The restorative approach requires students—those serving on boards as well as those appearing before a board—to articulate the benefits of college regulations. This rhetorical focus on the impact of behavior rather than on the fact of a rule being broken is significant. It changes the discourse and the relationship between all of the parties involved. While fact-finding is an important component of the process, the more important purposes are making amends, repairing harm, and restoring the community. Replacing “getting caught” and “getting punished” with articulating the harm and making amends changes the discourse and focuses everyone’s attention on the community. –Pat Oles, Dean of Student Affairs

This class is organized as a training for members of the Integrity Board. The weekly meetings include students enrolled in LW200, LW210, and faculty and staff members of IB. The training will include a discussion of relevant readings, debriefing of cases, and skill-building exercises. Most importantly, the training is an introduction to the underlying sanctioning philosophy of IB—restorative justice. As mandated by SGA, student members of IB must enroll in either LW200 or 210.

Text:

All participants in the training are expected to:
- Attend all training sessions
- Read all assigned materials
- Maintain confidentiality by discussing cases only with IB members
- Attend all assigned IB cases

Students enrolled in LW210 are expected to complete the following:
- One page reflection essay for each reading (due in class/late essays will be given half credit)
- Present a brief synopsis of the reading to the group (one or twice during the semester). This should include a handout that identifies key points and discussion questions.
- 10-12 page term paper (topic to be individually negotiated, due on the last day of class)
Week 1 (9/9): Introduction to Skidmore Integrity Board
  • Topics:
    o Member introductions
    o Scheduling of hearings
    o Summary of prior year’s cases
    o Place of IB in context of other administrative disciplinary systems
    o Skill building: The flow of a hearing

Week 2 (9/16): Integrity Boards: Philosophy and Practice
  • Karp, David R., “Introducing Restorative Justice to the Campus Community”
  • Karp, David R., “Integrity Boards”
  • Skidmore College Student Handbook, Judicial Section
  • Topics:
    o Philosophy of restorative justice
    o Policies and procedures of IB
    o When to suspend

Week 3 (9/23): IB Chair and Member Roles
  • Hastings, Don and Vane Becidyan, “Integrity Board Case Study: Pellet Gunshots in the Night”
  • Akchurin, Roane et al., “Conferencing Case Study: The Lounge, Leg Hair, and Learning”
  • Topics:
    o Case study debriefing
    o Skill building: Chair’s script and representing the community

Week 4 (9/30): Responding to Alcohol and Other Drugs
  • DeJong, William, “The Impact of Alcohol on Campus Life”
  • Mikus, Robert L, “Conferencing Case Study: Community Accountability Conferencing with a Recalcitrant Johnathan”
  • Topics:
    o Individual and community impacts of alcohol/drugs
    o Skill building: Restitution
  • Term Paper Topics Due

Week 5 (10/7): Handling Academic Integrity Violations
  • McCabe, Donald et al., “Academic Integrity: How Widespread is Cheating and Plagiarism?”
  • Ramsey, Jon, “Integrity Board Case Study: Sonia’s Plagiarism”
  • Topics:
    o Individual and community impacts of academic integrity violations
    o Skill building: Apologies
Week 6 (10/14): **Responding to Athletes**
- Segrave, Jeffrey O. “The Off-The-Field Deviance of College Athletes: Problem or Hype?”
- Topics:
  - Pondering why so many cases involve athletes
  - Skill building: Community service

Week 7 (10/21): **No Class—Study Day**

Week 8 (10/28): **Handling Hate**
- Wessler, Stephen, “Hate Crimes and Bias-Motivated Harassment on Campus”

Week 9 (11/4): **Sexual Victimization**
- Fisher, Bonnie S. et al., “Crime and Sexual Victimization on College and University Campuses: Ivory Towers or Dangerous Places?”
- Kirkland, Connie, “Program Case Study: Campus Sexual Assault Services—On the Cutting Edge”
- Topics:
  - Individual and community impacts of sexual victimization
  - Role of IB and administration in sex offense cases
  - Understanding victim services

Week 10 (11/11): **Roundtable Discussion of Student Research Topics**

Week 11 (11/18): **No Class—Away at a Conference—Unless Debriefing is Necessary**

Week 12 (11/25): **No Class—Thanksgiving**

Week 13 (12/2): **Case Evaluation**
- Re-examine cases from the semester and evaluate how well the board lived up to its goals

Week 14 (12/9): **Planning for the Future**
- Discuss recommendations for changes to the philosophy and practice of IB
- Term Papers Due