

A RESTORATIVE PRACTICE APPROACH TO IMPROVING A UNIVERSITY

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UNIVERSITIES AS A CULTURAL ORGANIZATION

- Employee Satisfaction
- Faculty – Student Interaction

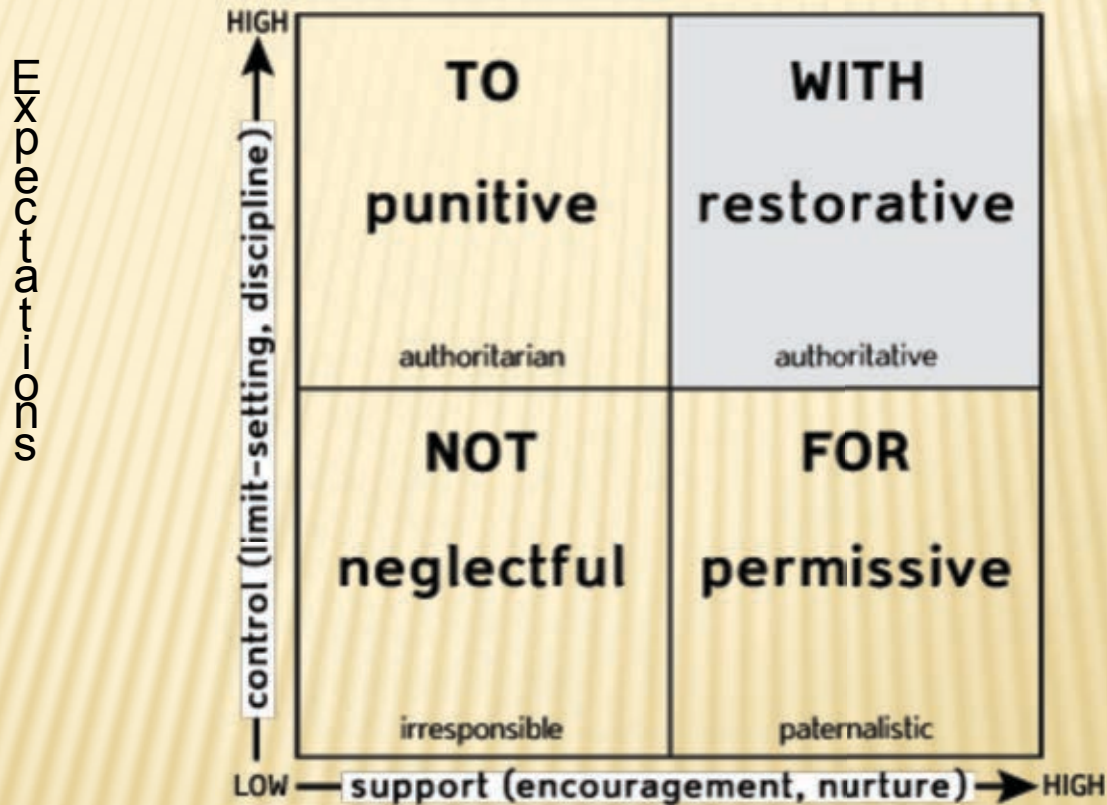
EMPLOYEE SATISFACTION

- *Appreciation of Diversity* is the ability of an organization to recognize that diversity within its ranks is not only beneficial but truly necessary for optimal functioning, thus highly valued.
- *Contributory Orientation* is the pervasive belief within an organization that an individual's effort can produce positive outcomes for the organization and that an individual can make a difference within the organization.
- *Culture of Respect* is a fairly extensive attribute that captures the sense of civility among and appreciation of individuals within an organization.

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- *Effective Communication* captures the effective exchange of information, the creation and maintenance of relationships, and the shared understanding within and across divisions of the organization through quality listening, non-verbal and verbal methods of interacting.
 - *Meta-Decision Making* is the understanding of how and why decisions are made within an organization.
 - *Organizational Trust* is the overall confidence individual's possess that the organization will provide an optimal environment for employee success.

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- *Overall Satisfaction* is a specific attribute of its own, and not a conglomeration of the other attributes. Instead, it is a general sense of contentment with one's work and working environment.
 - *Physical Safety* is a feeling of not being at risk for physical harm.
 - *Value Congruency* (Mission Driven) occurs when supervisory and employee values are consistent with each other, specifically when there is the perception that the mission is driving the decisions throughout the organization.

RESTORATIVE MODEL



References Needs of Employees/
Students

COMPONENTS BENEFITTING FROM RP

- Recognizing the needs of others, taking their perspective
- Setting high expectations for employees
- Yields improvement in:
 - + Appreciation of Diversity
 - + Contributory Orientation
 - + Communication
 - + Culture of Respect
 - + Effective Communication
 - + Meta-decision Making
 - + Organizational Trust

POSSIBLE APPROACH TO IMPROVEMENT

- ✘ Universities and other organizations should look at
 - + What are the implicit expectations
 - ✘ Is it high enough?
 - ✘ Can more be expected from employees?
 - + What efforts are in place to reference the needs of the employees?
 - ✘ Use of Employee Satisfaction Survey
 - ✘ Managers meeting with individuals
 - ✘ Taking a compassionate approach

FACULTY STUDENT INTERACTION

- ✘ When students experience challenges with their interaction with Faculty
 - + Attempt to resolve it with faculty member
 - + Attempt to resolve it with Department Chair
 - + Meet with Dean's Office

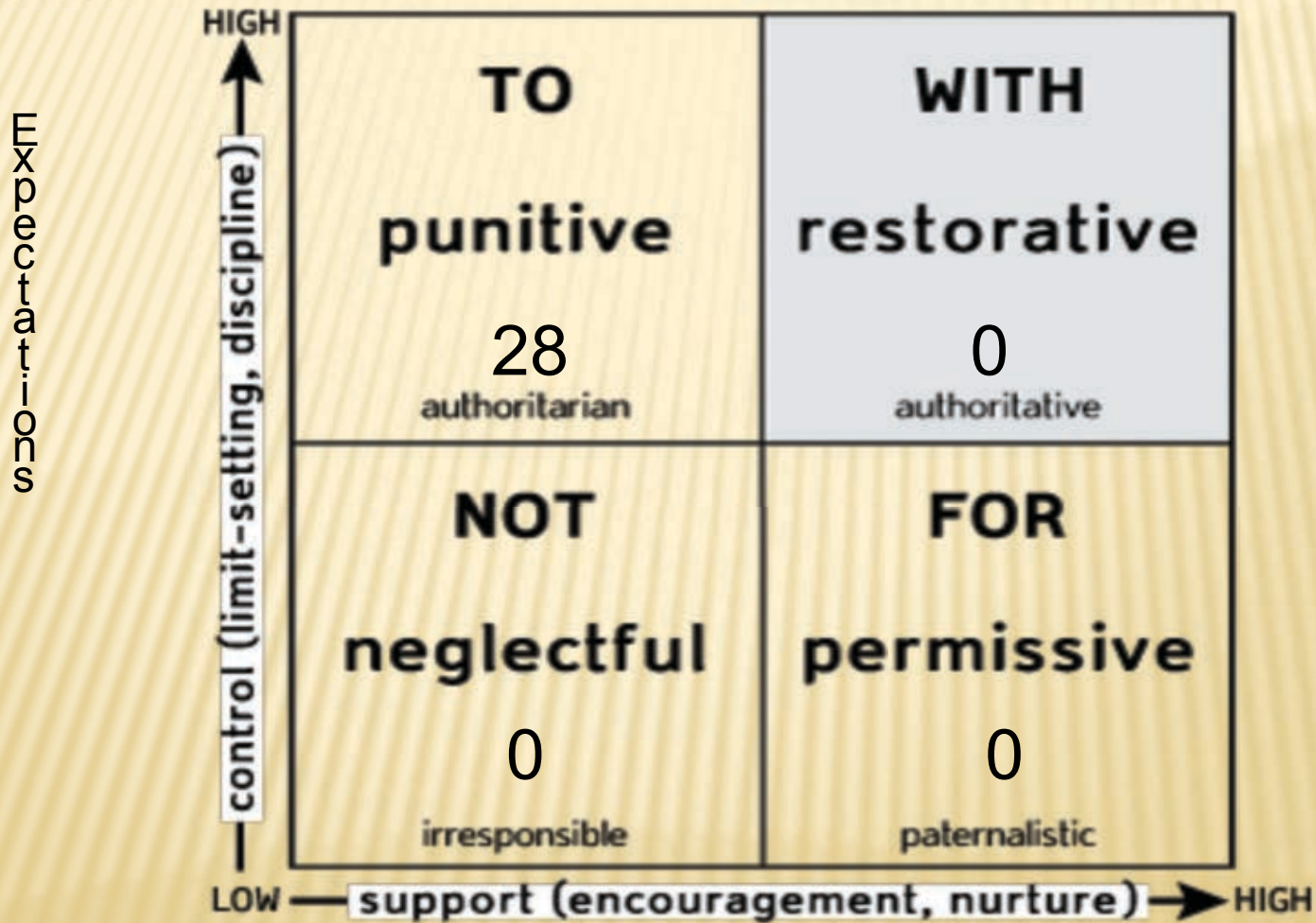
WHAT ABOUT STUDENTS?

- × Dean's Office – College of Arts and Sciences
 - + 18 departments
 - + ~145 faculty members
 - + Serving ~6,500 students
- × 15 month period of time
 - + 28 complaints
 - + Topics varied
 - × Medical Situations involving Student (two from 1 student): 6
 - × Learning or Attention Disabilities: 4
 - × Unacceptable behavior from Professor (only 2 professors): 7
 - × Personal/Family situation: 3
 - × Advising Errors: 5
 - × Refusal to accept student into class (same professor): 3

A RESTORATIVE PRACTICE APPROACH



RESULTS



References Needs of Employees/Students

METHOD OF ADDRESSING CHALLENGES

- ✘ The “rule” was to
 - + State the expectations
 - + Identify what they did wrong
 - + Ask for future behavior
 - + The answer was incomplete: formal review
- ✘ Very high in “Control”
- ✘ Very low in “Support”
- ✘ Results: Problems stopped, then resurfaced

RESTORATIVE PRACTICE IMPLEMENTATION

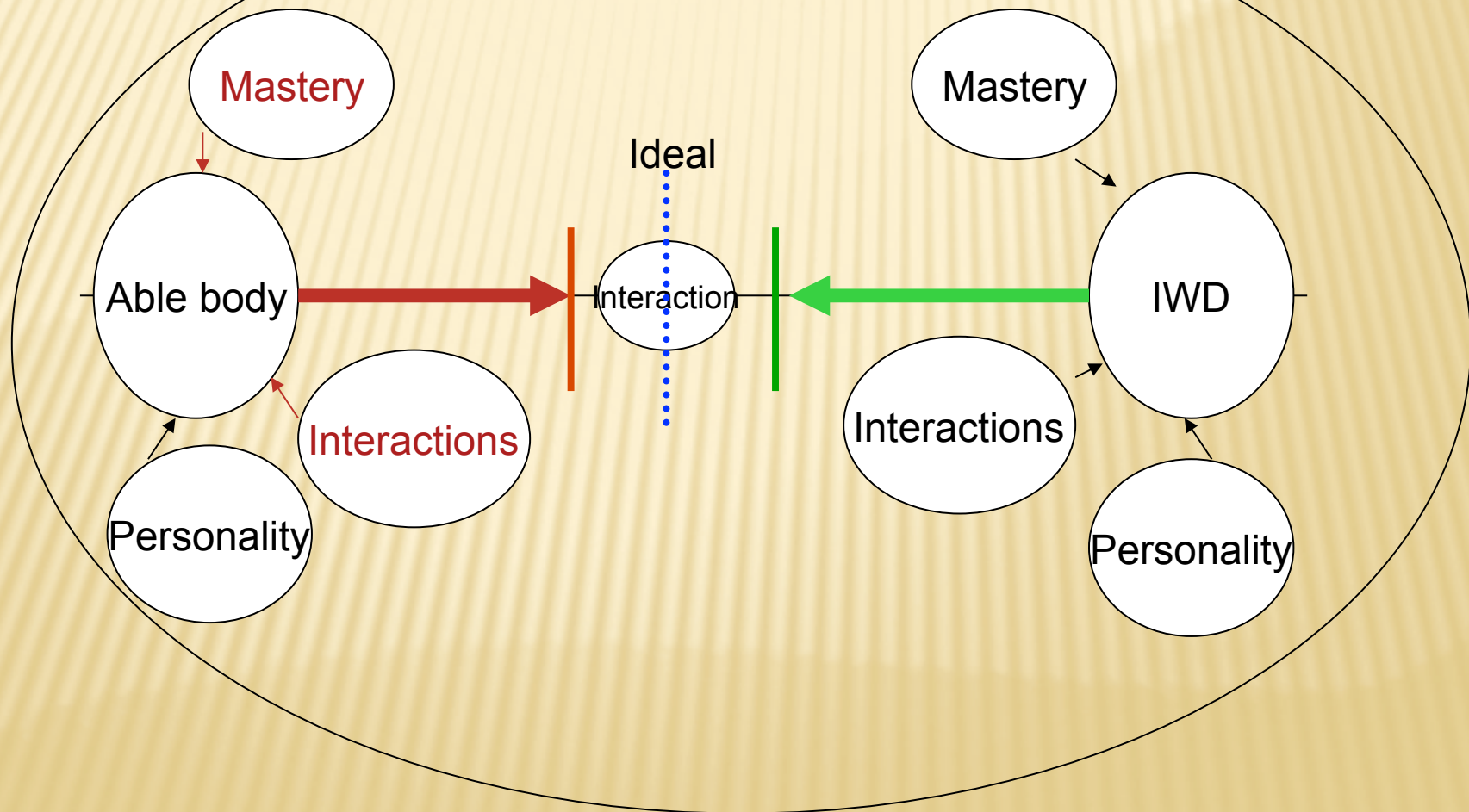
- ✘ Gather information
- ✘ Identify “error”
- ✘ Meet with Professor
- ✘ Provide professor with opportunity to identify challenges
- ✘ Provide encouragement for “High Expectations”
- ✘ Talk about Restorative Practice Model and “referencing needs of the student”
- ✘ Discuss methods for maintaining high expectations while meeting students’ needs
- ✘ Results: No additional challenging

KEY CONCEPT OF RESTORATIVE PRACTICE

- ✘ How one's action impact others

Model of Interaction

social/Cultural



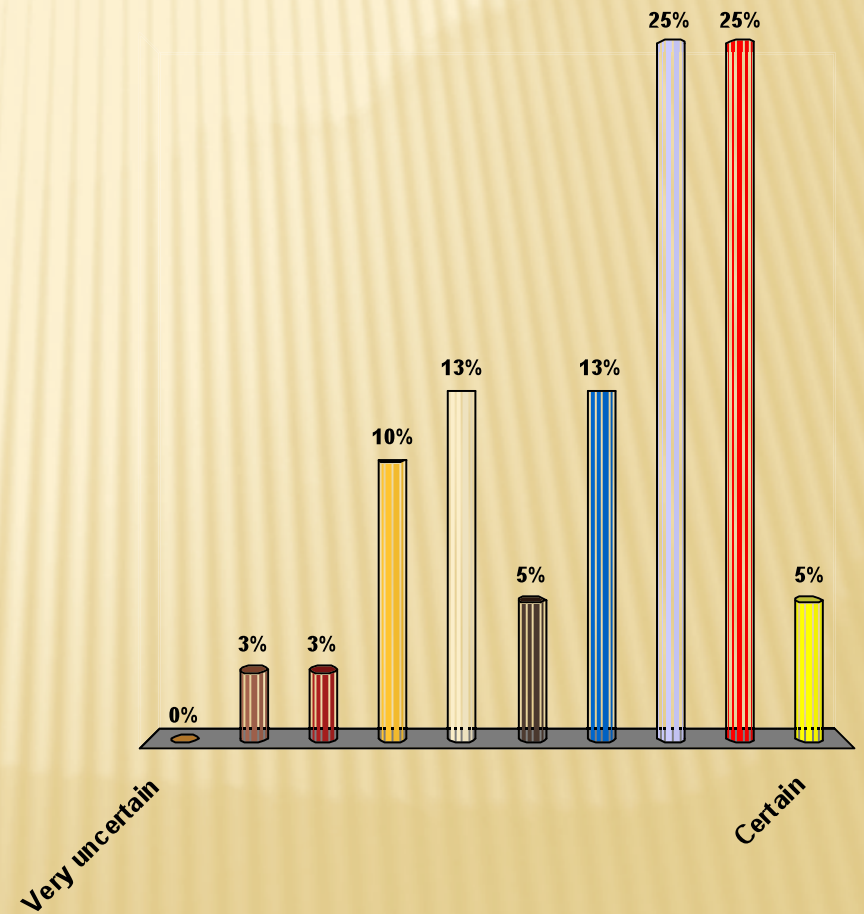
DOES YOUR WORKSHOP WORK?

DO YOUR CIRCLES WORK?

HOW CONFIDENT DO YOU FEEL DURING THE INTERACTION WITH A PERSON WITH A DISABILITY?

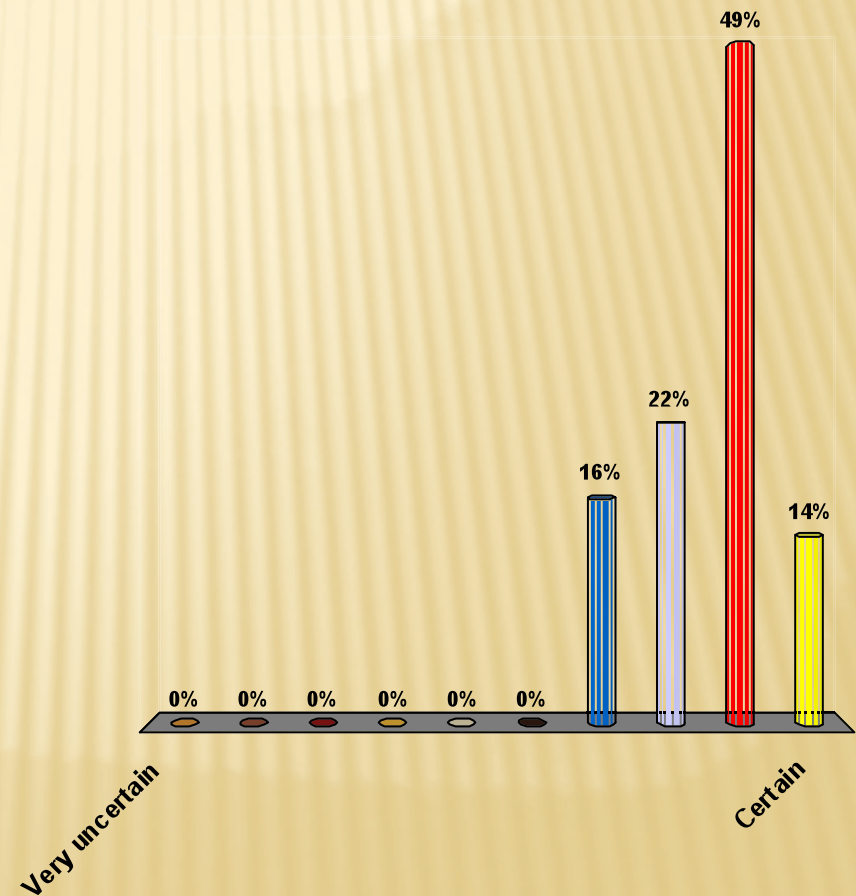
(BANDURA, 1977)

1. Very uncertain
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
10. Certain



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DEVELOPMENT AND VALIDATION OF THE COMPASSION OF OTHER LIVES SCALE (COOL SCALE)

KEY CONCEPTS AND INDIVIDUALS

- ✘ Altruism: an attitude or way of behaving marked by unselfish concern for the welfare of others
- ✘ Benevolence: desire to do good to others; goodwill; charitableness: to be filled with benevolence toward one's fellow creatures.
- ✘ Compassion: a feeling of deep sympathy or sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.
- ✘ David Hoisington's *Philosophy of Compassion*
- ✘ Daniel C. Batson (1981), at the University of Kansas

MEASURING COMPASSION OF OTHER LIVES(CHANG, 2013)

- ✘ True compassion: Developing empathy that motivates you to behaviorally alleviate one's suffering
 - + Empathy
 - + Behaviors to alleviate suffering

HOW DOES COMPASSION ELEVATE

- ✘ Support?
- ✘ Encouragement?
- ✘ Nurturing behaviors?
- ✘ Referencing the needs of others?

HOW WOULD COMPASSION IMPROVE?

- + Medical Situations involving Student
- + Learning or Attention Disabilities
- + Unacceptable behavior from Professor
- + Personal/Family situation
- + Advising Errors
- + Refusal to accept student into class

RESTORATIVE PRACTICE GOES TO COLLEGE

- ✘ High Expectations
- ✘ Referencing the needs of faculty/students
- ✘ Can improve Employee Satisfaction
- ✘ Can minimize student complaints
- ✘ Compassion is at the root

THANK YOU

✘ Questions?

EMPATHY ITEMS

- × I feel the emotions of other people.
- × I understand people's feelings.
- × I consider myself sensitive to others.
- × Other people's emotions affect me.
- × I worry about people in worse situations than me.
- × I am caring to others.
- × I have the ability to place myself in another's life position.
- × I can project myself into someone else's feelings.
- × I am naturally aware of the feelings and emotions of another.
- × When I relate to another individual I picture myself in a similar situation.
- × I get concerned when I see others in pain or suffering.
- × I am loving towards others who are feeling emotional pain.
- × It makes me sad to see a lonely stranger.

BEHAVIORS TO ALLEVIATE SUFFERING ITEMS

- × I like helping others when I see that my assistance leads them from their distress.
- × When I know how someone feels I am more likely to help.
- × I feel obligated to help someone if they appear to be in a significant amount of pain.
- × If I notice someone close to me is going through a hard time emotionally, I feel obligated to talk to them about it.
- × I am willing to help out anyone who clearly needs it regardless of whether or not it benefits me.
- × If someone is my friend, I am always there to help them.
- × I am willing to help most people because it ultimately makes me feel good about myself.
- × I don't have to be paid to help others.
- × I always feel obligated to help a person who seems in trouble regardless of the circumstances.
- × When someone is in danger, I tend to be the first to intervene and see how I can help.
- × I can't help but feel very sorry for a person who is starving.
- × I would help up a stranger who has tripped and fell.
- × I would hold a door open for a person who is disabled.

COOL ITEMS