Vol. 8, No. 2

DIALOGUE

Winter 2023

ACJS

Restorative Justice Section
of the
Academy of Criminal Justice Sciences

Editor:

John Wilt, MA, MS

Individual Highlights:

Dear Restorative & Community Justice Section Members,
It is with great pleasure that we bring you another edition of the section's annual newsletter, Dialogue. This year the section continued to recover from the upheaval that was, and unfortunately still is, the pandemic. Over the last year we held our first ever Symposium Series event, we made progress on the development of a dedicated section journal, we moved closer to establishing standards for restorative justice in higher education, and we increased the visibility of the work of our members. I am encouraged by the progress we made and I believe we are in a position to have a very successful 2023. I encourage you all to continue engaging with the section by volunteering for a subcommittee, submitting your work to next year's Dialogue, running for an executive board position, or by just being present with your thoughts and opinions at our regular meetings.

While I do not want to make this about me, I do need to say that this letter is a bittersweet one. I will be completing my term as section chair at the annual conference in March and passing the section to Dr. J.Renee Trombley and the rest of our amazing executive board. I have spent the last six years in various leadership roles and it has been one of the most rewarding experiences of my career thus far. The section gave me the opportunity to be a champion for restorative and community justice in spaces I would not have otherwise been. With the section's support and guidance, I was able to start a restorative justice-based program in my community. The section also opened the door for research partnerships, speaking engagements, and most importantly, lifelong friendships. I am extremely grateful to all of you, our members, for your support and expertise during these last few years. I have a great deal of respect for the remarkable work you do, and I thank you for being a constant source of inspiration. I look forward to seeing you all at conference and thanking you in person as well.

As always, there is an amazing slate of restorative and community justice related panels, roundtables, and open workshops to attend at this year's annual conference in National Harbor, MD beginning on March 14. Our general membership meeting is currently scheduled for Thursday March 16 from 9:30-10:45am. One exciting new event this year will be the joint section reception, which also takes place on Thursday March 16 from 5:00 - 7:00pm. This is an opportunity to network with other sections and to recruit new members to join us. I hope that you all will take advantage of these important events, as the support we provide one another is paramount to our success. Again, I thank you all for your contributions, and I hope to see you at the annual conference!

Sincerely,
Tim Holler

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ACJS Restorative Justice Section of the Academy of Criminal Justice Sciences

ACJS Restorative & Community Justice Section

2022 Mid-Year Report

Submitted: September 2, 2022

Prepared by: Tim Holler, Section Chair

J. Renee Trombley, Section Vice-Chair

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Executive Summary

Last year was a year of planning and 2022 has been a year of action thus far. We held our first in-person meeting in two years, we published our first newsletter in five years, and we held our first ever Symposium Series event. We have maintained the momentum generated by the 2021 annual conference and continue to work toward our larger goals. Those include the creation of a dedicated restorative and community justice journal, as well as section awards to recognize and support the outstanding work of our members. We are also continuing to look for ways to generate participation in section activities.

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Section Report

- **General Mid-Year Updates**
  - Changes in the Executive Board
    - Dr. MaryAnn Thrush stepped down from her role as Executive Counselor. We would like to thank Dr. Thrush for her work with both the section, and ACJS.
    - Dr. Chris Hausmann replaced Dr. Thrush as Executive Counselor. Dr. Hausmann was the runner-up in our section's most recent election for executive counselors, and the Executive Board decided unanimously that he would take over that role for the rest of her term, ending at the 2023 annual conference.
  - The section has been committed to supporting the work of our membership through our annual newsletter and our newly develop symposium series.
  - *Dialogue*
    - The section published the annual newsletter, *Dialogue*, in late February 2022. The newsletter included:
      - Updates on various RJ efforts taking place across the country
      - Research experiences for undergraduate students
      - Section's yearly meeting calendar
      - Publications:
        - Conceptualizing and Implementing an RJ Curriculum
        - The Restorative Index
  - Symposium Series
    - On March 30, 2022, section members Dr. Jeremy Olson & Dr. Rebecca Sarver presented their recently published work on indexing restorative justice programming. Over 20 members and some non-members from across the world attended the event.
- **Subcommittee Updates**
  - Communications - The subcommittee is continuing to work on the development of a dedicated Restorative and Community Justice Journal.
    - The subcommittee has reached out to publishers and colleagues in the field with experience in creating/running a journal.
    - We will be scheduling planning meetings through the end of the year.
    - Our hope is to help bridge the gap between academia and practice in the R & CJ worlds, and to provide our members, and others, with high quality research.
    - The subcommittee is also seeing the collection of materials for next year's *Dialogue*.

- November 30, 2022 submission deadline.
- We will be exploring the possibility of including a small fee for advertisement of University/College programs. We may wave the fee for any advertisement originating from a non-profit organization.

- Social Media Representation
  - The section has budgeted a stipend for a Social Media Coordinator. We are still looking for a student member that would be willing to take on this role.

- Programming - The subcommittee is primarily responsible for annual conference planning and the planning of our Symposium Series.
  - Developing Annual Conference Plans
    - Want to be more aware of the financial strain the conference can have on our membership, especially those practitioners who do not have university funding to support conference travel.
    - Having as much RJ programming, including the section meeting, on one day, may increase attendance.
    - We will have to work with the ACJS conference programming committee to ensure our events are coordinated accordingly.
    - Conference plans to expand the roundtables we had in 2021 to workshops are currently taking shape.
  - Symposium Series
    - We hope to continue with the success of the Symposium Series throughout the year. The section is currently planning to hold another event in October 2022. Details to follow.
    - Events will span research, practice, and pedagogy, which allows us to highlight the work of all of our members.
    - We will rotate presentation topics accordingly.
- Budget/Awards - The subcommittee is primarily responsible preparing the proposed budget for the section's annual report which is due in mid-March and exploring the development of section awards
  - Budget (Please see 2021 Year-End Report)
  - Section Awards
    - We currently offer two-three student scholarships ($250 each) for either undergraduate or graduate students to support travel to the annual conference. We have put together our call for submissions and made the membership aware of the scholarships.

- Winners will present their work at the annual conference during the section meeting.
- We want to examine the possibility of expanding these scholarships to support conference travel for practitioners as well.
- The subcommittee has discussed the possibility of two more awards.
  - Outstanding Member of the Year Award
    - Need to look at what other sections are listing as their criteria for nomination.
    - Someone who has been involved longer-term.
  - Award for RJ Scholarship, Practice, or Pedagogy
    - Victimology has an award for a new scholar.
    - Partly used as a recruiting tool to get new members more involved.
    - "Rising Star Award"
    - Committee is looking into nominating procedures, and funding averages for similar awards.

- **2022 - 2023 Business & General Meeting Calendar**
  - We will hold meetings on the 3rd Thursday of the month, except when otherwise noted. All meetings are via Zoom.
  - The times for these meetings are 4pm EST for the Business Meeting and 5pm EST for general meetings when we have those scheduled.
  - **2022**
    - September 15th
      - Business meeting at 4pm EST. Executive Board Members Only
    - November 10th
      - (2nd Thursday of the month due to ASC Conference Conflicts)
      - Business at 4pm & General Meeting at 5pm.

- **2023**
  - January 19th
    - Business meeting at 4pm EST. Executive Board Members Only
  - March 16th
    - ACJS Annual Conference - This is an in person meeting with a virtual option.
  - May 18th
    - Business at 4pm & General Meeting at 5pm.
  - July 20th
    - Business meeting at 4pm EST - Outline agenda for coming year. Executive Board Members Only

DESCRIPTION

The Restorative and Community Justice Section (Section) shall be a constituent unit of the Academy of Criminal Justice Sciences (Academy) and shall function in accordance with the Constitution and By-laws and policies of the Academy. The mission of the section is to: provide a professional arena for academics, educators, justice agency practitioners, and victim advocates interested in developing restorative and community justice theory; conduct policy-relevant research on restorative and community justice practices; and educate individuals, organizations, institutions, and governmental entities about restorative and community justice principles and practices.

The purposes of the section are:

Cultivate professional development of those involved in restorative and community justice research, education and practice.

Promote discussion, research, and dissemination which gives focus, direction, and integration of fields related to restorative and community justice education and practices.

Provide opportunities for dialogue and encouragement for academics and practitioners interested in restorative and community justice related principles.

Expose members to interdisciplinary issues related to our mission.

Advance cross-cultural and international restorative and community justice research, education, and practice.

Develop essential knowledge, attitude, and skill competencies for educators, practitioners, and researchers working in the field of restorative and community justice.

Promote on-going education and professional development of members in the fields of restorative and community justice.

Integrate evidence based practices and models into the field and promote evaluation, research, and policy.

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Lost Dog Found: A "Tail" of Restorative Justice and Understanding

Holli Vah Seliskar, Ph.D.

A man drives up to the curb at the local animal shelter and shouts to the woman standing there: "Hey, I found this dog; will you take her?" The woman responds: "Of course, we even take the mean ones!" This is a story of how we came to adopt our dog, Mickey, who was found completely emaciated and covered in feces, with a punctured lip and a missing right front tooth. Our dog Mickey was thirty pounds underweight when they found her on April 1, 2022.

We adopted Mickey on May 7, 2022, and have undergone different challenges with adopting a dog from our local animal shelter. Currently, the American Society for the Prevention of Cruelty to Animals [ASPCA] estimates that 6.3 million animals are in animal shelters, and of those animals, approximately 3.1 million are dogs (ASPCA, 2022). Adopting from an animal shelter was something my family and I wanted to do after losing our dog of sixteen years in January of 2022. My husband had been following our local animal shelter and humane society on social media for several months, and we came upon a dog they were calling 'April', who we soon adopted and renamed Mickey.

As soon as we met 'April', we knew that we wanted to take her home with us. On the drive home from the animal shelter, April sat in my lap and seemed to be the sweetest dog in the world. We would soon learn that adopting a dog from a shelter comes with many unexpected behaviors, unknown fears for the dog and for the humans involved, possible biting and nipping, uncertainly, and distrust. Building a relationship with our new dog was going to take a lot of time. We knew nothing about this dog we were now bringing into our home, and were about to enter into a shared journey of restoration, reconciliation, and respect (Zehr, 2015). We were hopeful that we could build a rapport and trust with our new dog, Mickey.

During the first month of having Mickey, we soon realized that building a relationship with her was going to take time, patience, and an understanding that we knew nothing about her past trauma and negative experiences. We had no idea how she ended up homeless, covered in feces, and nearly starved to death when she was found.

The first incident came when we were playing in the backyard, when my husband picked up a stick and threw it for Mickey to go and fetch the stick. Rather than run towards the stick to play a game, Mickey instead turned and tried to attack my husband, lunging at him and trying to bite him. Was she beaten with a stick in her former life? Was Mickey a biter? Was she going to bite one of my kids? This was our first lesson in having patience and to be understanding about the trauma and possible harm that our new dog may have experienced, as well as what our obligations were as her new adoptive parents. We needed to respect that she is not like the other dogs we have had in our families, who were all raised from puppies by myself and my husband. Mickey was different, and we had no real idea how to proceed; however, we did learn from this incident that we should not play with sticks with Mickey.

The second incident came shortly thereafter when Mickey had her first experience with the lawnmower, in which she completely attacked the mower, and tried to lunge at my husband while he was cutting the grass. We soon learned that Mickey had a few unknown triggers that seemingly brought out fears that she may have experienced in her former life. Our obligation to address this harm was to keep her away from the lawnmower and show her that she will not be harmed by this machine. Building trust was going to take time.

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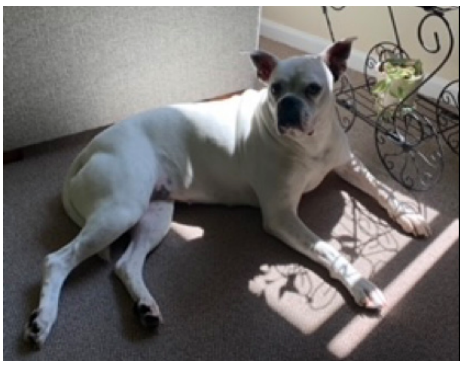
The third incident involved biting. We had all been 'nipped' by Mickey in some way since we brought her home. Our family had been addressing these biting incidents each time, often minimizing what happened and claiming that we each did something to cause her to nip at us; however, this bite was more serious and drew blood. My husband had been playing with Mickey and unfortunately, Mickey bit him on the hand, making him bleed a bit. My first reaction was that I could not continue doing this with Mickey, and that we should try to get her rehomed, or just give her back to the animal shelter. I was so upset, and because each of us, including my husband, son, daughter, and myself had all been 'nipped' by Mickey previously, I was starting to believe she was a lost cause. Where was the restorative person I claimed to be? No second chance here for Mickey? Just get rid of her? Give up on her? I felt like a failure, and soon realized that my obligation as Mickey's caregiver was to provide an opportunity for learning, for reconciliation, and for restoration to the dog that I knew she had the potential to become. We decided to keep working with Mickey and to not give up on her. We knew a second chance was exactly what Mickey needed here, as returning her to the animal shelter would only result in her being euthanized, as this is what happens when a dog is returned to the shelter after a reported bite. Returning her to the animal shelter was not an option. Rehoming her was also not possible, given the fact that I knew she had bitten people and would likely continue to bite people.

We have had several challenges with Mickey in the last seven months, and continue to work on addressing her needs, which seem to be met fairly easily with a lot of love, patience, some toys, and dog treats. Our obligation to Mickey has grown from feeling a responsibility to help her, to loving and caring for her, no matter what her fears may be; we are still finding out more about her every day. We continue to engage Mickey in fun play, and have learned more about the breed we think she might be, as we really do not know for sure. She has a strong prey drive, and we have found ways to engage this prey drive through different forms of play and exercise.

We are thankful for what Mickey has taught us and continues to teach us about ourselves every day, including the importance of respect and being mindful of the past trauma both animals and people may have experienced in their lives and how this can manifest itself in everyday situations. Understanding that everyone has a different background than myself, as well as being patient in challenging and difficult situations are two things I continue to work on every day. Mickey has helped me in this way so much.

Mickey has become a part of our family and has reminded us of the importance of unconditional love. In an unexpected way, Mickey has taken our family on a restorative journey toward restoration and reconciliation. I am looking forward to the continued lessons Mickey has to teach us.



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Thinking about access, equity, and restorative justice design

By Rachel Halfrida Cunliffe, PhD.
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Readiness for restorative justice conversations includes some degree of insight into one's own emotional state as well as the ability to empathise and sympathise with others. Being able to take someone else's perspective and see the world from their point of view supports the sense of shared humanity with which we may emerge from the most successful encounters. As facilitators, our role is to help participants imagine the feelings of others, not just how it would feel for us to be in their position, but also how it feels from their standpoint.

So, how do we help a person who has intellectual disabilities or emotional capacity deficits access restorative justice? These disabilities may stem from mental illness as severe as schizophrenia or bipolar disorder, personality disorders, as well as challenges to capacity issuing from the situation at hand such as depression, brain damage, and trauma. In addition, there may be long term disabilities including developmental delays, fetal alcohol syndrome, autism and so on.

Folks with these challenges are more likely to be victimized, and they are also frequently found enmeshed in a criminal justice process they may only poorly understand. As facilitators we may find ourselves in the role of building capacity in a person for as much participation in as much of a restorative process as possible even while the process may have to be modified so they can really access it.

The Americans with Disabilities Act offers some language for helping us think about how to create access for people who are differently abled. In particular, the ADA requires that where a person has disabilities, processes and procedures should be modified as much as needed unless the modifications so alter the process as to make it something other than is intended.

Paul McCold and Gordon Bazemore famously debated purist and maximalist definitions of restorative justice back in 2000. The conflict is between a focus on outcomes or on process. McCold argued that certain processes should be carried out by certain people sharing physical space. Bazemore argued that if outcomes were restorative, then we could imagine a variety of processes and configurations to get there. The common ground allowing us all to be under the restorative justice umbrella is a set of principles: victim driven, community based, focus on healing and reparation through accountability by those responsible for the harm, doing no further harm, facing the past, and making things as right as possible.

Modifying restorative encounters so they are accessible to people with disabilities requires that we adopt a principled approach and deeply think about how wedded we are to particular activities as defining restorative justice. Perhaps the activities we typically think of are just one of several ways to accomplish a set of outcomes which are restorative. Access is a fundamental premise of equity which is surely one of our central principles. I look forward to further discussion of inclusive and collaborative restorative justice design.

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Restorative Justice Pedagogy: Strategies for Contextualizing and Emphasizing Restorative Justice in Criminal Justice Programs

Jessica Visnesky, Northern Vermont University - Lyndon

Introduction

A lack of public awareness regarding restorative justice has been identified as a significant factor in legitimizing restorative justice as a viable alternative justice practice (Pointer, 2021). Possibly due to confidentiality policies surrounding restorative conferences, youth diversion, etc., restorative justice is simply not as public nor publicized as courtroom proceedings. As a contemporary justice practice, there are limited popular media offerings on restorative justice – a stark contradiction to the vast array of crime dramas.

With such limited visibility, how can we expose our undergraduate students to restorative justice as a viable alternative paradigm? How can we highlight restorative justice work as an actual career possibility? As educators, how do we move from the theoretical to the practical?

Within this paper, I offer the following three strategies to present restorative justice as a viable alternative paradigm and potential career pathway for students:

1. Increase restorative justice-specific coursework
2. Restorative justice across the criminal justice curriculum
3. Inclusion of restorative practitioners in the classroom

Increase Restorative Justice-Specific Coursework

The most challenging of these three strategies is the creation of standalone restorative justice-specific courses. In a highly politicized environment with dwindling resources, faculty may find it difficult to obtain buy-in from colleagues and/or administration. I offer two potential solutions following this discussion.

I teach in a CJ program that offered the first restorative justice concentration at a baccalaureate level, of which presents students with numerous restorative justice-specific course options. This coursework includes facilitating restorative practices; peacemaking criminology; understanding and dismantling the school-to-prison pipeline; and trauma, resilience, and restorative justice. Department faculty have found that students benefit from repeated exposure to restorative justice-specific coursework, with logical course sequencing that leads students from a foundation of restorative justice to a mastery of restorative facilitation, often concluding with a restorative

justice internship. Students have an introductory examination of restorative justice as a paradigm with specific practices in our CRJ 2150 Community and Restorative Justice course. Students receive advanced training in our CRJ 3310 Facilitating Restorative Practices as well as CRJ 3710 Trauma, Resilience, and Restorative Justice.

By expanding restorative justice-specific offerings, students can engage in deeper learning about restorative justice in a variety of contexts and settings. This also ensures that the coursework is relevant to a wide variety of students, not simply criminal justice majors – it is not uncommon for us to have psychology/human services and education students in our restorative justice-specific courses. Through the expansion of our offerings, students have access to a minimum of one restorative justice-specific course a year that they could enroll in. In some semesters, our students have access to numerous RJ-specific courses and have described feeling "immersed" in restorative justice. We plan to continue engaging in the creation and development of restorative justice-specific coursework.

As mentioned, challenges to this strategy are many and navigating these challenges successfully is worthy of a separate writing piece. I offer the briefest thoughts for two common hurdles.

Of significance, faculty may lack institutional support for the creation of new coursework in restorative justice. Faculty may be able to introduce restorative justice-specific coursework in special topics/contemporary topics coursework. Certainly, many RJ-specific courses I have taught originated as special topics or remain special topics at this time. This method also permits faculty to assess student interest. If faculty are lacking departmental support for a special topics offering, faculty may be able to survey students - in essence gathering a list of student names who have committed to their interest in registering for a particular RJ-specific course.

It is also crucial to note that there are very few, if any, actual textbooks in restorative justice-specific topics, particularly for courses outside of introductory restorative justice. Faculty must be prepared to spend significant time gathering materials and contemplating pedagogical strategies for teaching advanced RJ-specific coursework. With that said, professional development opportunities for restorative justice have expanded across the nation – interested parties should be able to find access to online or remote workshops/coursework that can inform their pedagogy, resources permitting.

I offer the following suggestions below for online or remote coursework/workshops:

Vermont Law School

Eastern Mennonite University, Center for Justice and Peacebuilding

Amplifyrj.com

University of Minnesota Duluth, Center for Restorative Justice and Peacemaking

International Institute for Restorative Practices

The above list is not exhaustive, nor does it represent the availability and value of in-person trainings, coursework, and workshops. It should be noted that some topics are more likely to be readily available remotely (restorative justice in education institutions, for example) whereas content areas on facilitation or circle processes are generally completed in intensive face-to-face formats. As best practices for restorative justice education center around workshop learning modalities, simulations, role plays, and the deep learning that derives from face-to-face experiential practices (Sweeney, 2022; Pointer, McGoey, & Farrar, 2020), faculty should not overlook the possibility of engaging in in-person professional development, should the opportunity arise.

Restorative Justice Across the Criminal Justice Curriculum

Faculty can expend considerable effort to the inclusion of restorative justice materials and/or activities across the CJ curriculum, incorporating restorative justice material in common criminal justice courses. Much of the literature regarding restorative justice education discusses the inclusion of restorative justice material in an introductory to criminal justice course, with the addition of a single standalone restorative justice course (Stroup, 2019). There are, however, ample opportunities within the broader criminology/criminal justice curriculum to include restorative justice-specific materials in an in-depth fashion. I will provide an example of a common criminal justice course and the associated learning activities used to incorporate restorative justice education. This discussion does not represent all restorative activities that take place in this course; however, it should provide a starting point for consideration.

RJ within the Victimology classroom

Many Victimology textbooks will include sections on restorative justice, shedding insight on restorative justice from a victim assistance and/or satisfaction perspective. One pedagogical strategy to further expose restorative justice in the victimology course is to supplement reading material for this section to include first-person narratives from people who have been harmed who have participated in restorative practices or from facilitators who are describing their perceptions of victim-survivors' experiences in the RJ process. This may assist with contextualizing restorative justice practices, highlighting the real world impact such processes may have on people who have been harmed.

I also use trauma-aware restorative circle pedagogy to process sensitive course topics such as intimate partner violence and sexual assault. The circle process has been particularly helpful for debriefing documentaries or active learning activities on sensitive topics, in which the material's impact is likely to be felt more significant than lecture-only. Students frequently share that the direct practice of being in circle with their peers to discuss discomforting topics is challenging and that this challenge reveals to them the enormity of what restorative justice asks of its participants. This activity contextualizes restorative justice processes to students – restorative justice moves from the abstract to a process that students have directly, physically, and emotionally experienced. Students also regularly share how beneficial they found this activity to their learning because they were exposed to more viewpoints than simply the instructor's and a few comments from peers. This reflects how the circle process prioritizes the restorative value of "equal voice" and promotes sharing from all participants (Pointer, 2020).

Time and space considerations are crucial. If an instructor is planning to regularly use the circle process for this course as a method to reflect on emotionally straining material, it should prove helpful to schedule the course in a once per week, 3-hour time block. Faculty can then begin the class period with lecture or review of concepts, follow with an engaged learning activity or documentary to deepen student understanding, and conclude with a reflective circle process. Space considerations must be prioritized – ensuring that the room is private, has comfortable lighting, the ability to move tables/desks out of the way and move chairs into an adequately spaced circle. At times, I have also conducted circle processes in a separate room, signaling to students the separation from standard everyday classroom activities, in the spirit of restorative justice and its potential for liminality.

Challenges to the use of restorative circles include faculty access to restorative facilitation experience and/or training as well as personal level of trauma awareness and comfort. Faculty should also ensure that the classroom community has spent significant time building trust and relationships prior to initiating sensitive topics and debriefing circle processes.

Beyond Victimology

Faculty could consider the inclusion of restorative justice material in a variety of courses beyond Victimology. Seminar courses that expose students to the variety of employment in the field could include restorative justice practitioners, highlighting restorative justice work in schools as well as in justice system-connected organizations. Faculty could also teach students about the school-to-prison pipeline in a variety of courses (juvenile justice, race, class, gender, and crime, or in other policy-oriented courses), highlighting restorative practices in education as a strategy to combat the school-to-prison pipeline. Coursework on corrections could include several sections on restorative justice – instructors may review community-based restorative justice

processes as well as provide supplemental material on restorative justice work in prison. Coursework on administration, policy, and planning could include learning activities centered around designing a restorative justice program and creating a program proposal.

The possibilities are vast, and we can continue to transform the way we conceptualize criminal justice and criminology education. The inclusion of restorative justice material in common criminal justice courses also exposes a greater number of students to the restorative paradigm, as students may self-select or otherwise opt out of restorative justice-specific coursework. This strategy also avoids most institutional barriers regarding expanding restorative justice education.

Inclusion of Restorative Practitioners in the Classroom

I have found the inclusion of restorative practitioners and other folks impacted by restorative practices (CoSA core member/responsible party and family members; CoSA restorative volunteers) to be of significant value to students' restorative education. My department has invited guest speakers into the following courses: Applying/Facilitating Restorative Practices; Trauma, Resilience, and Restorative Justice; and Community and Restorative Justice.

In general, I begin a guest speaker session in a community building circle, inviting students to sit in a circle with our guests and ask students to prepare "community building" circle questions. Beginning with a community building circle provides us with the opportunity to reflect on our commonalities and grounds our session with attentiveness and a deep sense of respect for one another. Restorative practitioners and any impacted parties are then invited to share their experiences with restorative justice. Students frequently express that this is one of the most powerful learning activities in the restorative justice classroom. Students report that restorative justice "comes to life" through this activity; other students share that this activity revealed to them their desire to work as restorative practitioners. It is important to note that the practitioners have also shared with me the positive impact this activity has on justice-involved individuals, inspiring them to engage in more guest speaking opportunities.

The seriousness of this activity, particularly with the inclusion of justice-involved participants, necessitates faculty be thoughtful in their selection of participants as well as remain cognizant of potential safety concerns and trauma responses. Faculty should be prepared to facilitate in a trauma-aware manner, recognizing that within our classroom community we will often have students who have experienced, witnessed, or otherwise been impacted by violence, crime, and/or incarceration. Faculty should discuss the guest speaker circle process in earlier class sessions, provide gentle e-mail reminders within 24 hours of the class period, and offer alternative activities should a student request. This also promotes a safer space for the guest speakers, as it

reduces the likelihood of a student reacting in a non-restorative fashion.

An obvious challenge is university proximity to restorative practitioners. Conducting job searches for "restorative justice" or "restorative practices" for one's geographical area may lead faculty to locating restorative justice work that they were previously unaware existed, such as restorative justice practitioners in schools or university settings. I have found the discussions with practitioners to be of such great value for my students and their conceptualization of potential career possibilities for CJ/RJ graduates that I would recommend faculty without proximity to restorative practitioners consider the use of telepresence, to expose students to this line of work.

Conclusion

While restorative justice is often thought to be invisible to the broader public and to our students, restorative justice educators are well-positioned within most criminal justice programs to expand students' opportunities to engage deeply with restorative education. Such engagement should serve to contextualize and shed light on restorative justice as not only a theoretical paradigm, but also a movement with real world applications. It is my hope that the expansion of restorative justice educational opportunities within higher education settings will positively influence broader acceptance and awareness of restorative justice outside of the universities.

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Exploring Employer Needs and Perceptions when Hiring Restorative Justice Practitioners: Considerations for Restorative Justice Education

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Introduction

Across the country there has been a steady rise in legislation at state and federal levels calling for the implementation of restorative practices in K-12 schools as well as the hiring of restorative justice staff or trauma-informed support personnel (Examples: Restorative Justice in Schools Act 2013; Michigan's Restorative Justice Law, 2016; Counseling not Criminalization Act.) Despite the proliferation of such legislation and a rise in restorative justice-related careers, there has not been the same movement within higher education to meet those potential employer/paradigm demands. With the rise of such legislation/careers and the dearth of restorative justice education (Stroup, 2019) we have asked the following two research questions. First, what are the expected responsibilities and duties of a restorative justice practitioner in their daily work? Second, what credential(s)/skills qualifies one to be a restorative justice practitioner? This paper will briefly review the concept of methods used to answer to two questions, respond to the questions, and then pose a variety of considerations for criminal/restorative justice educators in response to the revealed data.

Methodology

The methods used to conduct this research was a thematic content analysis of job postings that included the term "restorative justice" or "restorative practitioner" on the website Indeed.com. The research reviewed postings for the states of New York (339), Pennsylvania (68), Vermont (43), New Hampshire (24), and Maine (20). For the purpose of this study, we defined restorative practitioner as an individual who facilitates restorative practices as a primary function of their work responsibilities. Examples of restorative practices that we conceptualized included: tier 1 – tier 3 conflict resolution circles, reparative justice panels, victim-offender mediation/dialogue, peacekeeping circles for community-based conflict, and restorative justice facilitation trainings for community members, etc. We excluded from our analysis employment in which there was no mention of facilitating restorative practices within the job duties.

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Characteristics of Hiring Institutions

Using our definition, a total of 26(N) postings met the researchers' criteria for a restorative justice practitioner. These included a single posting from Pennsylvania, 11 postings from Vermont, and 14 postings from New York. The types of institutions hiring these positions were non-profit human services organizations (25%), restorative justice centers (21%), and K-12 educational institutions (54%). Within these institutions, there were a variety of job titles in which employees were expected to be proficient restorative practitioners. A sample of these are as follows: within K-12 educational settings, *Restorative Practices Specialist, Student Support Specialist Coordinator, and Social Emotional and Restorative Teacher* to name only three. Within justice-related non-profits titles included *Restorative Program Coordinator at Community Justice Center, Pretrial Services and Tamarack Coordinator, Community and Social Justice Case Manager,* and *Program Associate in Peacemaking.*

Practitioner Responsibilities

In relation to the first research question, the review of job postings revealed a variety of daily responsibilities depending on the type of organization. Within educational settings, common responsibilities included the implementation of restorative practices and training all support staff in restorative practices, behavior management and de-escalation, leading restorative circles, designing and facilitating re-entry circles, support teachers in Tier 1 connection activities and circle facilitation, first responder for school-based crisis, point person for determining and implementing suspensions, lead restorative practices for incidents that occur with families, students, staff, and oversee disciplinary issues and management. Within the non-profit sector the most common responsibilities included community outreach, the facilitation of restorative circles in the community and for people in conflict, train and oversee youth circle facilitators and peer mediators, develop/deliver experiential education about restorative practices, create individualized and group support for youth participants on resiliency, self-sufficiency, mental health, address victim-survivor needs, and case management duties.

It is important to note that several organizations within educational settings described practitioner responsibilities that better reflect a punitive paradigm (i.e., conduct restraints or oversee suspensions/expulsions). These punitive roles raise the question as to the actual restorative position in which some are acting in. In other words, are organizations attempting to shift wholly away from the punitive paradigm? Or are these organizations using restorative terminology without a commitment to the restorative paradigm (co-optation)?

Required Credentials/Skill Sets

In relation to the second research question concerning the credential(s)/skills that qualifies one to be a restorative justice practitioner, this analysis revealed a number of themes. They are as follows. First, there was no common degree in which employers required for restorative practitioner positions. Almost half of the listings required no specific degree type outside of a university education. Twenty percent of the listings required a Bachelor's degree in some type of non-specified social sciences program. Other postings ranged from degrees in education, psychology, counseling, and social work. Only one listing required a degree in Restorative Justice and this listing was for a school-based position.

In relation to skills required by employers, approximately half of the postings reflect a preference of restorative facilitation experience and values orientation over a degree in hand. Approximately two-thirds of job postings analyzed expressed a preference for restorative facilitation training, experience, or the embodiment of restorative values. Some quotes taken directly from the postings included "Embodies our restorative values"; "Theoretical and practical understanding of restorative practices for schools"; "Minimum three years' experience of restorative facilitation"; "Training in restorative practices required"; and "Candidate must be willing to integrate restorative processes in all aspects of programming."

We also found that restorative facilitation experience was highly sought after for non-restorative practitioner employment. While most of the job postings analyzed did not meet our definition for restorative practitioners, nearly all job postings demonstrated that knowledge of or experience with restorative justice or practices was preferred. This is particularly relevant for faculty working towards advancing restorative justice education within higher education settings, demonstrating a clear demand for education that we could be providing. Further, for faculty who advise and mentor students, this sheds light on contemporary strategies for our students' success post-graduation.

Future Research

Two possible venues for future research based on the above findings are being sought by the writers of this work: (1) restorative practitioners' perceptions of their preparedness and (2) employers/managers' knowledge of restorative justice/values. Future research should examine restorative practitioners' experiences of their work and educational preparedness. How prepared for facilitating restorative practices did practitioners find themselves when beginning in their field? What educational backgrounds do they have and what would they consider necessary educational preparation for future practitioners?

Future research should also continue examining employers' needs, knowledge, and understanding regarding restorative justice. Using survey research, the authors of this paper are exploring the educational qualifications necessary or most beneficial for restorative practitioners according to employers/managers with hiring decision-making responsibility. What skills are deemed most needed for entry-level restorative practitioners? How much do employers know of/understand/embody the restorative justice paradigm and related practices?

These avenues for research should assist restorative justice educators in the development of restorative curriculum, as well as act as evidence for justifying the creation of any new restorative justice-related programing to hesitant colleagues and administrations.

Implications

This research highlighted that employers prefer facilitation and restorative justice experience over specific degree titles. Many job postings within the non-profit sector listed no degree requirement but reflected preferences for experience in restorative facilitation, knowledge, and restorative ethos. In our view, this might reflect movement resiliency over professionalization – that being an individual's commitment to restorative values carry more weight than a degree in hand. At the same time, if/as restorative justice work expands, particularly within educational settings, will employers be pushed to hire individuals with no restorative justice background or knowledge (assuming those hiring the position have this knowledge)? If so, what are the implications for the broader restorative justice movement? Could this lead to co-optation of restorative justice by employers/institutions? Could the concept of restorative justice be used to rebrand conventional systems, paradigm, and associated punitive practices?

In relation to restorative justice educators, the implications for curricular and program development are many. Strategies and pedagogy for ensuring the resiliency of the restorative paradigm from possible co-optation from the conventional systems of punishment will need to be developed and advocated for.

This research indicated that there is no uniform or requisite educational expectation at the undergraduate level for restorative justice practitioners. This reflects the educational realities for restorative justice formal education. Very few programs in higher education explicitly teach restorative facilitation. To date there are two Master's degrees in restorative justice in the United States. There are no undergraduate bachelor's degrees in restorative justice and as of this writing only one undergraduate concentration offering multiple stand-alone restorative justice courses. Those interested in gaining restorative facilitation credentials often do so through non-profits (Examples: International Institute of Restorative Practices; St. Johnsbury's CJC Summer Institute

of Restorative Practices) or professional development trainings/certificate programs at university centers (Ex: Center for Justice and Peacemaking, UMN-D; Center for Justice and Peacebuilding, EMU). Is this an adequate model for preparation?

Conclusion

Though there have been gains, there remains a general lack of restorative justice education within higher education. Our own experiences inform us that restorative justice work is often done individually, particularly notable in educational settings in which only one restorative practitioner is employed and is responsible for overseeing the implementation of restorative practices across the institution. As the restorative justice workforce expands, is this lack of education harming the paradigm? Are entry-level practitioners prepared to create and facilitate trainings in restorative practices for co-workers, youth, community members, responsible parties, or victims? How might the lack of restorative justice educational preparation impact the implementation of restorative practices in organizations and institutions? Anecdotally, as restorative justice faculty, we have been contacted by newly hired restorative practitioners in K-12 educational settings who have requested our assistance, as they did not have facilitation training and did not know where to begin with implementing restorative practices in their institutions. For those of us concerned with advancing restorative justice practices, stories such as these should be immediately alarming.

The data from this study forces one to pose the questions, what role do we hold in ensuring that qualified individuals are being hired within this emerging workforce? How might we conceptualize what restorative justice education can and should look like? As faculty committed to the restorative paradigm, how can we best contribute to movement resilience?

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"A People's Criminologist in an Age of Trumpian Populism: On the Praxis of Newmaking and Monetizing."

Advances in Social Sciences Research Journal -- Vol. 9. No. 8. August 25, 2022. DOI:10.14738/assrj.98.12954.

Book Description

Criminology on Trump is a criminological investigation of the world's most successful outlaw, Donald J. Trump. Over the course of five decades, Donald Trump has been accused of sexual assault, tax evasion, money laundering, non-payment of employees, and the defrauding of tenants, customers, contractors, investors, bankers, and charities. Yet, he has continued to amass wealth and power. In this book, criminologist and social historian Gregg Barak asks why and how?

This book examines how the United States precariously maintains stability through conflict in which groups with competing interests and opposing visions struggle for power, negotiate rule breaking, and establish criminal justice. While primarily focused on Trump's developing character over three quarters of a century, it is also an inquiry into the changing cultural character and social structure of American society. It explores the ways in which both crime and crime control are socially constructed in relation to a changing political economy.

An accessible and compelling read, this book is essential for all those who seek a criminological understanding of Donald Trump's rise to power.

Criminology on Trump

https://www.routledge.com/Criminology-on-Trump/Barak/p/book/9781032117904

Chronicles of a Radical Criminologist

https://www.rutgersuniversitypress.org/chronicles-of-a-radical-criminologist/9781978814127

The Routledge International Handbook of the Crimes of the Powerful

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