statistically significant difference between pre- and post-intervention self-reported knowledge scores.

Perception of Training Sessions

      Post-intervention survey assessments included questions to assist in measuring

conduct administrators' perception of staff development training sessions. Results are

visually represented in Figure 3 and Figure 4 below.
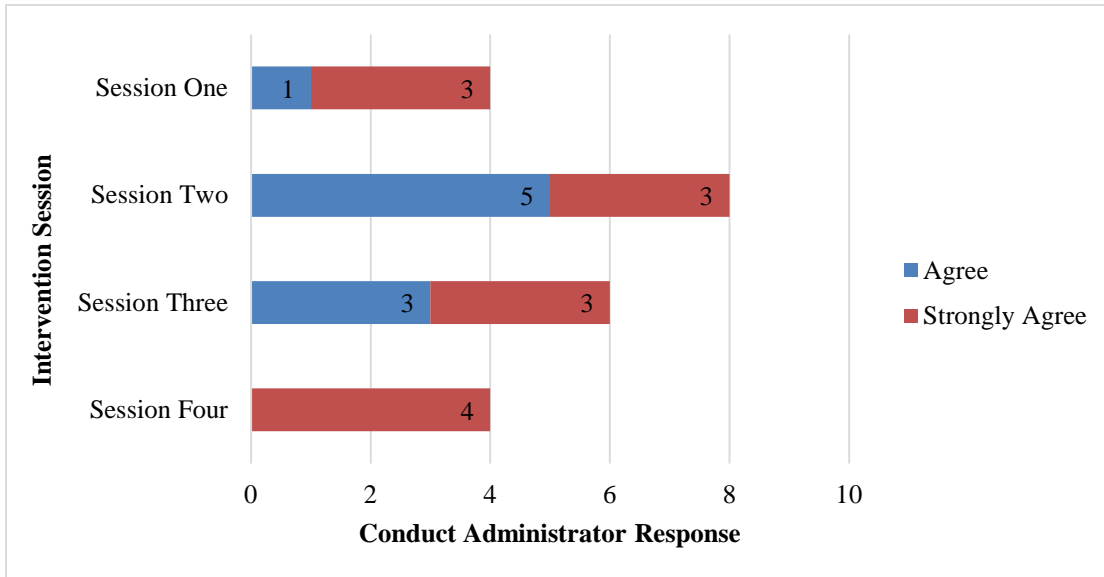
Figure 3. Frequency in which participants rated their response to the question

Information is relevant to my needs.

Data collected from surveys revealed that conduct administrators agree and strongly agree that training session information was relevant to their needs.
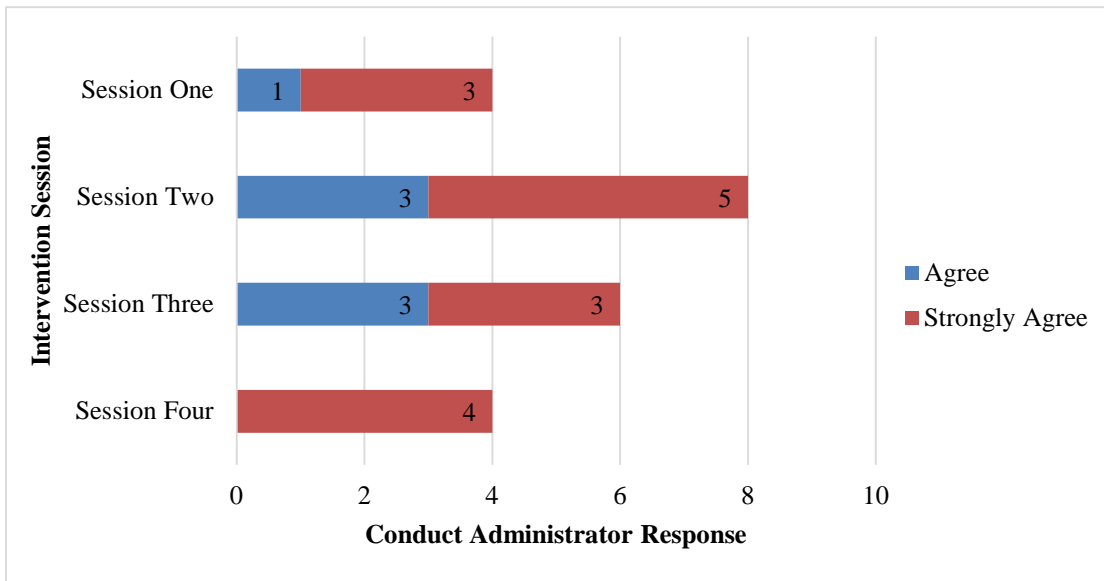
Figure 4. Frequency in which participants rated their response to the question *Information will be useful in my work.*

Similarly, data indicated that conduct administrators agree and strongly agree that training session information will be useful in their work with students. In addition, throughout the training session series, conduct administrators affirmed on survey assessments that the training met their expectations, information was easy to understand, and that they would recommend the training series to others.

Intention to Use Restorative Practices

Conduct administrators completed a survey assessment provided at the follow-up training session where they were asked to rate their level of intention in using tools or techniques, asking restorative questions, or co-creating sanctions with students in conduct meetings. Data collected from the survey reveals that all conduct administrators that completed an assessment (n=4/4; 100%) plan to incorporate restorative practices into

conduct meetings with students. The frequency of conduct administrator responses is

displayed in Table 9 below.

Table 9

Training Survey Assessment- Intention to Use Restorative Practices

n=4	Response Frequency Percent				
Survey Item Q5. As a result of this program, I intend to:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable /Did Not Answer
a. Use restorative questions in my conduct meetings with students	75%	25%	0%	0%	0%
b. Use a tool or technique suggested by a colleague	75%	25%	0%	0%	0%
c. Create a tool or technique to use in conduct meetings with students	75%	25%	0%	0%	0%
d. Co-create sanctions with students during conduct meeting	75%	25%	0%	0%	0%

Sanctions in Conduct Meetings

During observation of student conduct meetings, I noted the frequency in which

conduct administrators and students suggested reparation or an educational response

(sanction) related to the following areas: (a) support person harmed; (b) support

community; and (c) improve student's own development. Table 10 below outlines the

frequency of suggestions by conduct administrators and students during the meeting.

In all meetings observed (*n*=8/8; 100%) conduct administrators recommended

educational programs or activities as a sanction aimed at improving the student's

knowledge and awareness of their behavior, or contributing to providing service in the

community. While no students were observed suggesting reparation or an educational

response to their behavior without being prompted, conduct administrators asked students

a restorative question (i.e., what is needed to make things right) in half of the meetings

(n=4/8; 50%) observed. When students were asked to reflect on their behavior and

provide feedback about an outcome or sanction, they responded with a suggestion. In

these meetings it was noted that administrators did not inform the student of the outcome

of the meeting or assigned sanctions until after the student had an opportunity to respond.

Table 10

Frequency of Suggesting Reparation or Sanction

n=8	Conduct Administrator Suggested	Student Suggested After Being Asked by Conduct Administrator [a]
Observation One	4	1
Observation Two	1	N/A
Observation Three	4	1
Observation Four	2	N/A
Observation Five	1	N/A
Observation Six	1	N/A
Observation Seven	2	2
Observation Eight	2	1

Note. [a] Students did not suggest a reparation or sanction on their own.

Analysis of collected quantitative data revealed that conduct administrators

perceived staff development training modules as useful and informative, increased their

knowledge of training topics, and expressed intent to incorporate restorative practices into conduct meetings with students. All conduct administrators were observed recommending an educational response/sanction with a student during a conduct meeting. Further, several administrators engaged in restorative dialogue with students by asking them to provide feedback on an educational/response or sanction.

CHAPTER 5

DISCUSSION

Recently, institutions of higher education have introduced restorative justice principles to complement the use of traditional adjudication methods (Darling, 2011). Unlike retributive models of justice, focused on punitive measures against the offender, restorative justice principles consider the needs of individuals who have been harmed. The repair of harms typically extends beyond the victim(s) and includes restoration and reintegration of the offender back into the community.

Administrative leadership at Arizona State University expressed interest in utilizing a restorative justice model alongside existing student disciplinary procedures and practices. At the time, conduct administrators verbalized that they felt unprepared to engage in restorative dialogue with students during meetings due to lack of knowledge of restorative justice philosophy and practices. In response, a component of this mixed methods research study provided staff development training on restorative justice practices to conduct administrators at Arizona State University. Training sessions were designed using a PLC model to encourage collective learning among administrators.

Training modules provided participants with the opportunity to gain new knowledge on social and restorative justice principles and theory. Participants also received information on strategies and techniques to incorporate restorative practices into conduct meetings with students. The interactive nature of the training series encouraged conduct administrators to share knowledge and experience with colleagues and peers.

The purpose of this study was to better understand conduct administrator self-assessment of knowledge and ability to incorporate restorative practices into meetings,

assess the inclusion of restorative conversation techniques into conduct meetings with

students, and analyze conduct administrator satisfaction with staff development training

modules. The following research questions guided this study:

RQ 1: How and to what extent do changes in student conduct meeting practices at

Arizona State University occur following staff engagement in staff development

training modules on restorative practices?

RQ 2: What are factors that influence incorporation of restorative practices

learned from staff development training modules into Arizona State University

student conduct administrator meetings with students?

RQ 3: How do student conduct administrators at Arizona State University

perceive the staff development training modules on restorative practices?

This chapter will include a discussion of findings, implications for practice and

research, limitations of the present research study, and recommendations for future

research.

Complementarity of Qualitative and Quantitative Data

This study utilized a mixed methods approach to data instrumentation design and

collection; qualitative and quantitative data were both collected and analyzed. Where

triangulation of data "seeks convergence, corroboration, and correspondence of

results….A complementarity purpose is indicated when qualitative and quantitative

methods are used to measure overlapping, but distinct facets….Results from one method

type are intended to enhance, illustrate, or clarify results from the other" (Caracelli &

Greene, 1993, p. 196). In this research study, complementarity of qualitative and

quantitative occurred in areas related to the utilization of restorative practices in conduct

meetings, movement of conduct administrator's knowledge of restorative practices, and conduct administrator satisfaction with staff development training.

During training sessions and one-on-one interviews, conduct administrators shared examples of utilizing restorative practices in conduct meetings. In particular, qualitative data revealed that administrators have incorporated restorative practices into conduct meetings by asking students to provide input on a sanction or suggest an action to repair harm. Similarly, during conduct meeting observations, this study tallied the number of times administrators and students suggested a reparation or sanction as an educational response to the student's behavior. Throughout data analysis, it was evident that conduct administrators' statements about utilizing restorative practices in meetings *illustrated* actions observed during conduct meetings. Together, these findings revealed that administrators prompted students to provide input about sanctions in half of the observed meetings. When students were asked to share feedback, they did. It was learned that students did not offer suggestions without being prompted.

In addition, comparing pre- and post-training survey assessment data revealed that conduct administrators increased their knowledge of restorative justice philosophy and practices. During data analysis, quantitative data results indicated that, prior to participating in the training module, conduct administrators rated their knowledge as "low," with a mean score of 2.33 out of 4. On a follow-up survey assessment, distributed four-and-a-half months after the initial training, administrators reported their knowledge between "high" and "very high," with a mean score of 3.55 out of 4. This finding was *enhanced* by qualitative data collected during training session discussions and one-on-one

interviews. In these conversations, conduct administrator's verbalized that they learned new information and skills related to restorative practices.

Finally, post-training survey assessments included questions to better understand conduct administrators' opinion of participating in staff development training sessions. Quantitative data collected from surveys indicated that all conduct administrators perceived training sessions to be informative and meet their expectations. Administrators also responded that they would recommend the training series to others. Further, administrators agreed and strongly agreed that training session information was useful and relevant to their needs. This quantitative data assisted in *clarifying* statements made by administrators during one-on-one interviews. During these conversations, administrators expressed enjoyment in attending and participating in training sessions and provided recommendations to enhance future training opportunities.

Qualitative and quantitative data in this research study demonstrated complementarity, and together, helped answer the research questions guiding this study. The use of a single data collection methodology alone would have represented a narrow insight into understanding administrator's experience and perception of engaging in this research study. Conducting a mixed methods research study greatly enhanced and contributed to a richer understanding and broader perspective of administrator's experience participating in the study.

Discussion of Findings

Findings related to each research question are presented below.

Research question 1: How and to what extent do changes in student conduct meeting practices at Arizona State University occur following staff engagement in staff development training modules on restorative practices? Staff development training topics such as social justice theory, restorative justice theory, restorative conversations, and conflict resolution provided conduct administrators with information about restorative practices. Throughout this research study, administrators were encouraged to incorporate restorative questions and dialogue into their conduct meetings. Findings from this research study revealed that conduct administrators incorporated restorative practices into meetings to a limited extent. Furthermore, the use of restorative practices varied by administrator.

Observations of conduct meetings revealed that all administrators followed a traditional method of adjudicating conduct issues. In these meetings, the administrator met one-on-one with the student involved, determined the student's level of responsibility in the incident, and assigned the student an educational response or sanction. Overall, only a few conduct administrators were observed incorporating restorative practices into meetings alongside elements of a traditional conduct model approach. Observations demonstrated administrators' inclusion of restorative questions into conduct meetings, the absence of co-created educational responses/sanctions, and the creation of tools to facilitate restorative dialogue during conduct meetings.

The most frequently observed practice was the use of restorative questions during conduct meetings. Administrators appeared to be most comfortable asking students "tell

me what happened?" at the beginning of a meeting and "what have you learned?" at the end of a meeting. This was not surprising as these questions are often used by administrators to gather information about the incident and also check the student's understanding of the conduct conversation. To a lesser extent, conduct administrators encouraged students to reflect on how their behavior affected others and/or the community. To illustrate, during conduct meeting observations, two administrators engaged in dialogue with students about the impact of their behavior on others in their residential environment. In these situations students were challenged to thoughtfully consider their behavior in relation to others in the community.

One restorative practice that was not observed between conduct administrators and students during meetings was the co-creation of an educational response or sanction. Although administrators were observed asking students to provide feedback about the outcome of the meeting, no sanctions were co-created *with* the student. This was interesting as McCold & Wachtel (2003) describe that the "essence of restorative justice is collaborative problem-solving" where the offender has an opportunity to "develop a plan to repair the harm" (p. 2).

Moreover, making a decision on the outcome of an incident without student involvement contradicts the stated philosophy of student conduct practices. To expand on this further, conduct administrators characterized their approach in meetings with students as developmental and restorative. In particular, throughout the study, conduct administrators vocalized that they engaged students in conversations about their decisions and provided students with information to improve decision-making capabilities. In light of this, it seemed unusual that immediately following a conversation with a student where

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good decision-making was emphasized and encouraged, the student was not provided with an opportunity to give input on a decision or suggest reparation for harm through an educational response or sanction.

Finally, several conduct administrators described the use of interviewing strategies as tools to engage students in restorative dialogue. One conduct administrator, inspired to intentionally apply restorative dialogue in their conduct meetings, developed a visual tool to use with students. The administrator, Nick, described that the use of this tool has helped facilitate conversations with students about the extended impact of their behavior. The application of this tool has expanded beyond the original setting; Nick has found that the tool has been successful in meetings with students unrelated to conduct incidents.

Research question 2: What are factors that influence incorporation of restorative practices learned from staff development training modules into Arizona State University student conduct administrator meetings with students? This research study revealed that conduct administrator perception related to the feasibility of incorporating restorative practices into conduct meetings was an influential factor. Administrators expressed concern that including restorative questions into conduct meetings would take too much time, a resource that was perceived to be already limited. Additionally, administrators worried about the developmental readiness of students to engage in restorative dialogue, and acknowledged the need to change their approach depending on how a student presented themselves. Conduct administrators were forthright and openly vocalized both support and doubt about applying restorative practices. Interestingly, while some administrators demonstrated a consistent viewpoint

throughout training sessions and one-on-one interviews, others presented a varied response.

A recurring topic that came up during staff development training session discussions and one-on-one interviews was related to time; administrators viewed time as a valued and limited resource. In these discussions, several conduct administrators openly shared the belief that there was insufficient time in a conduct meeting to incorporate restorative practices as a way to engage students in developmental dialogue. In response, these administrators worried that using restorative practices would impact the ability to efficiently manage their work caseload. Other administrators acknowledged that utilizing conduct meeting time to engage students in a developmental conversation may reduce the likelihood that the student will have a repeated offense. These administrators viewed the use of restorative practices as a way to help reduce the possibility of a future conduct meeting with the same student.

In addition, several conduct administrators doubted students' developmental readiness to engage in restorative conversations. All administrators described conduct meeting experiences where students were either unable or unwilling to acknowledge their involvement in an incident or accept responsibility for their actions. While some administrators shared, that in these situations, they would exclude utilizing restorative questions during the conduct meeting, others considered the use of restorative practices a strategy to help facilitate developmental dialogue.

Administrators also shared experiences where students have engaged defensively during conduct meetings. Even if the conduct administrator wanted to incorporate restorative practices, the manner in which the student presented themselves limited the

ability to engage the student in a restorative dialogue during the meeting. A factor, mentioned by administrators, which may contribute to this type of response from students, is the legalistic nature of written disciplinary procedures and notification letters.

Experienced conduct administrators acknowledged that these were challenging situations to overcome. Administrators described the need to change their approach and the use of meeting management strategies based on the student's interaction and response throughout the meeting.

It is important to not dismiss administrators' wavering thoughts as rejection of newly introduced skills and techniques. Social constructivism, when applied to conduct administrator's acquisition of new knowledge during training sessions and their encouraged application of this knowledge into conduct meetings, helps explain this response. Proponents of social constructivism suggest that learning is formed through social interaction and collaboration with others (Creswell, 2007; Ozer, 2004). Learners critically reflect upon new information using personal knowledge and experience. Cobern (1993) posits that "learning is always influenced by prior knowledge…learning involves negotiation and interpretation" (p. 109). Although several administrators expressed reservations about applying restorative practices in meetings, this does not suggest that they will fail to incorporate newly learned skills and techniques. In fact, opposing viewpoints in dialogue with colleagues during staff development training sessions may increase an individual's interpretive and reflective experience. Cobern (1993) suggests that "interpretation is facilitated by discourse. Inquiry activities are powerful specifically when they promote discourse" (p. 110).

Research question 3: How do student conduct administrators at Arizona State University perceive the staff development training modules on restorative practices? Overall, all conduct administrators responded positively to staff development training on restorative practices. Administrators voiced satisfaction during training session discussions, one-one-one interviews, and survey assessments related to the training format and content material. Prior to the start of the study, conduct administrators expressed interest in the emerging topic of the use of restorative justice practices to resolve student conduct issues in a higher education environment.

Training was purposefully designed to introduce material across a series of highly interactive training sessions. During training sessions, administrators were encouraged to interact with one another and share their professional experience and knowledge; the training format was modeled after professional learning communities (PLCs). This exemplified Hord's (1997) recommendation to enhance staff development trainings by incorporating "discussion, observation, and reflection (activities of learning communities)" (p. 45). The purpose of this model was to maximize conduct administrator learning and increase adoption of new skills and strategies in conduct meetings with students.

Conduct administrators expressed value in coming together as a collective group to share professional experience and knowledge related to the training topic. Administrators communicated appreciation of the interactive nature of the training. This training format provided an opportunity for conduct administrators to share their own thoughts and reflect upon experiences introduced by colleagues. Additionally,

administrators conveyed that a significant benefit of collective learning was the ability to norm their own professional practice to be in alignment with peers.

Discussion during training sessions and one-on-one interviews about restorative practices created opportunities for administrators to reflect on their professional work and consider changes in current methods used to adjudicate conduct incidents. For example, three conduct administrators inquired about future plans to include a restorative justice model to resolve student conduct issues alongside the traditional adjudication model currently in use. During one-on-one interviews, some administrators advocated for a more formalized model to encourage the inclusion of restorative practices into meetings with students. One suggestion was to expand training to help conduct administrators learn how to create an environment conducive to engaging a student in a restorative conversation.

Designing staff development training with a PLC framework encouraged conduct administrators to actively participate in the training sessions. Administrators were invited to share their personal knowledge and experience on training topic material so that all staff could collectively learn from one another. In addition, training sessions provided administrators with an opportunity to engage in open dialogue and reflection of newly presented material. Eun (2008) emphasizes that "the PLC model may be viewed as an exemplar of a professional development in practice that has its basis in socioculturally oriented developmental theories" (p. 146). In particular, Eun (2008) refers to Vygotsky's theories of development.

Implications

  As stated at the beginning of this research study, literature on the topic of staff development of conduct administrators is scarce. In addition, while there is extensive research on the use of PLCs for educators in K-12 education environments, little to no research has presented the use of PLCs as a valuable model for higher education professionals. Activities and recommendations from literature with a K-12 or classroom-based focus must be adapted for use by administrators whose interactions typically occur with students outside of the classroom in a higher education environment.

  It is also important to note that while there is growth in the use of restorative justice models at higher education institutions, many promote more formal models such as mediation, conflict resolution, and facilitated dialogue. A downside to these models is that they require the coordination of resources, including staff time, separate from already occurring activities in a traditional conduct model. This research promoted the inclusion of restorative practices within the existing traditional conduct model meeting. Schrage & Thompson (2009) present the Spectrum of Resolution Options Model, which identifies a range of options in responding to student conduct incidents. Engaging students in restorative dialogue during a conduct meeting would be considered an "informal" method of resolution in this model. Nonetheless, asking students restorative questions and encouraging them to reflect on their behavior and the effect of this behavior on others are tenets of all restorative justice models. Universities reluctant to adopt more formal models of restorative justice would find the use of this informal method to be easily incorporated into existing practices.

Participants in this research study strongly voiced their preference for staff development training that provides an opportunity to interact with colleagues about training topics relative to the local environment. This study provides data that can help inform the promotion of staff development training modeled as a professional learning community (PLC) for student affairs professionals, including conduct administrators. The ability for conduct administrators to regularly interact and share knowledge of best practices, techniques, and skills is particularly imperative. Federal and state laws and regulations are ever changing. As a result, administrators must be kept informed of changes and collectively discuss how this impacts their professional practice at the institution.

Limitations

Although this research study was thoughtfully executed, it is not without limitations and shortcomings. It is important to disclose that results from this study would make generalization to a larger population of student affairs staff and conduct administrators impossible and not appropriate. Even though steps were taken to increase trustworthiness and reliability of collected data Leung (2015) posits that;

> most qualitative research studies, if not all, are meant to study a specific issue or phenomenon in a certain population or ethnic group, of a focused locality in a particular context, hence generalizability of qualitative research findings is usually not an expected attribute. (para. 7)

Despite the fact that research study participants were diverse in terms of their number of years' professional experience in student affairs and student conduct administration, the study sample population (n=12) only represented one-third of

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currently employed staff with responsibilities in student conduct. In addition, administrators from one campus location did not participate in the study. Creswell (2007) describes that "qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual studied" (p. 157). With this standard in mind, the data collected in this study, while appearing to be diverse and reflective of professionals in the field, does not represent the full voice of all staff with responsibilities in student conduct at ASU.

Another contributing limitation was that the number of participants at each training session varied. This affected the number of pre- and post- training survey assessments collected by session. When quantitative data were analyzed, it was revealed that calculations were particularly sensitive when the number of collected pre- and post-training survey assessments varied, or when the overall survey assessment collection rate was low.

Further, as this action research study involved my active participation as the researcher, who had a vested interest in the incorporation of restorative practices into student conduct meetings, there is the potential for researcher-bias (Mills, 2014). Similarly, my position as both researcher and colleague, where I worked closely with members of Student Rights and Responsibilities (SRR) staff across the university, may have been a factor. Participants may have been influenced to participate or not participate in the study, or may have experienced challenges in their ability to interact in training session discussions, one-on-one interviews, or conduct meeting observations openly and honestly. Intentional efforts to ensure participant confidentiality and the design of the

research study using a mixed methods approach were attempts to lessen the effect of bias and researcher positionality.

Similarly, students who agreed to allow me to observe their conduct meeting may have been individuals whom had already acknowledged their involvement in an incident and were readily willing to accept responsibility for their behavior. As a result, conduct meetings that were observed do not generalize or represent all conduct meeting experiences. In addition, this research study did not seek to investigate student satisfaction with the student conduct process. Students were not presented with an opportunity to provide feedback or input on their experience of participating in a conduct meeting.

Finally, due to time constraints within this research study, one-on-one interviews or observations of conduct meetings did not occur prior to staff development training sessions. As a result, no data was collected that could better inform me of a conduct administrator's approach before they engaged in training sessions on restorative practices. I could only make inferences about administrator's professional practices prior to the training sessions based on self-described reflective responses by the administrator during interviews and post-observation dialogue.

A limitation that will likely continue to exist in the area of student conduct will be the thoughtful selection of conduct incidents appropriate for restorative justice practices. Although research continues to demonstrate the applicability of restorative justice in the most egregious acts of misconduct (sexual misconduct and physical assault incidents), federal regulations and strict scrutiny of conduct proceedings related to these incidents

make universities reluctant to consider restorative justice as a potential resolution method.

Future Research

Action research is cyclical and includes phases of collecting data and evidence through observations of the environment, reflection and analysis in collaboration with other members in a group or "community of practice," and planning and implementing changes in the environment in an attempt to make improvements. Each cycle is continuous. The end of a cycle leads to further inquiry and plans for improvement. As a result, researcher and practitioners benefit from changes in the environment or growth of knowledge (McNiff, 2008). Ideally, outcomes from this research study will inform continued progress towards incorporating restorative practices alongside the current conduct adjudication model at Arizona State University and creating meaningful professional development training sessions for conduct administrators.

As this study did not explore students' experience participating in the student conduct process, I would strongly recommend that future cycles of research assess student satisfaction of engaging in conduct meeting proceedings and outcomes. Feedback from students about their experience is a critical component that should guide administrators' professional practice and the development of procedures.

Further, as mentioned in the limitations section above, time constraints in this research study prevented the ability to collect data from interviews and conduct meeting observations prior to conduct administrators' participation in training sessions. Given this, I would advocate that future research should consider a timeline that allows this data to be collected.

Conclusion

Conduct administrators typically interact with students under the most sensitive circumstances; students have failed to manage their behavior in a way that is expected in the community or university environment. For the majority of conduct incidents, meetings provide a ripe opportunity for administrators to engage students in critical developmental and restorative conversations about their behavior. It is my belief that restorative questions implemented into these meetings can assist in enhancing a dialogue that encourages a student to acknowledge their responsibility in an incident and identify individuals or organizations who may have been harmed. It is also my belief that the role of the conduct administrator is to guide students through reflective activities that help support students personal and moral development.

When administrators partner *with* students to co-create educational responses and sanctions, the benefits extend beyond students to the university and community. Studies have shown that when restorative practices are used, students are more likely to agree with the decision or outcome, complete required actions or activities, and make positive changes to their behavior. These goals epitomize the mission and goals of student conduct departments and support progress towards helping students achieve their academic and personal goals.

I am hopeful for the continued expansion of restorative practices into student conduct meetings at Arizona State University and am passionate about continuing to provide professional learning opportunities for staff modeled in a collective learning format.

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APPENDIX A

TRAINING MODULE SURVEY ASSESSMENTS

Pre-Workshop Evaluation
Training Session One
August 5, 2015

Please take a moment to complete this short survey.

<u>**Demographic Information**</u>
Please circle or enter the appropriate response
Gender identity:
        a.   Male
        b.   Female
        c.   _____

Years of full-time experience working in student affairs:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate number to indicate your level of knowledge about the following topics **before** completing the training program today. Please use the following key for rating:

1. Very Low = Do not know anything about this topic.
2. Low   = Know very little about this topic
3. High   = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

How do you rate your knowledge about:	Very Low	Low	High	Very High	Not Applicable
Social Justice Issues	VL	L	H	VH	NA
Issues of power and bias	VL	L	H	VH	NA
Student Development Theory	VL	L	H	VH	NA
Student Conduct Philosophy	VL	L	H	VH	NA

Have you experienced issues of perceived power and bias in your conduct meetings with students? If yes, briefly describe your experience.
What are your desired outcomes when interacting with students in a conduct meeting?

Please take a moment to complete this short survey.

<u>**Demographic Information**</u>
Please circle or enter the appropriate response
Gender identity:

      a.   Male
      b.   Female
      c.   _____

Years of full-time experience working in student affairs:

      a.   0-5 years
      b.   6-10 years
      c.   11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:

      a.   0-5 years
      b.   6-10 years
      c.   11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate number to indicate your level of knowledge about the following topics **after** completing the training program today. Please use the following key for rating:

1. Very Low = Do not know anything about this topic
2. Low   = Know very little about this topic
3. High   = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

Please circle the appropriate number for your level of response.

How do you rate your knowledge about:	Very High	High	Low	Very Low	Not Applicable
Social Justice Issues	VH	H	L	VL	NA
Issues of power and bias	VH	H	L	VL	NA
Student Development Theory	VH	H	L	VL	NA
Student Conduct Philosophy	VH	H	L	VL	NA

For the following questions please rate how much you agree with the following statements. Please circle the appropriate number for your level of response.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The information is relevant to my needs	SA	A	D	SD	NA
The training experience will be useful in my work	SA	A	D	SD	NA

Was the training module information easy to understand?   ___Yes   ____No

Did the training workshop meet your expectations?   ___Yes   ____No

Name one thing you learned in the training program that surprised you:
What from the training today will make you more effective in your daily job responsibilities?
Which topic(s) would you like to see additional or follow-up training on?

Pre-Workshop Evaluation

Training Session Two

August 26, 2015

Please take a moment to complete this short survey.

<u>Demographic Information</u>
Please circle or enter the appropriate response
Gender identity:
        a.   Male
        b.   Female
        c.   _____

Years of full-time experience working in student affairs:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate number to indicate your level of knowledge about the following topics **before** completing the training program today. Please use the following key for rating:
1. Very Low = Do not know anything about this topic.
2. Low   = Know very little about this topic
3. High   = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

How do you rate your knowledge about:	Very Low	Low	High	Very High	Not Applicable
Restorative Justice Principles	VL	L	H	VH	NA
Restorative Justice Models	VL	L	H	VH	NA

Describe what *Restorative Justice* means to you:
Do you have experience incorporating restorative justice practices in a higher education environment? If yes, briefly describe the restorative justice model used and your experience.

Post-Workshop Evaluation

Training Session Two

August 26, 2015

Please take a moment to complete this short survey.

<u>Demographic Information</u>
Please circle or enter the appropriate response
Gender identity:
        a.   Male
        b.   Female
        c.   _____

Years of full-time experience working in student affairs:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

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Please circle the appropriate number to indicate your level of knowledge about the following topics **after** completing the training program today. Please use the following key for rating:

1. Very Low = Do not know anything about this topic
2. Low = Know very little about this topic
3. High = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

Please circle the appropriate number for your level of response.

How do you rate your knowledge about:	Very High	High	Low	Very Low	Not Applicable
Restorative Justice Principles	VH	H	L	VL	NA
Restorative Justice Models	VH	H	L	VL	NA

For the following questions please rate how much you agree with the following statements. Please circle the appropriate number for your level of response.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The information is relevant to my needs	SA	A	D	SD	NA
The training experience will be useful in my work	SA	A	D	SD	NA

Was the training module information easy to understand? ___Yes ____No

Did the training workshop meet your expectations? ___Yes ____No

Name one thing you learned in the training program that surprised you:
What from the training today will make you more effective in your daily job responsibilities?
Which topic(s) would you like to see additional or follow-up training on?

Please take a moment to complete this short survey.

<u>**Demographic Information**</u>
Please circle or enter the appropriate response
Gender identity:
- a. Male
- b. Female
- c. _____

Years of full-time experience working in student affairs:
- a. 0-5 years
- b. 6-10 years
- c. 11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
- a. 0-5 years
- b. 6-10 years
- c. 11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate number to indicate your level of knowledge about the following topics **before** completing the training program today. Please use the following key for rating:

1. Very Low = Do not know anything about this topic.
2. Low   = Know very little about this topic
3. High   = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

How do you rate your knowledge about:	Very Low	Low	High	Very High	Not Applicable
Conflict Models	VL	L	H	VH	NA
Conflict Styles	VL	L	H	VH	NA
Moral Development Theory	VL	L	H	VH	NA
Restorative Dialogue	VL	L	H	VH	NA

What strategies do you use to engage students in a discussion and/or dialogue about their conduct?

Please take a moment to complete this short survey.

Demographic Information
Please circle or enter the appropriate response
Gender identity:
- a. Male
- b. Female
- c. _____

Years of full-time experience working in student affairs:
- a. 0-5 years
- b. 6-10 years
- c. 11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
- a. 0-5 years
- b. 6-10 years
- c. 11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate number to indicate your level of knowledge about the following topics **after** completing the training program today. Please use the following key for rating:

1. Very Low = Do not know anything about this topic
2. Low = Know very little about this topic
3. High = Have a good knowledge but there are things to learn
4. Very High = Know almost everything about this topic
5. Not applicable

Please circle the appropriate number for your level of response.

How do you rate your knowledge about:	Very High	High	Low	Very Low	Not Applicable
Conflict Models	VL	L	H	VH	NA
Conflict Styles	VL	L	H	VH	NA
Moral Development Theory	VL	L	H	VH	NA
Restorative Dialogue	VL	L	H	VH	NA

For the following questions please rate how much you agree with the following statements. Please circle the appropriate number for your level of response.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The information is relevant to my needs	SA	A	D	SD	NA
The training experience will be useful in my work	SA	A	D	SD	NA

Was the training module information easy to understand?   ___Yes   ____No

Did the training workshop meet your expectations?   ___Yes   ____No

Name one thing you learned in the training program that surprised you:
What from the training today will make you more effective in your daily job responsibilities?
Which topic(s) would you like to see additional or follow-up training on?

Professional Development Training Series Evaluation

Follow-Up Training Session

January 13, 2016

Please take a moment to complete this short survey.

<u>Demographic Information</u>
Please circle or enter the appropriate response
Gender identity:
        a.   Male
        b.   Female
        c.   _____

Years of full-time experience working in student affairs:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

Years of full-time experience working in student conduct/student rights and responsibilities:
        a.   0-5 years
        b.   6-10 years
        c.   11+ years

For research study participants only	
First two letters of Mother's maiden name (or NA):	
Last two digits of home or cellular phone number:	

Please circle the appropriate letter to indicate your level of knowledge about the following topics **after** completing the training series. Please use the following key for rating:

1. Very High = Know almost everything about this topic
2. High = Have a good knowledge but there are things to learn
3. Low = Know very little about this topic
4. Very Low = Do not know anything about this topic
5. Not applicable

Please circle the appropriate letter for your level of response.

How do you rate your knowledge about:	Very High	High	Low	Very Low	Not Applicable
Restorative Justice Principles	VH	H	L	VL	NA
Restorative Justice Models	VH	H	L	VL	NA
Restorative Conversation and Dialogue	VH	H	L	VL	NA

For the following questions please rate how much you agree with the following statements. Please circle the appropriate letter for your level of response.

As a result of this program, I intend to:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Already doing this
Use restorative questions in my conduct meetings with students	SA	A	D	SD	NA	AD
Use a tool or technique suggested by a colleague	SA	A	D	SD	NA	AD
Create a tool or technique to use in conduct meetings with students	SA	A	D	SD	NA	AD
Co-create sanctions with students during conduct meetings	SA	A	D	SD	NA	AD

For the following questions please rate how much you agree with the following statements. Please circle the appropriate letter for your level of response.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
Information from the training is relevant to my needs	SA	A	D	SD	NA
Information from the training is useful in my work	SA	A	D	SD	NA
The information was easy to understand	SA	A	D	SD	NA
The training modules met my expectations	SA	A	D	SD	NA
I would recommend this training to others	SA	A	D	SD	NA

Name one thing you learned in the training program that was significant in your daily job responsibilities?
I would like the training facilitator to know the following:

APPENDIX B

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. What training do you receive as a conduct administrator?

2. Who mentored you when you first started as a conduct administrator?

3. Who have you mentored as a conduct administrator?

4. What are desired outcomes of student conduct meetings?

5. Thinking about last school year, what was your approach to student conduct meetings?

6. What are you thinking that your approach will be this year?

7. What strategies do you use to encourage participation from the student during conduct meetings?

8. Can you share with me your experience participating in the professional development training series?

9. What from the training do you use in your daily practice?

10. Have you used restorative dialogue skills/techniques in conduct meetings with students?

    a. What has been your experience?

    b. What has been the student's response?

11. Has your approach changed since the training?

12. Is there anything I neglected to ask that would be helpful for me to understand your experience participating in the professional development training series?

APPENDIX C

STUDENT CONDUCT MEETING OBSERVATION PROTOCOL

Observer:	Conduct Administrator (Use Unique Identifier): First two letters of mothers maiden name (or NA): _____ Last two digits of home/cell phone number: _____	
Date:	Time Start: am / pm	Time End: am / pm

Field note prompts
1. Were any educational responses or sanctions suggested by the conduct administrator?
2. Did the conduct administrator lecture the participant?
3. Did the conduct administrator incorporate restorative questions?
4. Did the participant appear to understand community values and expectations?
5. Did the participant accept responsibility for their involvement in the incident?
6. Did the participant acknowledge harm caused to individuals and/or the community?
7. Did the participant seem to express remorse?

Place a tally mark under conduct administrator or participant when each observable action or statement occurs

Observable Action	Conduct Administrator	Participant
Use of silence		
Attempt to redirect discussion		
Interruption		
Avoidance of emotion		
Nodding head (in agreement)		
Shaking head (in disagreement)		

Observable Statements	Conduct Administrator	Participant
Respect for person(s) harmed		
Blame for person(s) harmed		
Respect for others involved		
Disrespect for others involved		
Blame for others involved		
Respect for community expectations		
Disrespect for community expectations		
Acknowledgement of behavior		
Lack of understanding of behavior		
Disapproval of behavior		
Disapproval of incident		
Apologizes		
Is defiant		
Suggest reparation or sanction to support person(s) harmed		
Suggest reparation or sanction to support community		
Suggest reparation or sanction to improve own development		

APPENDIX D

RESTORATIVE QUESTIONS HANDOUT

Restorative Questions

To those that have caused harm:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- From this incident, what has been the hardest thing for you? (are they focused on themselves or thinking about effect on others)
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- What would you say to others involved if you had the opportunity?
- If _____ was sitting here in the room with us today, what would you say to them?
- If a third party was watching the scene unfold what do you think it would look like to them? What assumptions do you think they would make about you? (are they thinking about their place in a larger community)
- Why do you think the university wants to talk with you about this? (do they comprehend their impact on safety of others)
- If it wasn't up to the court or me to require you to do something from this and resolved the situation on your own, how would you resolve it?
- What do you think is the right thing to do now? Why?
- If I contact _____ to get more information about this case, what do you think they will tell me?

To those that have been harmed:
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What would you say to the others involved if you had the opportunity?

Adapted from Colorado State University, Conflict Resolution and Student Conduct Services

A Model for the Developmental Conversation

Stage of the Conversation	Questions to Ask
Acknowledgment and construction	Tell me what happened. Do you know why you are here (what you did, and so on)? Can you think of ways in which your behavior affected your future?
Perspective taking	Can you think of ways in which your behavior affected others in your class? In this community? In your group? Is there another way to look at this?
Evaluation	What have you learned from this?
Meaning Making	What does that lesson mean to you? How do you know that?
Resolution, repartition, absolution	What would make things right? What would that mean to you? What would that mean to the person or organization that was harmed?