

Eastern Washington University

DRAFT PROPOSAL: Campus Initiative for Adaptable Dispute Resolution Implementation
Created by: Student Rights and Responsibilities Office

Executive Summary: Our objective is to build social capital, increase relationships, and a sense of belonging within the Eastern Washington University (EWU) community by adopting and implementing Adaptable Dispute Resolution (ADR). ADR principles and practices align with EWU's mission by building social capital, providing opportunities for learning and skill development, and addressing harm and impact through shared understanding. If approved, EWU would be the first state-funded 4-year public university to have this campus-wide initiative within Washington State.

Definition: Adaptable Dispute Resolution - ADR processes are voluntary structured facilitation between impacted parties that balance support and accountability without formal disciplinary action with parties. These processes can be used proactively or reactive and include but are not limited to restorative justice practices, conflict resolution, and mediation.

Purpose: Faculty, staff, and student leaders provide customer service, information, resources, support, enforce behavioral expectations, and are a source of connection within our Eagle community. A whole-campus integration of the Adaptable Dispute Resolution initiative aligns with EWU's Student Affairs values of integrity, respect, commitment, creativity, collaboration, inclusivity, and diversity. The implementation of Adaptable Dispute Resolution processes will allow faculty, staff, and student leaders to work with students to address behavioral concerns and potential violations of the Student Conduct Code, and any harm and impact within the community, as well as build relationships and community.

Goals:

- Execute a 5-Year Plan of Implementation for Adaptable Dispute Resolution training, education, and workshops throughout EWU's campus.
 - Provide ADR introduction training and workshop opportunities.
 - Incorporate ADR processes into Student Conduct Code and allow for adaptable pathways to resolve conduct code violations.
 - Identify staff, faculty, stakeholders (across student and academic affairs), who qualify and be selected for formal training criteria.
 - Form Adaptable Dispute Resolution Coalition (ADRC) to propel and maintain ADR opportunities across campus.
 - Continually review and assess the 5-year Plan of Implementation. In addition, participants will be able to give feedback on outcomes and satisfaction of the process.

Summary of Areas of Focus: All staff, faculty, coaches, admin, and student leaders can be trained as Restorative Justice (RJ) Community Stakeholders and can participate in RJ processes

to be supportive in student’s ability to make responsible choices, understand personal and community impact, and strive towards success. Specific affiliated trained offices can provide additional specific support to students who are affiliated with their programs.

Department	Specifics	Benefits/Outcomes
Housing	EWU Housing staff will be trained each year and given refresher sessions, to be able to facilitate proactive and reactive RJ processes. In addition, they will be trained on interpersonal communication and conflict management skills.	Increase community connection, relationship building, and social capital by providing tools for staff to address concerns with self-awareness, empathy, de-escalation, understanding, and improved communication skills. Students who are more engaged, feel that they belong to the EWU community, and that their voice is being heard, are more likely to stay and be retained as a student. Implementing ADR processes can increase student engagement, belonging, and give students the skills to positively communicate and interact within their community, and therefore, increase retention.
EWU Police Department (EWUPD)	EWUPD officers will be able to understand and use RJ approach to conflict and will inform their communication to students when in conflict or potential violation situations.	
Counseling and Wellness Services (CWS)	Professional staff/counselors will be able to provide psychological and emotional support during RJ processes and can provide assistance after processes are completed.	
Student Equity, Belonging, and Voice (SEBV)	Staff will be able to understand and facilitate circle processes which can be used proactively and reactively within their role.	
Athletics	Athletic coaches and administrators will be able to understand and facilitate team building circle processes, which can be used proactively and reactively within their role.	
Campus Life	Staff, student leaders, club officers, organization officers, and student government leaders will be able to learn about ADR approach to conflict, obtain skills to manage conflict within their role.	
Student Accommodations and Support Services (SASS)	Care managers/coordinators will be able to facilitate care coordination meetings with students, which will focus on making responsible choices, intervention and skill development, connection to resources and support, etc. as a process outcome.	

Budget: Budgetary needs for this proposal will include professional training, conferences, materials, stipends, and development over a 5-years. Total cost will be dependent on training

strategies but could range from \$15,000 to \$35,000. See Appendix for breakdown of formal Restorative Justice training options.

- Investing in this program will enhance its overall success and lead to more sustainable benefits for the EWU community.
- Building competency in facilitators and processes, by supporting their ability to attend conferences (NACRJ, IIRP, etc.), webinars, workshops, etc.

5-Year Plan of Implementation:

Year of Implementation	Areas of Focus
Year 1: (2022-2023)	<ul style="list-style-type: none"> ● Housing (I) ● EWUPD (I) ● SASS (I) ● SEBV (I) ● Counseling and Wellness (I) ● Athletics Admin (I)
Year 2: (2023-2024)	<ul style="list-style-type: none"> ● Campus Life (I) ● Athletics Coaches (I) ● Student Conduct Code Adjustments
Year 3: (2024-2025)	<ul style="list-style-type: none"> ● Campus Life (II) ● EWUPD (II) ● SEBV (II) ● SASS (II) ● Housing (II) ● Formal RJ Training in Summer 2024 ● Start diverting conduct cases to ADR processes in Summer 2024
Year 4: (2025-2026)	<ul style="list-style-type: none"> ● Counseling and Wellness (II) ● Athletics Admin and Coaches (II)
Year 5: (2026-2027)	<ul style="list-style-type: none"> ● Form ADRC in Summer 2024 ● Comprehensive 5-year end review and assessment

Research:

- A) University of Michigan: During the 2019-2020 academic year, 182 matters were managed under the ACR program. Those matters involved a total of 283 students and 8 student organizations. 175 out of 182 of the cases were related to violations of alcohol or other drugs (see [full report](#) for details).

- B) “The Student Accountability and Restorative Research (STARR) Project was a multi-campus study of college student disciplinary practices in the USA, comparing traditional conduct hearings that use restorative justice practices alongside traditional college student misconduct hearings. They identified six student development goals: just community/self-authorship, active accountability, interpersonal competence, social ties to institutions, procedural fairness, and closure. The STARR Project includes data from 18 college and university campuses across the USA. They analyzed 659 student conduct cases based on surveys of student offenders, conduct officers, and other participants in the conduct processes. They determined that the type of conduct process used is the single most influential factor in student learning. In addition, restorative justice practices were routinely found to have a greater impact on student learning than model code hearings” (Karp & Sacks, 2013).
- C) “It is widely recognized that universities which provide dispute resolution options to students create conducive, positive, and thriving environments. These options can include facilitated dialogue, restorative justice, restorative practices, and mediation. In addition, these processes are not just limited to the in-person format but can also be modeled in virtual and online platforms. Within universities, the student conduct process emphasizes educational and disciplinary outcomes which tend to penalize students for using their freedom of speech if it contradicts university policy. The implementation of the dispute resolution process enables students to use their First Amendment rights so they can engage in a dialogue to understand how their beliefs and speech affect others” (Knotts, E. & Goodson, V., 2022).
- D) “When we rely on established student learning and development theories to tailor an appropriate institutional response to student conduct and conduct issues, we can advance the overall academic mission. Similarly, when we invest in the spectrum model (Schrage & Thompson, 2008) approach that provides a full menu of options for meeting the variety of student conduct and conduct issues that arise, we are then able to be truly fair and inclusive” (Scharage & Giacomini, 2020).
- E) “Although restorative justice cannot and should not occur with every violation of campus rules, it has been shown to be a very effective alternative to the traditional system of justice in some situations. A common misconception is that restorative justice is the easy way out...Restorative justice requires great patience and effort. The neat and easy approach is punishment. However, the mission of higher education is to educate and develop mature citizens. Therefore, campuses have a responsibility to consider anything that will attempt to do just that” (Oles, 2004 qtd. in Clark, 2014).

Future vision:

- Implementation for:
 - Bias/Discrimination
 - Partnership with local District Attorney office
 - Partnering with community entities for educational programming and prevention

Appendix:

1) Estimated cost for formal Restorative Justice (RJ) training options:

Formal RJ Training	Option A	Option B	Option C	Option D	Option E
Type	8 staff trained (2024) by David Karp's team, <i>online, 3hrs/week for 6 weeks</i>	30 staff trained (2024) by Victoria and colleague, <i>at EWU, 3 days</i>	8 staff trained (2024) by David Karp's team <i>at UCSD, 3 days</i>	30 staff trained (2024), David Karp's team <i>at EWU, 3 days</i>	30 staff trained (2024), David Karp's team, <i>online, 3hrs/week for 6 weeks</i>
Total cost	~\$8,000	~ \$10,000	~\$17,000	~\$22,000	~\$29,000

Added option of kick off/buy in session for Executive Leadership Team by David Karp's team, cost is TBD.

REFERENCES

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