

**TO:** Education, Personnel, and Student Life Committee  
Megan Cluver, Chair  
Karen Luneau, Vice Chair  
Betsey Bloomer  
Janette Bombardier  
Shirley Jefferson  
Jim Masland  
Perry Ragouzis

**FROM:** Yasmine Ziesler, Special Assistant to the Chancellor



**RE:** EPSL Meeting on January 8, 2024

**DATE:** January 5, 2024

The EPSL Committee of the Board of Trustees is scheduled to meet on Monday, January 4th at 1:00 pm by Zoom.

The agenda features a number of invited speakers, including a current student and recent graduate of the Early Childhood Education programs at CCV and VTSU who will speak to their experiences navigating this important transfer pathway. There is also one action item for the committee's consideration, a new program proposal in Restorative Justice at Vermont State University.

Please note that embedded in the advance slides for the final item on the agenda, "AI and Pedagogy," are several links you may find helpful to explore as additional background information; for a brief overview of generative AI in higher education, see this [primer](#) from the Western Interstate Commission on Higher Education.

**Cc:** VSC Board of Trustees  
Council of Presidents  
Chief Academic Officers  
Student Affairs Council  
HR Council

**Vermont State Colleges Board of Trustees  
Education, Personnel, and Student Life Committee**

**January 8<sup>th</sup>, 2024**

**AGENDA**

1. Call to order
2. Comments from the public
3. Approval of October 30, 2023 meeting minutes
4. CCV-VTSU Transfer Pathways progress update
5. Update on Vermont State Center for Agriculture and Food Entrepreneurship (CAFE)
6. Vermont State Policy 102 new program proposal in Restorative Justice
7. Update on VSC Student Association Constitution revisions
8. Update on Vermont State University student government
9. Presentation on AI and Pedagogy at CCV and VTSU
10. Other business

**MATERIALS**

1. October 30, 2023 Minutes
2. Vermont State Center for Agriculture and Food Entrepreneurship Updates and Next Steps
3. Vermont State Policy 102 proposal in Restorative Justice
4. VSC Student Association Constitution Revisions
5. Vermont State University Student Government Association Update
6. CCV Teaching and Learning with AI
7. VTSU Generative AI Resources for Faculty

ITEM 1:  
October 30, 2023 Minutes

**Minutes of the VSCS Board of Trustees' Education, Personnel, and Student Life  
Committee meeting held Monday October 30, 2023 at 1:00 p.m. via Zoom -  
UNAPPROVED**

*Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.*

The VSCS Board of Trustees Education, Personnel, and Student Life Committee met on Monday, October 30, 2023 via Zoom.

Committee Members present: Megan Cluver (Chair), Karen Luneau (Vice Chair), Betsy Bloomer, Janette Bombardier, Shirley Jefferson, Jim Masland (1:36 p.m.), Perry Ragouzis

Other Trustees present: Lynn Dickinson, David Durfee, Sue Zeller

Committee Liaisons: Janet Bennion, VSTU Faculty Liaison to EPSL Committee  
Hilary Linehan, VTSU Staff Liaison to EPSL Committee  
Katherine Penberthy, CCV Faculty Liaison to EPSL Committee  
Erin Wetherell, CCV Staff Liaison to EPSL Committee

Presidents: Joyce Judy, Mike Smith (Interim)

Chancellor's Office Staff: Katherine Levasseur, Director of Governmental & External Affairs  
Jen Porrier, Administrative Director  
Sophie Zdatny, Chancellor  
Yasmine Ziesler, Special Assistant to the Chancellor

Shared Services: Donny Bazluke, Network/Security Analyst  
Kellie Campbell, Chief Information Officer  
Sarah Chambers, Director of Learning Technologies  
Wilson Garland, Director of Transformation  
Sarah Potter, Chief Human Resources Officer  
Kathryn Santiago, Associate General Counsel  
Sharron Scott, Chief Financial/Operations Officer  
Patty Turley, General Counsel  
Meg Walz, Director, Project Management

From the Colleges: Nolan Atkins, Provost, Northern Vermont University and Vermont State University  
Kelley Beckwith, Vice President of Student Success, Vermont State University  
Karry Booska, Director of Career Development, Vermont State University



Mary Droege, Faculty, Vermont State University  
Cathy Kozlik, Dean of Business & Professional Studies, Vermont State University  
Amy Miller, Co-President, VSCUP, Vermont State University  
Maurice Ouimet, Vice President of Admissions, Vermont State University  
Debby Stewart, Dean of Academic Affairs, Community College of Vermont  
Julie Theoret, Faculty, Vermont State University  
Sarah Truckle, Vice President of Business Operations, Vermont State University  
Beth Walsh, Co-President, VSCUP, Vermont State University

1. Call to Order

Chair Cluver called the meeting to order at 1:02 p.m.

2. Comments from the Public

Julie Theoret provided a comment, giving her thoughts on Optimization 2.0. She felt that the work to complete Optimization 1.0 was done too quickly and resulted in unavoidable errors due to the heavy workload. As the faculty moved into Optimization 2.0, she wondered why the new criteria weren't provided during Optimization 1.0. She felt that faculty were being asked to undo what they had done during Optimization 1.0, and that faculty should be the drivers of the curriculum, not the administration. She worried that putting more hours of work into Optimization 2.0 will only result in being asked to redo that work again for "Optimization 3.0".

Beth Walsh reiterated her belief that the Board should advocate to the Governor and legislature to remove the position of Chancellor. She also advocated for the elimination of the Director of Transformation Projects contending that this would save over \$500,000. She expressed her belief that those who made the decisions about the academic programs do not understand the campuses, the students, or where real redundancies exist. She shared her experience of traveling to Castleton to meet with unit members whose positions are scheduled for elimination and the years of historical knowledge that will be lost. She also shared her feelings about the elimination of some of the non-bargaining unit employees at the Johnson campus.

Janet Bennion stated her support for the statements previously made and her belief that it is not too late to make changes to the plans. She said would be glad to share her own ideas, such as keeping the local student-based leaders on the campuses, and removing the upper management and the chancellor's office.

3. Approval of August 14, 2023 Meeting Minutes

**Trustee Jefferson moved and Trustee Ragouzis seconded the motion to approve the August 14, 2023 meeting minutes. The motion was approved, with one abstention.**

4. Recommendation of honorary degree

VTSU President Mike Smith shared that Howard Coffin grew up in Woodstock, VT, attended Lyndon State College before serving in the Army and leaving for Vietnam, and then worked as a reporter for the Rutland Herald upon his return. He also worked on the public information staff at Dartmouth College, was news director at the University of Vermont, and press secretary to Senator James Jeffords. He has written many books on the Civil War and worked to record and preserve Vermont's Civil War history.

**Trustee Bloomer moved and Trustee Bombardier seconded the motion to recommend to the Board the approval of the draft resolution to award an honorary degree to Howard Coffin. The motion was approved unanimously.**

#### 5. Policy 208 Revisions

Chief Human Resource Officer Sarah Potter highlighted the recommended revisions to VSC Policy 208. These revisions cover four key areas: persons covered, timing, cost, and legal compliance. Under the current policy, background checks are only conducted on full-time regular faculty and staff. The revisions propose extending the background checks to part-time faculty and staff, as well as temporary staff as needed. This could eliminate the risk of hiring part-time employees who have direct contact with students but have not otherwise undergone a background check. The second proposed revision relates to the timing of the background checks. Current policy allows for the conditional hiring of staff and faculty before the fingerprint background check process has been completed. The revised policy allows for the completion of online background checks prior to hiring. The third revision relates to the cost of the background checks. Initially the cost was assumed by the applicant but the revision provides that the cost be borne by the VSC (which is consistent with the Staff Federation agreement, as well as the law). Lastly, as the VSC utilizes a third-party vendor to perform online background checks, the revised policy ensures compliance with the Fair Credit Reporting Act, with written procedures notifying applicants of their rights and giving them an opportunity to contest results.

**Trustee Bombardier moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the revisions to VSC Policy 208. The motion was approved unanimously.**

#### 6. Fall 2023 data snapshot

Dr. Yasmine Ziesler provided the Fall 2023 data snapshot, which is a refresh of the data that the EPSL committee saw last year. The presentation can be found [here](#) on pages 26-32.

#### 7. CCV-VTSU Transfer Pathways update

Community College of Vermont President Joyce shared that the majority of CCV's transfer students are those completing allied health certificates transferring to the former Vermont Technical College nursing program. CCV's Dean of Academic Affairs Debby Stewart added that six transfer pathways between CCV and VTSU have been identified recently, with a seventh in the works. Dean Stewart is confident that the group working on these new pathways will be able to move forward quickly. VTSU Provost Nolan Atkins also shared that four of these pathways include an option for online access. Provost Atkins felt that by the next EPSL meeting

work to develop these pathways should be completed.

8. Update on Vermont State University “Optimization 2.0” and administrative optimizations

Chair Cluver took a moment to thank VTSU Interim President Mike Smith, on his penultimate day in office, for his work and commitment and relentless focus on putting students at the center during all the difficult decisions that have been made during his time as president. President Smith then shared that there have been some refinements to the initial recommendations for the program array as a result of feedback. These include consolidating communications programs at the Lyndon campus and Castleton campus, ensuring the program heads are working together, retention of the fine arts program at the Castleton campus due to a potential endowment, and as a legislative directive with funding support, establishing a standalone restorative justice degree and credential. President Smith stated that Academic Optimization 2.0 has resulted in a total reduction of 27 faculty positions through a combination of buyouts, retirements, unrenewed contracts, and up to two potential layoffs. Trustee Ragouzis, on behalf of himself and the student body, acknowledged and appreciated the hard work and dedication of the faculty that have taken the buyout and will receive layoff notices. Liaison Janet Bennion shared a similar acknowledgement and appreciation for all of these faculty colleagues.

9. Executive Session: Discussion of guiding principles for future labor negotiations

**At 2:08 p.m. Trustee Cluver moved that the Education, Personnel, and Student Life Committee of the VSC Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(B) labor relations agreements with employees, and because premature general public knowledge of these discussions would place VSC at a substantial disadvantage, it was appropriate for the Committee to enter executive session. Along with the members of the Board present at the meeting, in its discretion, the Committee invited the Chancellor, the President of Community College of Vermont, the President of Vermont State University, the Provost of Vermont State University, and the VSC General Counsel to attend. Trustee Bombardier seconded the motion and it was approved unanimously.**

The committee exited executive session at 2:41pm and took no action.

10. Other Business

There was no other business.

Chair Cluver adjourned the meeting at 2:42 p.m.

ITEM 2:

Vermont State Center for Agriculture and Food Entrepreneurship  
Updates and Next Steps



**Vermont State  
University**

**Center for Agriculture  
& Food Entrepreneurship**

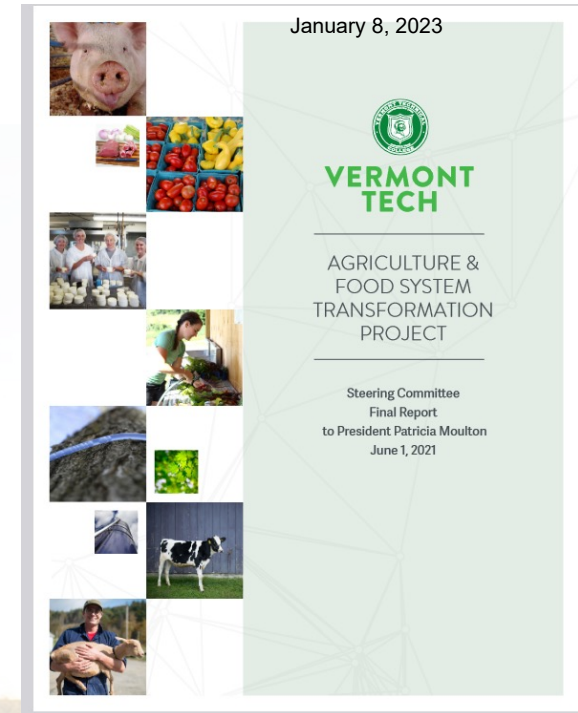
# CAFE: Updates and Next Steps

*Glenn Evans, Ex. Director*



# Where we were

- Challenging enrollment and financial conditions
- Ag. degrees were paused; dairy herd was sold
- A dedicated 40+ person advisory committee was formed to research and report → 3+ years of work-to-date
  - Issued a comprehensive report with recommendations:
    - Create CAFE
    - Offer diversified Ag and Food Entrepreneurship degree pathways with robust internship requirements
    - Invest in focused selection of new on-campus enterprises
  - Major grant funding was secured:
    - EDA grant providing a 3-year runway to fund 3 Center staff
    - NIFA grant for farm classroom improvements, marketing trainings
    - NBRC grant for equipment and forestry
    - CRRP, Working Lands, and Leg. appropriation to fund a Meat Processing Facility





# Where we are

- CAFE officially formed in June 2023 with hiring of Executive Director
- Meat Processing Facility Director hired in October 2023
- Hiring in process for a Training and Internship Manager
- Ag. Advisory committee engaged to provide input in 6 focus areas
- Meat Processing Facility a go → preparing design/construction docs.
- Farm equipment consolidation and prioritization → divestment/investment
- No for-credit programming currently in AY23-24
  - Optimization process called out discontinuing Ag. and Forest degrees in AY24-25
- Foundation being laid for private partnerships across key educational areas

# The Center for Agriculture and Food Entrepreneurship (CAFE) is Vermont State University's gateway to applied skill-building within agriculture, food, and forest systems.

Immersive workforce development opportunities:  
Associates Degree  
*(pending)*  
Certificate-Trainings  
*(current)*

Randolph-based land, facilities, equipment and instructors: the hands-on skill building resources

Private partnerships with innovative and entrepreneurial businesses to efficiently and effectively facilitate internships and on- and off-campus experiences





<b>Vermont State University</b>		<b>AGRICULTURAL MAP LEGEND</b>	
<b>= AGRICULTURAL BUILDINGS</b> <ul style="list-style-type: none"> <li>VTC Randolph agricultural use buildings</li> </ul>	<b>= SUGAR BUSH</b> <ul style="list-style-type: none"> <li>Bird friendly recognition</li> <li>1,500 taps on pipeline</li> </ul>	<b>= CAMPUS BUILDINGS</b> <ul style="list-style-type: none"> <li>VTC Randolph central campus buildings</li> </ul>	<b>= FOREST LAND</b> <ul style="list-style-type: none"> <li>Management Plan: wildlife, timber, recreation</li> <li>Student managed</li> </ul>
<b>= MEAT FACILITY</b> <ul style="list-style-type: none"> <li>Processing facility</li> <li>Value added meat processing</li> <li>Remote classroom</li> </ul>	<b>= FARM FIELDS</b> <ul style="list-style-type: none"> <li>Hay, grazing, corn</li> <li>NMP</li> <li>No till practices</li> </ul>	<b>= SUGAR HOUSE</b> <ul style="list-style-type: none"> <li>Reverse osmosis</li> <li>Fuel powered arch</li> <li>Canning and processing</li> <li>Marketing and sales</li> </ul>	<b>= ORCHARD</b> <ul style="list-style-type: none"> <li>Pick your own apples</li> <li>Tree pruning</li> <li>Markets and sales</li> </ul>
<b>= MILLING CENTER</b> <ul style="list-style-type: none"> <li>Wood mizer sawmill</li> <li>Outdoor forestry training center</li> </ul>	<b>= FARM FACILITY</b> <ul style="list-style-type: none"> <li>Rotational grazing</li> <li>Livestock</li> <li>Forage Storage</li> </ul>		



# Degree Programming Then/Now: What's Different?

Past Enrollment Demographics

## PAST

Tailored to **Vermont**  
farm kids

**Narrow** degree  
pathways with limited  
workforce outcomes

**Fixed** programming

Workforce-focused

## FUTURE

Tailored to **regional**  
farm and food interests  
– farm and non-farm  
backgrounds

**Funnel approach:**  
Broad but focusable  
workforce outcomes

Programming that is  
**responsive to change**

Workforce-focused

Future Growth Positioning

## Degree Programming: Create Sustainable Learning Options through partnerships

On-campus partnerships provide cost-effective accessible experiences (agronomy, dairy, beef, maple, food safety, value-added)

**An immersive educational experience**

Off-campus private partnerships support engaging labs, tours and internships at a scale that would not be sustainable on-campus

In-house enterprise operations scaled to teaching first – with secondary cost offsets through sales (orchard, forestry)

# Funnel Approach to single Ag., Food and Forests Degree



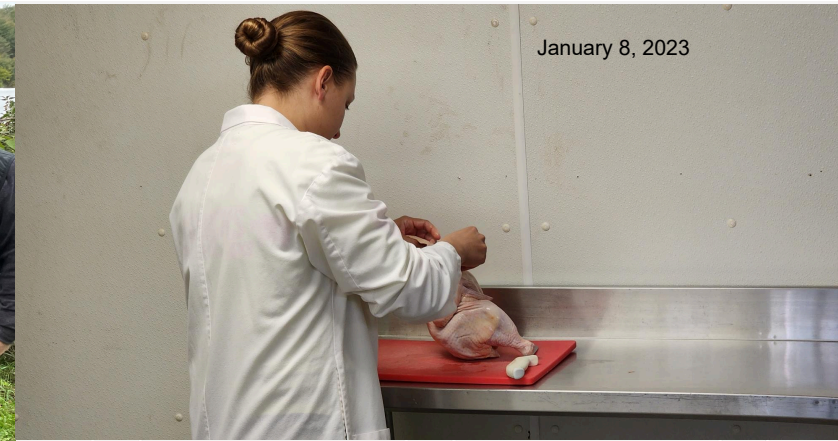
Broad Exposure to Ag., Food and Forest Curr.

Students define their core area of interest(s)

Focused for-credit Internship experience(s)

Workforce-ready graduates

# Marketability



## Differentiation

Peer institution analysis –  
28 institutions compared

AAS closest comparables  
are SUNY and UNH

## Demand

Regional CTE Centers  
(600+ in Ag/NR in VT  
alone) and high schools

VT farm/food sector  
employs >64,000 and  
supports >11,500 farm  
and food enterprises

## Dynamic

Leverage unique VT farm,  
food industry and forestry  
connections.

A work-learn model that  
prioritizes experiential  
learning on and off  
campus



# What's next

- Hire a Training and Internship Manager (Q1 2024)
- Meat Processing Facility Opens (Q3 2024)
  - Immediately supports in-demand training programs; builds capacity for future degree-coursework
- Expand and promote wide range of working lands trainings (CY 2024)
- Pursue approval of a single Agriculture, Food and Forests Associates Degree (AY 2025)
  - Leverage funnel-model and private partnerships
- Build upon a legacy – establish a well-tuned marketing and outreach machine (CY 2024)
  - Website, social media, alumni network, CTE centers & schools, FFA, conferences, AAFM, VT Farm to Plate and other industry partners...

**ITEM 3:**

**Vermont State Policy 102 proposal in Restorative Justice**

**VERMONT STATE COLLEGES  
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

**Part I: General Information**

1. Institution: Vermont State University Lyndon
2. Name of new program: B.S. & A.S. Restorative Justice
  - a) Individual(s) with responsibility for program development: Dr. Brandon Stroup with additional co-author Instructor Jessica Visnesky
  - b) Academic Department(s): Social Science
3. Proposed start date of program: Fall 2025
4. Title of degree to be conferred (if applicable): B.S. & A.S. in Restorative Justice
5. Brief description of proposed program (150 words or less):

Restorative justice majors at Lyndon will comprehensively study the history, theories, and philosophies behind the restorative justice paradigm. Students will assess restorative practices used within community, criminal-legal, education, and social service contexts. Restorative justice majors will also study the sociocultural political history of the American legal system and consequences of legal-correctional policies in the United States. A hallmark of this degree is the emphasis on direct student experience in the practice-based discipline of restorative justice: students will gain direct experience in pre-conference preparation; creating safe, respectful spaces for restorative dialogue; and designing and facilitating a variety of restorative practices. Restorative justice majors will gain much experience in designing and facilitating restorative practices for victim-offender mediation, circle processes, and community-based reparative panels. They will also explore the ways in which restorative practices are being applied in emerging careers and professions. Students will also gain direct experience in teaching and training others in restorative practices.

**Part II: Rationale**

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The creation of this program aligns with the state's restorative justice goals and enhances Vermont's economy through producing the restorative justice professionals needed for the



current workforce. This program expands the current restorative justice concentration embedded in VTSU-Lyndon's criminal justice degree. As a response to the workforce development needs in this area, the state legislature approved the VSC's request for a \$500,000 appropriation in the fiscal year of 2024 to establish a baccalaureate degree (BS) in restorative justice. The funding will support program development and implementation and will also provide full-time faculty support for the first three years that the program is offered.

VTSU Lyndon proposes the creation of a B.S./A.S. in Restorative Justice. Lyndon currently offers a restorative justice concentration within the criminal justice program and a minor, which are popular, evidenced by the number of students graduating with the concentration. Although there are approximately three criminal justice programs nationally that have added restorative justice to their degree titles, those programs are largely lacking in actual restorative justice education (Holler, personal communication, 2023). According to Dr. Holler, President of the Restorative Justice section of the Academy of Criminal Justice Sciences, "the limited restorative justice education presently available to undergraduates is not adequate preparation for entry-level restorative justice work...the necessity for dedicated restorative justice degrees cannot be understated." At this time, it appears that VTSU Lyndon's degree will be the first standalone baccalaureate degree in restorative justice nationally and is designed to adequately prepare future restorative justice practitioners (please see Dr. Holler's supportive letter).

The degree will be comprised of 48-51 credits. Students will take a core of restorative justice foundation courses, electives from applied restorative practices courses, as well as electives from criminal justice coursework in which restorative content has been integrated. A B.S./A.S. in Restorative Justice will meet the needs for the emerging restorative practitioner workforce. Graduates will work in K-12 educational systems, universities, and a variety of public and private organizations. These graduates will find work in violence prevention, youth crisis work, conflict transformation and mediation careers, re-entry and re-integration specialists, housing coordinators, victim service specialists, as well as restorative practitioners.

The proposed restorative justice degrees are in alignment with the VTSU institutional mission and with several of VTSU's Strategic Priorities. The B.A. in Restorative Justice will directly engage with partners throughout Vermont, particularly district attorney's offices, diversion programs, Vermont's strong network of Community and Restorative Justice Centers, as well as local school districts. Students will be prepared for meaningful work through experiential learning and skill building that is workforce centered. Required internships in restorative justice will expand and strengthen our community partnerships, while increasing student opportunities for community engaged scholarship and learning.

This degree provides students a unique/innovative (double major) credential for students enrolled in Criminal Justice, Education, Applied Psychology and Human Services, History, and Global Studies. A few of our current students have been able to use the concentration in restorative justice to gain employment as restorative practitioners in schools and local restorative justice centers. Offering the A.S./B.S. in Restorative Justice should significantly increase the visibility and capacity of VTSU Lyndon in providing quality, in-demand restorative justice education to practitioners within the state, regionally, and nationally.

Interest in the proposed program has been perceived in multiple arenas: 1) popularity of restorative justice concentration/student feedback, 2) regional employer demand, 3) letter from the President of the Restorative Justice section of the Academy of Criminal Justice Sciences, 4) faculty research on restorative practitioners, restorative justice employers, and curricular/competency priorities for new hires. This interest will be reviewed below.

We first perceived interest in the program when upon the creation of the restorative justice concentration, the majority of CRJ students began enrolling in the concentration and expressed an interest in a standalone major. Since the implementation of the restorative justice concentration curriculum, it has become apparent to Lyndon faculty the challenges and limitations that result from a concentration embedded in a criminal justice program alone (marketing confusion, inadequate for restorative work outside of criminal-legal arena, and the limited practice-based courses for students). Over the years of offering restorative justice-oriented courses, we also learned that for some students, a criminal justice degree (with a restorative justice concentration) is not attractive due to students' concern of hiring biases from employers. A common example of this is students seeking work within educational institutions as restorative practitioners – typically, criminal justice graduates would have a difficult time securing employment in K-12 educational institutions. Dr. Stroup, in his role as internship supervisor, has also directly experienced the difficulty in students obtaining internships in educational settings – with principals asking the relevance and appropriateness of a criminal justice internship within a K-12 setting and depicting a discomfort with being a site supervisor of a criminal justice internship. While we have been able to ease those concerns with local school districts and students have eventually obtained those internships, this confusion has certainly delayed the process for students. We also ask ourselves, does a “criminal justice internship” on a student transcript/resume accurately depict the work they are doing in a school-based setting?

Dr. Brandon Stroup sought input from employers in the region to assess their needs regarding the hiring of restorative practitioners and received a letter dated November 16, 2021, from former Executive Director, Susan Cherry, on behalf of all directors of the restorative justice centers in Vermont, outlining the increased need for further education in this field and the inadequate preparation a certificate in restorative justice provides to practitioners (Appendix B). Dr. Holler, President of the Restorative Justice section of the Academy of Criminal Justice Sciences' also outlined the need for expansive restorative justice education within his letter of support for this degree program (also Appendix B). He critiques the present models that conflate restorative justice and criminal justice as one:

*As it currently stands, the cooptation of restorative justice into criminal justice programs and degrees dilutes the quality of restorative justice concepts and applications throughout higher education. Restorative justice is a “buzz phrase” that institutions use for marketing purposes. Upon further examination of those programs, criminal justice is always the primary focus, and restorative justice principles and practices are relegated to one or two classes, if any. Thus, it appears that there is currently no standalone restorative justice bachelor’s degree anywhere in the country....*

*I would argue that the limited restorative justice education presently available to undergraduates is not adequate preparation for entry-level restorative justice work –*

*this is harmful to the restorative justice movement, the arenas in which restorative justice practices are employed, and particularly harmful to the individuals served by underprepared restorative facilitators. The necessity for dedicated restorative justice degrees cannot be understated.*

### Faculty research

VTSU Lyndon faculty also conducted a content analysis on restorative practitioner job postings in New England and the greater Northeast regions to assess emerging profession status and employer needs (Visnesky and Stroup, presented to the Northeast Academy of Criminal Justice Sciences, 2022). While a portion of this research has been published in 2023, much of this research remains underway. A brief summary of the presented findings can be found in appendix A. Relevant to this proposal, during the months of April-May 2022, 494 job postings were located that included the search terms “restorative justice” or “restorative practices” in the states of New York, Pennsylvania, Vermont, New Hampshire, and Maine. Of the postings that met our definition for “restorative practitioner,” 54% were postings specifically for K-12 education; 25% were for generalized non-profit/human services professions; and 21% were specifically legal/justice-system connected. Only 4% of these job postings required criminal justice undergraduate education. This clearly depicts the need for restorative justice education that is outside of the realms and boundaries of criminal justice-related restorative justice applications. Nearly all positions posted described restorative justice knowledge and restorative facilitation experience as a preferred quality in an applicant.

This research was also useful for faculty to assess employer needs and how such could relate to the coursework in new ways – directly emerging from this research was the understanding that restorative practitioner work often necessitates practitioners’ ability to train others in restorative practices. Due to this, faculty re-conceptualized a student learning outcome to include student achievement in development of training materials and experience training others. Faculty created the restorative justice senior seminar course to culminate in students’ meeting this learning outcome. Our restorative justice concentration and minor are inadequate in meeting this student/workforce need.

Additionally, VTSU Lyndon faculty have been requested to consult with faculty from other institutions seeking information on Lyndon’s restorative justice concentration, highlighting to us the interest other institutions have in expanding restorative justice education (recent examples within the last year: Spalding University, Kentucky; Curry College, Massachusetts; broader requests for our restorative justice syllabi from the Academy of Criminal Justice Sciences’ Restorative Justice section; invitations from the ACJS’ RJ section to present on restorative pedagogy at 2022 annual meeting/accepted; invitations from the ACJS’ RJ section to facilitate a workshop at 2023 annual meeting/declined; invitation to provide a pre-conference workshop on restorative pedagogy to NEACJS in Summer 2023; invitation from the Journal of Criminal Justice Studies to publish our research on restorative employers’ curricular preferences in 2024, etc.).

Based on data from our research, regional employer feedback, and our restorative justice contacts within academia, we contend that the field is rapidly growing. As the only higher

education institution in the country with advanced restorative coursework for undergraduate students, we are well positioned to expand our restorative justice offerings into a standalone restorative justice degree.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

Restorative Justice as a practice/paradigm is gaining in popularity both locally and around the country. This new degree is of special importance to the Northeast Kingdom where we are home to the largest Community and Restorative Justice Center in the region. Within the broader state, Vermont Law School offers one of the only two master's degrees in restorative justice (within the U.S.) and is the home for the National Center on Restorative Justice. Within the region, Maine is creating similar restorative justice hubs/programs as Vermont's Community and Restorative Justice network. These agencies are all looking for skilled employees to accommodate their growing needs.

The B.S. in Restorative Justice will be supported through the creation of a total of seven new classes (many of the program's courses already exist within the Criminal Justice program's Restorative Justice concentration curriculum) and the hire of one additional faculty to assist in the program's facilitation. Lyndon's Criminal Justice program presently offers six to eight courses a semester and at least four each summer. The addition of a second tenure track faculty member teaching primarily RJ courses will require both programs to offer a combined total of at least eight courses a semester (with both faculty offering their contractual load). The faculty believe that both degrees would need to offer a total of nine to ten courses a semester. Since over half of the Restorative Justice program's curriculum already exists within Lyndon's Criminal Justice curriculum many of the RJ/CJ offerings will count for credit within both degrees (this will assist in offering both programs efficiently).

Restorative justice is an established practice-based discipline and requires experiential learning as the primary mode of instruction (Toews, 2013; Stroup, 2019; Pointer, McGoey, & Farrar, 2021; Sweeney, 2022; Visnesky, 2023). Much of the literature surrounding restorative justice pedagogy depicts going beyond face-to-face instruction to a deep, experiential practice with learning lab/workshops in which students directly experience restorative processes (Sweeney, 2022). A letter to Dr. Stroup from Kay Pranis, international expert of the restorative Circle process, demonstrates the need for in-person learning (attached). Ms. Pranis writes,

*I believe that on-line learning is not adequate for teaching the skills necessary for facilitating Peacemaking Circles. The Circle process requires deep authentic presence modeled by the facilitator. That sense of presence cannot be conveyed in an electronic form. Presence is critical to deep listening and to the experience of being held in dignity for all participants.*

*Learning to facilitate Peacemaking Circles requires unlearning a lot of formal training and socialization because it is rooted in a different paradigm than the paradigm of the social institutions of our dominant culture. Training to be a facilitator is a process that is felt as well thought. It cannot be completely captured in words. It requires engaging heart and body as well as the head. For example physical activities are an important part of my training process requiring direct physical interaction with other participants which is not possible on-line.*

*Facilitator training is an experiential process first, followed by reflection and then analysis. The experience of being in a physical Circle is essential to understanding the potential of the Circle space. I have been training for over 20 years. Still I cannot with words describe adequately to others the nature of sitting in Circle. One must experience the Circle to understand what the space feels like and to understand its potential to transcend our usual limitations in collective work.*

Much of the new offerings being created for the Restorative Justice program will be offered in an in-person format, providing our students with deep experiential practitioner-based learning. The primary duty for RJ graduates upon entering the job market as a restorative justice practitioner will be to facilitate restorative methods of conflict resolution. Within this new coursework, students will gain direct experience preparing conference spaces in a respectful, safe manner, conducting pre-conference sessions, and designing, implementing, and facilitating restorative processes for a variety of contexts and environments. Our goal is to ensure that our restorative justice graduates entering entry-level restorative practitioner work will not need their employers to pay for additional training conducted by external consultants. The faculty will attempt to create an introductory level course that can be offered in a highly interactive telepresence format.

The faculty presently involved have a goal of creating future summer intensive programming for interested professionals (example: K-12 educators). The regionally popular Summer Institute of Restorative Practices, previously offered by the St. Johnsbury Community and Restorative Justice Center for K-12 educators, principals, and school-based staff, is no longer being offered due to the retirement of the former Executive Director. We envision that this is one area of professional development that should be explored; however, we acknowledge that this is wholly dependent upon resources being provided to the faculty as well as interest. Eastern Mennonite University, home of the internationally recognized Center for Justice and Peacebuilding and Zehr Restorative Institute, also holds a Summer Peacebuilding Institute annually, which provides restorative coursework and training (Lyndon CJ-RJ faculty have previously attended this SPI). Since 1994, EMU has had 3,500 participants from 124 countries attend their Summer Peacebuilding Institute. Over 5,400 participants have participated in their Strategies for Trauma Awareness and Resilience course alone since 2001 (the course has a restorative/transformational justice-orientation). While we acknowledge that EMU's CJP has been globally recognized for decades, we would be well-positioned to conduct similar work at a regional level, with the appropriate staffing/faculty resources. Please see their impact statement here: [About CJP \(emu.edu\)](https://www.emu.edu/about-cjp).

Certificate, lower residency, and non-traditional opportunities

Future goals of the faculty are to establish in-person summer intensive coursework for a restorative practices certificate and expand our lower residency coursework options. The nature of restorative pedagogy and the need to engage students in mock restorative practices/simulations of conflict resolution necessitates a minimum of 7-8 students in each restorative practices course. Therefore, these classes do not lend themselves well to independent studies (summer courses tend to be more likely to be under-enrolled). Depending upon faculty resources as well as future faculty interest, there is also the possibility of faculty travel to CU/other VTSU institutions to hold intensive restorative workshops. As there presently is no restorative justice full-time faculty, these goals will need to be assessed as the program develops.

The certificate program requires learners to complete four courses, comprising of 14-15 credits.

### **Certificate in Restorative Practices**

#### **Required coursework:**

Principles of Restorative Justice (3 credits)

Circle Processes (4 credits)

Facilitating Restorative Practices (4 credits)

#### **Select one of the following two courses:**

Trauma, Resilience, and Restorative Justice (4 credits) **or**

Restorative Justice and Schools (3 credits)

The above certificate program is likely to be attractive to working professionals, establishes learning outcomes in restorative theory, practice, and applications, and can be ladderized into the degree program. Summer intensive certificate options will provide students at Castleton or Johnson with a feasible pathway to completion. Students at Castleton or Johnson who complete the restorative practices certificate program can finish the remainder of the degree program by utilizing the criminal justice coursework offered in multiple modalities and completing the remaining in-person restorative justice electives/required coursework on the Lyndon campus (five additional in-person courses, with a supervised internship).

Additional lower residency options include course rotations that include several non-traditional class meeting times. Restorative justice coursework at Lyndon has been historically offered in the evenings for a once per week duration. The faculty find this time frame appropriate for restorative justice pedagogy (longer class meetings). Much of the restorative justice coursework also lends itself well to other non-traditional class meeting times, such as condensed first or second-half mini sessions that meet on weekends. These non-traditional class meeting times may encourage students who reside on other campuses to travel to Lyndon to complete their restorative justice coursework while offering another potentially viable option for working professionals.

### **Job outlook in Criminal Justice in the state of Vermont:**

With the distinctive focus on conflict resolution skills and trauma and resiliency, RJ graduates are well-positioned to serve in a wide variety of entry-level social service and human services

work. Many of our RJ concentration graduates are already working in social service and behavioral health fields (ex: Northeast Kingdom Youth Services).

Restorative justice specialists can be conceptualized as a “new occupation” – an occupation that cannot be counted for in existing labor statistical systems. Restorative justice specialists fall into this category – there is no search result for “restorative justice” in the U.S. Bureau of Labor Statistics. Evidence of RJ as a new occupation is present in Vermont, in which our large network of state-wide community and restorative justice centers are currently having difficulty locating quality hires, with numerous entry-level and advanced job openings presently. A job search on 1/7/2023 depicts 49 job openings in Vermont, 21 job postings in New Hampshire, 16 job postings in Maine, 342 job postings in New York, 172 job postings in Massachusetts, 23 postings in Connecticut, 20 job postings in Rhode Island, and 88 postings in Pennsylvania, resulting in 731 available job postings at this time. These searches demonstrate similarly to our earlier content analysis research: a varied array of career opportunities for those with experience in restorative justice. Sample job titles within the state of Vermont include the following:

- Restorative Practices/PBIS Coordinator at Lamoille North Supervisory Union
- Restorative Justice Case Worker for the Community Justice Center in St. Johnsbury
- Diversion and Pretrial Services Case Manager for the Community Justice Center in St. Johnsbury
- Community & Social Justice Case Manager for Northeast Kingdom Community Action, St. Johnsbury
- Conflict Assistance Program Coordinator for the City of Burlington
- Community Support Liaison for the City of Burlington
- Balanced and Restorative Justice Program Coordinator for Youth Services in Brattleboro

It is important to note that federal grant money is also underway to support the widespread implementation of restorative justice in schools, communities, and justice systems. Presently, the Restorative Practices in Schools Act of 2022 has been proposed through the U.S. Senate and would establish competitive grants to help schools in establishing restorative practices, including the hiring of staff to lead restorative practices and conduct restorative trainings (see attached PDF). In addition, the state of Maine has recently received a four-year grant to create community and restorative justice hubs across the state ([Restorative Justice Project Wins nearly \\$1 Million in grant award; seeks new Executive Director to lead \(rjpmidcoast.org\)](#)). Since the inception of our restorative justice concentration, twenty-two states have passed legislation providing for the implementation of restorative practices in K-12 schools.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The B.S. in Restorative Justice is a distinct program that will serve the State of Vermont by providing trained employees to accommodate the emerging/growing field of restorative justice practitioners. This degree will have the strongest impact within the region's K-12 schools, local justice centers, non-profits/human service agencies, and city centers. This degree will help to address workforce needs for those positions that at this time have no formal educational training associated with them (i.e., restorative theory or practices). The existing lack of an education in restorative justice compels employers to hire external organizations to train their new restorative practitioner (employee) in restorative practices. This practice can not only be considered inadequate but potentially harmful as the paradigm of Restorative Justice consists of a complex history, philosophy, and *numerous interpersonal practices* geared toward *conflict resolution* and community building (please see letter from Dr. Tim Holler). The creation of this degree would make VTSU Lyndon a strong choice for those seeking employment in this emerging occupation.

Lyndon is the only VTSU campus presently offering any type of restorative justice education. The creation of this degree will not only expand restorative educational/credential opportunities within the system/state, but function as the only advanced restorative education preparation for undergraduates at this time in the country. It is reasonable to foresee that other universities and institutions will soon be competitors in this area. From the time of the first B.S. in Restorative Justice proposal to administration in 2021, degrees in "Criminal and Restorative Justice" have increased from two – presently three while several new minors/concentrations in restorative justice have also emerged nationally. Lyndon's RJ programs are far advanced in that we provide advanced educational preparation for facilitation and a comprehensive foundation in restorative justice theory, concepts, and practices. It is anticipated that this program will attract students from within and outside of Vermont. This degree can also be conceptualized as a unique additional credential for students majoring in criminal justice, applied psychology and human services, education, global studies, history, and sustainability studies. For example, while our potential students can attend most competing universities to study psychology, they cannot attend any other university to study psychology **and** restorative justice.

As previously noted, the restorative justice concentration embedded within VTSU Lyndon's criminal justice degree program has not been comprehensive enough to meet the needs of students or employers. In 2023, Lyndon faculty completed a study of restorative justice employers and practitioners to better understand the needs of both groups (Visnesky and Stroup have been invited to submit this research for publication in 2024 through a special edition of the *Journal of Criminal Justice Studies*). A few examples of our research findings, as relevant to the proposed curriculum, is provided below.

**Example 1: Employer needs and preferences when hiring restorative workers.** In a mixed methods study of restorative justice employers, we asked, "Which credential would you prioritize when making considerations for hiring a potential restorative justice worker?" Restorative justice employers prioritized a B.S. in Restorative Justice as their top choice, with a certificate in Restorative Justice as their second top choice. No degree at all, but restorative facilitation experience was selected third, with a degree in Education as the fourth most prioritized degree (selected only by one individual). The following two degrees were not selected as a top choice from respondents: B.S in Criminal Justice and B.S in Criminal and Restorative Justice. We also surveyed employers on their preferred competencies and coursework for new



restorative practitioner hires. Findings reflected that employers rank “restorative facilitation” as the top coursework item, with “trauma awareness”; “race, class, gender, and justice”; “circle processes”, and “restorative justice theory” as other top curriculum items. Apart from race, class, gender, and justice, these are not standard criminal justice courses.

**Example 2: Assessing educational needs of restorative practitioners: A skills gap analysis.**

In a mixed methods study of restorative justice employers and practitioners, we found that both employers and practitioners agree that restorative practitioners were underprepared to facilitate restorative processes immediately upon hiring.

- Ninety percent of employers agreed that their new hires needed additional restorative justice-specific training immediately upon hire to do their work.
- Fifty-four percent of the respondents shared that their organizations hired external consultants within the last twelve months for additional restorative justice training for their employees.
- Employers estimated that less than sixty percent of their employees had facilitated restorative practices before their hire.
- On a scale of 1 – 10, with 10 being exceptionally prepared to do the work they were hired to do and 1 being completely unprepared, restorative practitioners ranked themselves at 4.5.

These examples illustrate that employers are seeking specific restorative justice-related competencies that are not found in contemporary undergraduate degree programs, including our current criminal justice degree with a restorative justice concentration. This research conveys that while restorative justice is an emerging occupational field, new employees are underprepared due to the lack of restorative justice-specific education. The proposed program expands our system’s offerings while providing a clear benefit to the state’s need for prepared restorative justice practitioners.

**Part III: Program Description**

1. Specific program objectives, including career and learning outcomes for students:

Program Goals:

A standalone restorative justice degree is workforce centered, with numerous applied courses focused on teaching specific skill sets associated with the practice-based discipline of restorative justice. Graduates of this new program will exit with in-demand competencies such as facilitating restorative practices, trauma-aware practices for restorative justice, and restorative approaches for educational institutions. Graduates of this degree will be well-situated for placement in a variety of career possibilities and will have a solid foundation in both the values and practices associated with restorative justice. As the first of its kind, a standalone baccalaureate in restorative justice will provide our graduates with a unique credential that employers are seeking.

Restorative justice majors at Lyndon will comprehensively study the history, theories, and philosophies behind the restorative justice paradigm. Restorative justice majors will also study the sociocultural political history of the American legal system and consequences of legal-

correctional policies in the United States. A hallmark of this degree is the emphasis on direct student experience in the practice-based discipline of restorative justice: students will gain direct experience in pre-conference preparation; creating safe, respectful spaces for restorative dialogue; and designing and facilitating a variety of restorative practices. Restorative justice majors will gain much experience in designing and facilitating restorative practices for victim-offender mediation, circle processes, and community-based reparative panels. They will also explore the ways in which restorative practices are being applied in emerging careers and professions. Students will also gain direct experience in teaching and training others in restorative practices.

Student Learning Outcomes:

1. Students will analyze and evaluate the history, philosophy, and theory of the restorative justice paradigm and movement.
2. Students will analyze and evaluate the history and philosophy of punitive forms of justice.
3. Students will identify and assess restorative justice as a practice-based discipline, examining practices used in community, criminal-legal, education, and social service contexts.
4. Students will recognize the relationship between research, theory, and practice.
5. Students will experience being in Circle and evaluate how this process differs from other conflict resolution techniques.
6. Students will develop specific skill sets in restorative facilitation, including circle processes and conferencing.
7. Students will develop specific skill sets in teaching restorative practices to others.

2. How the program will integrate professional, liberal and career study:

Student competencies:

- Comprehensive study of the history, theories, and philosophies behind the practice-based discipline of restorative justice
- Restorative facilitation preparation
- Circle processes, such as peacemaking circles and conflict resolution circles
- Victim-offender mediation
- Family group conferencing models
- Whole-school approach to restorative justice implementation
- Trauma awareness and trauma-informed practices for restorative practitioners
- Comprehensive study of the sociocultural history of the American legal system and its consequences

Students will integrate their studies through applied experiential simulations and internship placements. Students will also integrate their studies through learning how to teach restorative practices to non-discipline others in their senior seminar course offering.

This degree fulfills all general education competencies in the areas of critical thinking, writing and oral presentation. It provides an excellent balance between theory and practice, focusing on

restorative practices/facilitation, theory, and methods, as well as a foundation in the contemporary criminal justice system.

3. What peer programs or model curricula served as a basis for the proposal:

We have examined Restorative Justice Masters Programs at Eastern Mennonite University and Vermont Law School. While there are presently no baccalaureate degrees to model after (please see Dr. Holler's letter describing the lacking restorative justice education at the undergraduate level), we utilized employer feedback as well as the research previously mentioned on the emerging profession of restorative practitioners. The most relevant highlights of this research remain that restorative practitioner work analyzed presented as predominately located in the K-12 educational space, with non-profit human services work and justice-system non-profit work combining for the other approximately half of employers (Visnesky and Stroup, 2022). Other notable features of this research include a single posting that required an Associate's degree in Restorative Justice (no associate's degree exists to date) and an employer emphasis on restorative values orientation, direct experience in restorative facilitation, and the ability to train/teach others restorative practices (Visnesky and Stroup, 2022; Visnesky and Stroup, 2023). We plan to continue to monitor the emerging profession of restorative practitioner in relation to our academic offerings.

4. How the program will assess its effectiveness in achieving student learning outcomes:

Learning outcomes will be assessed through assessments already in place for the restorative justice concentration that is embedded within the criminal justice major. The department will also track the career paths that graduates enter. Students will be observed in their internships in order to assess their ability to facilitate restorative practices, as applicable and appropriate.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

No licensure, certification, or accreditation standards currently exist. As such, Lyndon faculty reviewed the current two graduate programs in existence, conducted research on practitioner and employer perspectives of curricula items, and sought an external review from restorative justice expertise within academia. There is little to no restorative justice education in the U.S. at a baccalaureate level, we believe that this degree will become the model for other degrees in the future. All reviews and current research confirmed that the proposed curriculum is in alignment with the emerging direction of the field.

Furthermore, the faculty in the department will annually review the program to maintain and to adjust curricula to ensure a continued level of excellence. The Lyndon Career Services and VTSU Career Services Director tracks graduates as part of their regular duties and will report results to the department chair to help assess placement rates and graduate success.

6. Program outline; include brief descriptions of all new courses:

**B.S. in Restorative Justice**

Course Name & Number	Credits	New or Existing?
<b>Restorative Justice Credits:</b>		
<b>Note: SSC 1040 is recommended for all first year students.</b>		
<b>Core 29 Credits</b>		
CRJ 1010 - Introduction to Criminal Justice	3	<u>E</u>
RSJ 1XXX – Principles of Restorative Justice	<u>3</u>	<u>N</u>
CRJ 2150 – Community and Restorative Justice	<u>3</u>	<u>E</u>
RSJ 2XXX – Circle Processes	<u>4</u>	<u>N</u>
CRJ 3085 – Research Methods	<u>3</u>	<u>E</u>
CRJ 3410/RSJ 3XXX – Facilitating Restorative Justice Practices	<u>4</u>	<u>E</u>
CRJ 3410/RSJ 3XXX – Peacemaking Criminology	<u>3</u>	<u>E</u>
RSJ 4XXX – Senior Seminar in Restorative Justice	<u>3</u>	<u>N</u>
RSJ 4720 – Internship in Restorative Justice	<u>3</u>	<u>N</u>
<b>Restorative Justice Electives</b>		
<b>Select 4 courses: 10-13 Credits:</b>		
At least 10 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year.		
RSJ 2XXX – Mediation and Conflict Resolution	<u>3</u>	<u>N</u>
RSJ 2XXX – Restorative Justice in Schools	<u>3</u>	<u>N</u>
RSJ 3XXX – Trauma, Resilience, and Restorative Justice	<u>4</u>	<u>N</u>
RSJ 3XXX – Families and Justice	<u>3</u>	<u>N</u>
RSJ 3XXX – Alternatives to Violence	<u>3</u>	<u>N</u>
RSJ 4710 – Special Topics	<u>1-3</u>	<u>N</u>
<b>Criminal Justice Settings Electives</b>		
<b>Select 3 course: 9 Credits:</b>		
At least 9 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year.		
CRJ 2020 – American Judicial Process	<u>3</u>	<u>E</u>
CRJ 2080 – Correctional Philosophies & Practices	<u>3</u>	<u>E</u>
CRJ 2220 – Environmental Justice	<u>3</u>	<u>E</u>
CRJ 2410 – Race, Class, Gender, and Crime	<u>3</u>	<u>E</u>
CRJ 3010 - Victimology	<u>3</u>	<u>E</u>
CRJ 3160 – Juvenile Justice	<u>3</u>	<u>E</u>
CRJ 3235 – Victim Assistance and Advocacy	<u>3</u>	<u>E</u>



Open Elective: Credits 3	Total Credits:	Open Elective: Credits 3	Total
16		Credits: 15	

**A.A. in Restorative Justice**

Course Name & Number	Credits	New or Existing?
<b>Restorative Justice Credits:</b>		
<b>Note: SSC 1040 is recommended for all first year students.</b>		
<b>Core 20 Credits</b>		
CRJ 1010 - Introduction to Criminal Justice	3	<u>E</u>
RSJ 1010 – Principles of Restorative Justice	<u>3</u>	<u>N</u>
CRJ 2150 – Community and Restorative Justice	<u>3</u>	<u>E</u>
RSJ 2XXX – Circle Processes	<u>4</u>	<u>N</u>
CRJ 3410/RSJ 3XXX – Peacemaking Criminology	<u>3</u>	<u>E</u>
CRJ 3310/RSJ 3XXX – Facilitating Restorative Justice Practices	<u>4</u>	<u>E</u>
<b>Restorative Justice Electives</b>		
<b>Select 3 courses: 7-10 Credits:</b>		
At least 6 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year.		
RSJ 2XXX – Mediation and Conflict Resolution	<u>3</u>	<u>N</u>
RSJ 2XXX – Restorative Justice in Schools	<u>3</u>	<u>N</u>
RSJ 3XXX – Trauma, Resilience, and Restorative Justice	<u>4</u>	<u>N</u>
RSJ 3XXX – Families and Justice	<u>3</u>	<u>N</u>
RSJ 3XXX – Alternatives to Violence	<u>3</u>	<u>N</u>
RSJ 4710 – Special Topics	<u>1-3</u>	<u>N</u>
<b>Criminal Justice Settings Electives</b>		
<b>Select 2 course: 6 Credits:</b>		
At least 6 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year.		
CRJ 2020 – American Judicial Process	<u>3</u>	<u>E</u>
CRJ 2080 – Correctional Philosophies & Practices	<u>3</u>	<u>E</u>
CRJ 2220 – Environmental Justice	<u>3</u>	<u>E</u>
CRJ 2410 – Race, Class, Gender, and Crime	<u>3</u>	<u>E</u>
CRJ 3010 - Victimology	<u>3</u>	<u>E</u>
CRJ 3160 – Juvenile Justice	<u>3</u>	<u>E</u>
CRJ 3235 – Victim Assistance and Advocacy	<u>3</u>	<u>E</u>

11. TOTAL CREDITS in proposed program: \_\_\_\_\_ 33-36 \_\_\_\_\_

12. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: \_\_\_\_\_ 27 \_\_\_\_\_

13. TOTAL CREDITS for the degree: \_\_\_\_\_ 62-3 \_\_\_\_\_

14. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

<b>Year One Fall</b> SSC 1040: Credits 3 - GEU CRJ 1010: Credits 3 – Core/GEU Social Science RSJ 1010: Credits 3 – Core/GEU Social Science ENG 1081: Credits 3 - GEU Math: Credits 3 – GEU <p style="text-align: right;">Total Credits: 15</p>	<b>Year One Spring</b> ENG 1082: Credits 3 – GEU Digital/Comp. Lit: Credits 3 – GEU RSJ 3XXX Alt. to Viol.: Credits 3 – RJEL CRJ 2150: Credits 3 – Core RSJ 2XXX Med. & Conflict Res.: Credits 3 – RJEL <p style="text-align: right;">Total Credits: 15</p>
<b>Year Two Fall</b> Art/Music: Credits 3 – GEU CRJ/RSJ 3410 Peacemaking Crim: Credits 3 – Core Lab Science: Credits 4 – GEU RSJ 2XXX Circle Processes: Credits 4 – Core Free Elective: Credits 3 <p style="text-align: right;">Total Credits: 16</p>	<b>Year Two Spring</b> Humanistic: Credits 3 – GEU RSJ 3XXX T, R, & RJ: Credits 4 – RJEL RSJ Families & Justice: Credits 3 - IALIE CRJ/RSJ 3XXX Fac. RJ. Pract.: Credits 4 – Core CRJ 3010 Victimology: Credits 3 – IALIE <p style="text-align: right;">Total Credits: 17</p>

### New Course Descriptions:

#### **RSJ 1XXX Principles of Restorative Justice Credits: 3**

This course introduces participants to the origins, values, and philosophy of restorative justice. Students will explore restorative justice as a practice-based discipline, social movement, and paradigm while assessing opportunities for restorative justice applications in a variety of contexts and settings, not limited to education, in the community, and in criminal-legal arenas.

#### **RSJ 2XXX Circle Processes Credits: 4**

The course is intended to provide an introductory experience in the circle process as well as an understanding of the foundational values and key structural elements for designing and conducting peacemaking circles. Students will consider practical applications of the circle process. Students will gain experience with directly and physically being in circle. This course will use the circle process as the primary form of instruction. The prerequisite for this course is RSJ 1XXX Principles of Restorative Justice, sophomore standing, or faculty permission.

#### **RSJ 2XXX Restorative Justice and Schools Credits: 3**

This course surveys the growing movement of implementing restorative practices in educational institutions. This course will explore harms in schools, including: the school-to-prison pipeline,

institutional violence, and interpersonal violence and institutional responses. Students will review contemporary restorative practices for schools, including but not limited to: the whole-school approach, circles in schools, and restorative peer panels. A concluding emphasis will examine and assess university-level restorative practices and policies. The prerequisite for this course is RSJ 1XXX Principles of Restorative Justice, sophomore standing, or faculty permission.

### **RSJ 2XXX Mediation and Conflict Resolution Credits: 3**

This course is an introduction to the theory and practice of mediation. Students will learn about conflict resolution theory, court processes, mediation processes and techniques, self-awareness, as well as ethics. Students will gain experience using role play and other conflict transformation facilitation exercises. The prerequisite for this course is RSJ 1XXX Principles of Restorative Justice, sophomore standing, or faculty permission.

### **RSJ 3XXX Alternatives to Violence Credits: 3**

This course offers an introductory examination of the major concepts, processes, and practices within contemporary anti-violence movements and practices. Students will explore the questions: (1) how do we define safety? (2) how do we strengthen our personal and community skills in responding to harm? Non-carceral frameworks for building community responses to harm and violence will be considered. Coursework will be highly experiential using role-play, in-person facilitation exercises, and other skill-building activities in “learning lab” settings. The prerequisite for this course is RSJ 1XXX Principles of Restorative Justice, sophomore standing, or faculty permission.

### **RSJ 2560 Trauma, Resilience, and Restorative Justice Credits: 4**

This course explores trauma from a socio-cultural lens, examining interpersonal, familial, community-based, organizational, and structural cycles of harm, violence, and injustice. The course places a special emphasis on the restorative, transformative, and healing justice movements and the ways in which their associated practices can interrupt cycles of harm and violence. Students will consider the ways in which the various justice models examined address the needs of trauma-impacted individuals and communities. Models examined include but are not limited to victim-offender dialogue, restorative processes for sexual harms, truth and reconciliation commissions, restorative practices in education, and community accountability. Students will also develop skills and learn strategies for dealing with trauma exposure. The circle process will be used as a main method of inquiry, with other physical and experiential components. The prerequisite for this course is RSJ 1XXX Principles of Restorative Justice OR CRJ 2150 Community and Restorative Justice, sophomore standing, or faculty permission.

### **RSJ 3XXX Families and Justice Credits: 3**

This course takes a family perspective on the consequences of the American legal system and the widespread use of incarceration as a crime control strategy in the United States. Topics will include pregnancy during incarceration, parenting during incarceration and consequences of incarceration on nonincarcerated family members. Students will assess policy through a family perspective lens – recognizing that there is no aspect from arrest through reentry that does not impact nonincarcerated family members. This course will conclude with an emphasis on “justice re-imagined” – exploring family-focused alternatives to our current legal and correctional



policies. The prerequisite for this course is RSJ 1010 Principles of Restorative Justice or CRJ 1010 Introduction to Criminal Justice, sophomore standing, or faculty permission.

**CRJ/RSJ 3310 Facilitating Restorative Justice Practices Credits: 4**

This course explores the designing, preparation, and facilitation of a variety of restorative practices (circle processes, family group conferencing, victim-offender dialogue, etc). Students will gain practice in preparing safe, respectful spaces for restorative dialogue and navigating common issues that arise within restorative facilitation work. Through role play, simulations, and other skill-building activities, students will develop their restorative practitioner toolkit. The prerequisite for this course is CRJ 2150 Community and Restorative Justice or faculty permission.

**CRJ/ RSJ 3410 Peacemaking Criminology Credits: 3**

This course explores the historical, intellectual, and theoretical roots of peacemaking criminology. Students will use this theoretical grounding in exploration of the growing field of justice and peace studies. Topics may include historical and contemporary analyses, critical issues of militarism, inequality, and injustice, emphasizing the development of viable alternatives and contemporary peacemaking movements. Students will also participate in restorative peacemaking circles within this class. The prerequisite for this course is CRJ 2150 Community and Restorative Justice or faculty permission.

**RSJ 4XXX Senior Seminar in Restorative Justice: 3**

This course contributes to the student’s development in restorative justice practices beyond their direct learning community. This experiential seminar will explore themes of vocation/purpose, community engagement, professional development, teaching restorative justice practices, and leadership. Students will be expected to conceptualize, develop, and deliver a training or educational offering in restorative justice/restorative practices with the guidance and supervision of the instructor. Senior standing is required.

**RSJ 4XXX Internship in Restorative Justice: 1-3 credits**

This course combines 45 hours per credit of student participation in the operation of one host restorative justice agency/organization with instructor-led circle processes for meetings held throughout the semester. The course is designed to give upper-level restorative justice majors the opportunity to have responsible work-related experience in the field. Students must apply and be accepted into the internship program by both restorative justice faculty and the supervising agency. Both the restorative justice faculty instructor and the on-site supervisor will provide direction and supervision throughout the internship.

**Part IV: Budget Considerations**

1. Expenditures for the proposed program: Requires one additional offerings or faculty. Cost should remain static.

	Year One	Year Two
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<b>Faculty</b>	\$106,587 (1 FTF) + \$13,187 (PT) = \$119,774	\$123,367 (3% inflationary increase over year 1)
<b>Admin/Other Staff</b>	N/A	N/A
<b>Facilities/Equipment</b>	\$1,000.00*	N/A
<b>Library/Other Materials</b>	\$500.00	\$500.00
<b>Other Costs (e.g. accreditation/licensure expenses)</b>		
<b>Overhead</b>	\$98,224	\$101,171
<b>Cross Enrollment</b>	\$82,500	\$137,500
<b>TOTAL COSTS:</b>	<b>\$301,998</b>	<b>\$362,538</b>

A detailed calculation of revenue and expense indicates that a program enrollment of approximately 68 students is needed for sustainability. As such, it will be imperative that enrollments over the first three years are on track to achieve this goal. In addition to program enrollment trends, other program efficiency metrics that were developed during the Optimization 2.0 work will also be monitored and annually reported. These include but are not limited to average class size and the ratio of student to faculty FTE.

\*The restorative justice program would need at least two additional spaces on campus outside of faculty office space.

- A circle room in which students learn how to prepare the physical space for restorative conferencing as well as for conducting circles for class. This space would need to be able to fit at least fifteen individuals. This room should have no tables/desks, instead consist of the chairs needed to conduct a restorative process.
- A pre-conference room. This space would need to be located next to the circle room. This is a room in which parties participating in a circle would meet with the facilitator before being led to the circle process in the larger meeting space. This room should be able to hold 3-4 people at one time.
  - The faculty have found one example of a possible location on the Lyndon campus that would meet the program’s needs. Vail 458 (The circle room) and Vail 457 (pre-conference room). In addition, the faculty within the RJ and CJ programs would request having their office locations moved to the same hallway as the two rooms mentioned above.

Justifications for this request include the following. First, literature on restorative pedagogy repeatedly emphasizes the importance of students engaging directly in restorative practices (Visnesky, 2023; Sweeney, 2022; Pointer, McGoey, and Farrar, 2019; Stroup, 2019; Toews, 2013). This includes students learning the skills of preparing restorative conference space (for example, restorative facilitators often have to prepare a unique "centerpiece" for each circle

process) as well as holding mock pre-conference meetings. This space will be used so that faculty can assess students' ability to adequately prepare and conduct these types of practices/meetings.

In addition, literature on restorative processes repeatedly emphasizes the importance of private, inclusive, and comfortable space (Pointer, 2020). This can be difficult to achieve using regular classrooms when there are people consistently walking around the outside of the classroom. This literature also refers to the need for restorative spaces to be "liminal" - that is, outside of the standard day-to-day space and activities (Pointer, 2020). Restorative pedagogy should include these considerations. Of significance, confidentiality is required within restorative processes. As such, these rooms also need to be in a semi-private space due to the confidential and sensitive nature of the disclosures that often happen within restorative processes in the RJ learning space.

2. Revenue/sources to meet new expenditures

	<b>Year One</b>	<b>Year Two</b>
<b>Tuition</b>	<b>Gross: \$227,348.00 Net: \$198,929</b>	<b>Gross: \$382,358 Net: \$334,563</b>
<b>Reallocation</b>	N/A	N/A
<b>Other Sources</b>	<b>State Appropriation</b>	<b>State Appropriation</b>
<b>TOTAL REVENUES:</b>	<b>\$198,929 + State Appropriation</b>	<b>\$334,563 + State Appropriation</b>

As shown and discussed in Part IV, much of the program delivery expense is related to the direct expense of delivering the courses with part and full-time faculty. As such we anticipate that most of the state appropriation funds will be used to offset the instructional direct expense for course and program delivery. This will include courses that support the certificate, A.S., and B.S. programs.

**Part V: Enrollment, Marketing and Public Relations Considerations**

a. Projected enrollment for new program:

	<b>Year One</b>	<b>Three Years Out</b>
<b>Full-Time</b>	15	60
<b>Part-Time</b>	-	-

<b>In-State</b>	8	38
<b>Out-of-State</b>	7	22

2. Describe how you arrived at these projections:

Presently, there is no standalone undergraduate restorative justice degree in the U.S. There are several master’s degrees (including Vermont Law School’s popular MARJ degree) and graduate level certificate programs. The RJ degree will be more desirable to students who desire working in school-based or community-based settings than our CRJ degree with the RJ concentration. Similarly, graduates of this program will also be more attractive for employers outside of the judicial system. NVU Lyndon’s RJ concentration has been very successful, resulting in a student enrollment of at least 47 students pre-COVID. The majority of Lyndon criminal justice students are presently graduating with the restorative justice concentration. The popularity of restorative justice in the media should facilitate positive enrollment.

Review of Eastern Mennonite University’s Center for Justice and Peacebuilding’s “impact” fact sheet depicts a strong participation in peacebuilding/restorative justice coursework. As noted earlier, over 5,400 participants have enrolled in a single Strategies for Trauma Awareness and Resilience course since 2001 and 3,500 participants since 1994 since in their annual summer peacebuilding institute that offers numerous restorative justice courses. They also share that they have 668 graduates of their master’s degree programs working in 78 different countries.

Personal communication with Vermont Law School regarding enrollment for their MARJ program reveals that they have had to request the American Bar Association lift their maximum capacity limit every year since the creation of the degree.

3. Describe the marketing strategies for the new program.

As with all our programs, we will develop an information sheet, put the information on the web, and send a mailing to all of the high schools in our recruitment territories (to guidance counselors in the social and behavioral sciences). Marketing strategies should include emphasis on the uniqueness of the degree, the marketability for graduates seeking emerging careers, and the hands-on, experiential aspects of the program.

Marketing strategies should include stacking credentials – exploring a four-year degree “double major pathway” for restorative justice and applied psychology/human services students as well as a four-year degree “double major pathway” for restorative justice and education students. We also envision the ability to eventually market “stackable micro-credentials” built into the degree program (we would like to create certificates in the following areas: victim services and advocacy; restorative practices; conflict resolution; and child advocacy studies).

4. Competition:

- a. In state and region

- i. There is no standalone undergraduate degree in the field of Restorative Justice that this degree would be competing with.
- b. Online
  - i. There is no standalone undergraduate degree in the field of Restorative Justice that this degree would be competing with online.

5. How the program will impact enrollments in existing programs at the College:

This degree will increase enrollment within the Lyndon campus. It is expected that this degree will be a unique complementary second major for students enrolled in Criminal Justice, Applied Psychology and Human Services, Education, History, and Global Studies. Therefore, the degree should increase majors across a broad spectrum of programs offered on the Lyndon campus.

6. How the program will impact enrollments in existing programs at other VSC colleges:

There is no comparable degree being offered on any other campus within the VSC. We plan to pursue the development of CCV pathways to both the Restorative Justice and Criminal Justice degree programs. These pathways may be of interest for students in the CCV Human Services AS program.

7. How the program will impact existing and/ or future external relations:

As the first standalone restorative justice undergraduate degree to be created in the United States, this program will result in positive local, regional, and national press for VTSU and the Lyndon campus. The demand for restorative justice has increased dramatically over the past few years, with legislation surfacing regionally and nationally for restorative practices in schools.

Due to the uniqueness of standalone restorative justice degrees, we aim to create collaboration with Vermont Law School, particularly their popular MARJ degree program/faculty/students. Such collaboration may also result in positive local and regional press.

Students are anticipated to gain unique internships in restorative justice – such as the pilot “Youth Justice Panels” program presently offered through the Caledonia County District Attorney’s Office in collaboration with St. Johnsbury’s Community and Restorative Justice Center. This program was developed to utilize Lyndon student interns with coursework experience in restorative justice to facilitate reparative panels for youthful offenders, ages 18 – 21 years. We anticipate the creation of additional internships in restorative justice due to the restorative justice degree program, establishing beneficial relationships with our community partners. We would anticipate that the new restorative justice faculty hire may spend significant

time establishing relationships with new areas for restorative justice internship work, particularly envisioning future collaboration with K-12 schools.

Lastly, we anticipate that the creation of this degree would result in positive external relations with the broader restorative justice academic community and professional networks (please see Dr. Holler's letter describing the significant need for this degree). This may include the degree's listing on a variety of restorative justice websites (for example, National Association of Community and Restorative Justice maintains a listing of RJ-related programming in the university setting). We also anticipate research and potential publications on the development of this degree and the pedagogical implications on students, strengthening external academic community relationships.

rev. 7/21/2016

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## Appendix A

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

Jessica Visnesky, M.A. – Northern Vermont University Lyndon

Brandon Stroup, Ph.D. – Northern Vermont University Lyndon

\*This research was presented at the 2022 NEACJS annual conference.

#### 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.

#### 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 programming 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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## Appendix B

Vermont Community Justice Directors  
c/o Susan A. Cherry  
The Community Restorative Justice Center, Inc.  
576 Railroad Street, Suite 2  
St. Johnsbury, VT 05819

Northern Vermont University-Lyndon  
c/o Dr. Brandon Stroup

November 16, 2021

Dear Review Team,

The Directors of the Vermont Department of Corrections (DOC) funded Community Justice Programs in the state meet regularly to discuss issues of importance, and the proposal to create a B.A. Degree in Restorative Justice at NVU-Lyndon was a topic of discussion at yesterday's meeting.

As directors, we often recruit and train new staff for our programs. The training in general takes people with no background in restorative justice and introduces them to the theory and practice of our work in a process that generally takes several months. If we were to hire candidates with a BA in RJ, this process would take much less time in the training as well as less time away from the tasks that are needed at our Community Justice Centers (CJCs). There are more opportunities to use restorative justice now in Vermont, and the need for more staff is ever-increasing.

In addition to our work with the courts and DOC, many of our centers work with schools to help them align with restorative principles. Most of the new guidance and student support positions, as well as principal and curriculum positions, include knowledge of and practice with restorative practices. This is an emerging field.

I recently hired a graduate of NVU-Lyndon who had a certificate in restorative justice. She also worked as an intern with us. Nevertheless, there were still trainings for her to complete, and time spent learning the practice in the field. She is now taking on a new town, and handling this very well. If she had had a degree, I am of the opinion that her movement into this more detailed work might have happened sooner.

Some of the course work that we would find helpful as directors of restorative programs would be in circle process, trauma-awareness, meeting facilitation, restorative justice theory and practice as well as school implementation science. The CJC directors would be very interested in reviewing and giving input into the curriculum offerings.

Restorative Justice is being used in many community conversations which invite equity and justice discussions. We would like to have some time spent in such a degree program initiating and facilitating such conversations.

If you would like any further information about our work, please feel free to contact me.

Sincerely,

*Susan A. Cherry*

Susan A. Cherry, Executive Director  
The Community Restorative Justice Center, Inc.  
Writing on behalf of the VT CJC Directors



January 6, 2023

To Whom It May Concern,

My name is Tim Holler and I am currently the Chair of the Restorative and Community Justice Section of the Academy of Criminal Justice Sciences. I also served previously for two years as the Vice-Chair, and for two years as an Executive Counselor for the section. One of our primary concerns over the past few years is the development of standards for restorative justice degrees, tracks, certifications, trainings etc. . . . As it currently stands, the cooptation of restorative justice into criminal justice programs and degrees dilutes the quality of restorative justice concepts and applications throughout higher education. Restorative justice is a “buzz phrase” that institutions use for marketing purposes. Upon further examination of those programs, criminal justice is always the primary focus, and restorative justice principles and practices are relegated to one or two classes, if any. Thus, it appears that there is currently no standalone restorative justice bachelor’s degree anywhere in the country. While there are graduate degrees in the field, those programs have not materialized at the undergraduate level.

I would argue that the limited restorative justice education presently available to undergraduates is not adequate preparation for entry-level restorative justice work – this is harmful to the restorative justice movement, the arenas in which restorative justice practices are employed, and particularly harmful to the individuals served by underprepared restorative facilitators. The necessity for dedicated restorative justice degrees cannot be understated. I would also argue that students who have a restorative justice degree are often better suited to enter criminal justice related work than those who have solely focused on the criminal justice field. In teaching both restorative and criminal justice, it is clear that students who take only criminal justice courses get a very narrow view of criminality and the harmful impacts it has on society as a whole, and on individual survivors.

The proposed restorative justice degree at Northern Vermont University has a clear and defined path for developing the requisite knowledge of restorative justice and the ability to apply restorative practices within numerous disciplines, including criminal justice. I see this degree as both standalone and complimentary to every other degree at your University. The skills that will be developed in these courses transcend the boundaries of academia and touch at the very heart of Northern Vermont’s mission and vision of preparing students to be critical thinkers and globally engaged citizens. I believe this program also has the potential to make an enormous impact on your campus and within the surrounding community.







In closing, I fully support the proposed Bachelor’s in Restorative Justice at Northern Vermont University. Your institution, and your faculty, are well suited for being one of the first, if not the first, in the country to offer this type of degree. I appreciate your time, and please feel free to reach out to me if necessary at [TJH67@pitt.edu](mailto:TJH67@pitt.edu).

Sincerely,

*Timothy J. Holler*

Timothy J. Holler, PhD.  
Associate Professor of Criminal Justice  
University of Pitt-Greensburg  
Chair - Restorative & Community Justice Section - ACJS

**POLICY 102**  
**RUBRIC FOR STEP 1 PRELIMINARY REVIEW OF NEW PROGRAM PROPOSALS**

	<b>CONTRA-INDICATION</b>	<b>CONCERN / FOR FURTHER DEVELOPMENT</b>	<b>STRENGTH</b>
1. What are the regional market needs and initial enrollment projections for the program?	Unclear, unsubstantiated, or anecdotal.	Information doesn't exist to support robust projection.	Identified regional market partners with concrete, grounded projections. 
2. How likely is the program to achieve enrollment of 25+ students within five years?	Not likely based on enrollments in comparable programs.	Enrollment yield dependent on multiple, uncontrollable, or unknown factors.	Clear demand from early analyses or experience in comparable programs. 
3. Does the enrollment projection include any anticipated internal enrollment shifts and academic program restructuring at the institution?	Program's impact on other programs within the institution likely and/or not evaluated.	Potential for impact recognized but not discussed.	No evidence of potential impact, or any potential impacts are recognized and program implementation planning addresses them. 
4. Is the program serving any unmet state or regional needs?	No, and the program would not be recognized as adding any other value/benefit for Vermont or the region.	The program defines a potential need that is not yet, or not widely recognized.	Yes, there is a clear need and strong support from stakeholders for the proposed program to meet the need. 
5. Is the curriculum and delivery model in alignment with other programs in the VSCS to maximize enrollment and transfer opportunities for all types of students, including low-income dual enrollment/early college students and working adults?	No, the curriculum design or other factors would preclude transfer opportunities within the system.	The program anticipates transfer pathways, but these do not maximize access for a diverse population of potential students. 	The program anticipates transfer pathways and delivery modalities that maximize access for all students, including low-income students and working adults.
6. What are the likely enrollment competition risks within the system?	There is a similar program in the system serving a similar population of students currently at risk of not sustaining minimum size.	The program is likely to result in some competition, with students able to exercise choice (i.e. based on location, cost, delivery modality, campus culture), but overall enrollments likely to be sustained above 	No competition risk or risk not significant enough to threaten other programs sustaining a minimum size.

		minimum size for both programs.	
7. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?	The program appears to have potential stronger fit with a different VSC institution, or a similar program already exists where there is a clear best fit.	Best fit is unclear, or there are multiple institutions within the system with potential fit.	The institution proposing the program is the clear best fit.  ✓
8. What are the likely corollary benefits to the institution and system (e.g., new sources of external funding, enhanced external relations) of adopting the program?	There are no clear benefits, as the program raises external relations concerns or is not projected to generate net new enrollments at the system level.	Benefits to the system are unclear and may be offset by other risks.	The program is likely to elevate the profile of the system as a whole, attract new funding, and/or generate net new enrollments at the system level.  ✓
9. What is the scope of institutional investment risk associated with launching the program?	The program requires immediate institutional investment, regardless of initial revenue projections, that is substantial (total cost, multi-year commitment needed, etc.)	The program requires moderate or substantial investment but is supported by conservative revenue projections.	The program requires minimal or discretionary investment.  ✓
10. What is the scope of institutional commitment necessary to sustain the program?	The program will require a high level of ongoing resource commitment that cannot be sustained based on conservative case revenue projections.	The level of ongoing resource commitment needed is sustainable with conservative revenue projections.  ✓	Conservatively projected revenues will be sufficient to generate a net contribution margin for the institution, inclusive of direct and indirect expenses.



**ITEM 4:**  
**VSC Student Association Constitution Revisions**

## CONSTITUTION OF THE VERMONT STATE COLLEGES STUDENT ASSOCIATION

**Adopted 4.27.2007**

**Revised 1.29.2016**

**Revised 3.18.2016**

**Adopted 4.15.2016**

**Revised 3.17.2021**

**Adopted 3.31.2021**

**Revised 1.5.2024**

### Preamble:

We, the students of the Vermont State Colleges System (VSCS), in order to protect student interests, provide for student needs, promote administrative transparency and equity, and guarantee students the opportunity for a well informed Student Association, do establish this Constitution for the Vermont State College Student Association and the powers herein.

### Article 1: NAME

1. The name of this organization shall be the Vermont State Colleges Student Association (~~VSCSA~~), hereinafter referred to as the VSCSA.

### Article 2: PURPOSES

1. The purpose of this organization is:
  - A. To foster diversity, equity, inclusion, and social justice among VSCS students and their governing student organizations.
  - B. To encourage unity, solidarity, and cooperation among VSCS students and their respective Student Associations.
  - C. To represent and be an advocate for the rights and interests of Vermont State College students, primarily dealing with system wide policies.
  - D. To provide information about issues concerning students and their education.
    - a. Including, but not limited to, being a resource of information to Vermont State College students about opportunities and resources provided to students within the system.

- E. To elect the student trustee to the Vermont State Colleges Board of Trustees.
- F. To select the VSCSA student leadership scholarship recipients.

#### Article 3: MEMBERSHIP

1. All students enrolled at a ~~Vermont State College~~ **VSCS Institution** shall be members of this organization and are entitled to attend all VSCSA meetings.

#### Article 4: GENERAL BOARD

1. The General Board is comprised of all students who participate with the VSCSA or on any of its committees. To become a member, an individual must have attended at least one previous meeting within the current year. A quorum is achieved when representatives from the two institutions are present, represented each by two or more Vermont State College students.
2. The General Board shall meet a minimum of six times per academic year, with the minimum number of meetings being scheduled by the Board of Directors at the annual meeting for the next academic year. The Chair may, with the advice and consent of the General Board, schedule additional meetings as needed.
3. Any General Board members may present VSCSA policy or resolutions at General Board meetings to be voted on, excluding VSCSA policy or resolutions directly related to the responsibilities associated with the Board of Directors. VSCSA policy and resolutions must pass with a ½ majority of members present.
  - a. All VSCSA policy proposed to the board must have been presented in a prior VSCSA meeting or have been voted on in a standing or ad hoc committee before an official vote can take place.
  - b. The Chair of the VSCSA will be responsible for the implementation of VSCSA Policy in consultation with the VSC appointed advisor.

#### Article 5: BOARD OF DIRECTORS

1. The Board of Directors is comprised of the Voting Members designated by each institution and is solely responsible for the appointment of the Student Trustee, designation of VSCS student leadership scholarships, and VSCSA meeting scheduling. Each institution may designate eight Voting Members. A quorum is achieved when ~~at least three out of the four institutions~~ **two institutions** are present, represented by two or more Voting Members per institution.

2. Institutions are encouraged to consider diversity in the designation of Voting Members, such that, if possible, Voting Members include not only Student ~~Government Organization~~ Association representatives, but also other representatives of the institution's students such as, but not limited to, resident assistants/advisors, first-year students, and student athletes. To be eligible as a Voting Member, the individual must have attended at least one previous meeting within the current year.
3. The Board of Directors shall meet a minimum of four times per academic year, **which may also occur during a General Board meeting**, with the meetings set at the first meeting of the year; with the annual meeting to be held in April.
4. The **General Board**, Board of Directors, and Student Trustee in consultation with the VSC appointed advisor shall handle the regular business of the organization.
5. **The Board of Directors will be responsible for all VSCSA policy and resolutions regarding the Student Trustee and VSCSA Student Leadership Scholarships.**

#### Article 6: STUDENT TRUSTEE

1. The student trustee to the Vermont State Colleges Board of Trustees shall be elected by the majority of those present at a regular Board of Directors meeting in April, using the "Criteria for student trustee to the Vermont State Colleges Board of Trustees" **as outlined in The Vermont Statutes, Title 16, Chapter 72, § 2172 (a)(2).**
2. The student trustee in consultation with the VSC appointed adviser will convene ~~and~~ **the** VSCSA and serve as the **e**Chair.
3. The student trustee will represent the voice of VSC students at VSC Board of Trustee meetings.
4. The student trustee will give an update to the VSCSA each meeting as the decisions the board is making and other VSC Board information.
5. The student trustee will also be an official public representative of the VSCSA and a non-voting member.

#### Article 7: ROLE OF THE CHAIR

1. **The Chair of the VSCSA will serve as the official spokesperson for the VSCSA and represent the Association and all its members in all governmental and external affairs.**
2. **The Chair will be responsible for collaborating with the VSC appointed advisor to set the agenda for General Board and Board of Director meetings.**

3. The Chair may, with the advice and consent of the General Board, create standing or ad hoc committees to serve the interests of the Students within the Vermont State Colleges.

Article 8: FUNDING

1. The VSCSA receives \$5000 as its budget each year from the Chancellor's office. This money does not roll over and is currently the only source of revenue for the VSCSA.
2. The VSCSA may fundraise in order to create a carryover balance that will be controlled through the Board of Directors. This carryover balance may only be used in service of students within the VSCS.

Article 9: AMENDMENTS

1. ~~These by-laws~~ This Constitution may be amended by an affirmative vote of two-thirds of the members of the ~~Board of Directors~~ General Board present at two consecutive meetings.

**ITEM 5:**

**Vermont State University Student Government Association Update**



# VTSU

# Student Government

# Association Unification

# Update



## VTSU SGA Unification Projects:

### Governance Structure and Implementation

- Organizational Chart Development and Student Governance Scaffolding
- Constitution and bylaw drafting and student feedback
- SGA Elections and transition to new model
- New positions and structure implemented
- Reflection period for any amendment and position changes

### Online Presence and Resource Distribution

- Website and Portal conversations and initial plans
- Creation of Student Activities portal and Web Page
- Integration of new positions and structure into the Website and Portal Presence

### SGA Image and Branding

- SGA Image and Vision for branding
- SGA meetings with VTSU Graphic Design Department to discuss possibilities for collaboration and next steps
- Development of an SGA logo and the subsequent branding
- Unveiling of the new SGA logo and showcase of the logo through elections and the beginning of SGA transformation.

### Advisor and Student Involvement

- Post-Optimization Advisor Model is established
- Increased engagement with student populations and increased collaboration between Student Activities and Admissions

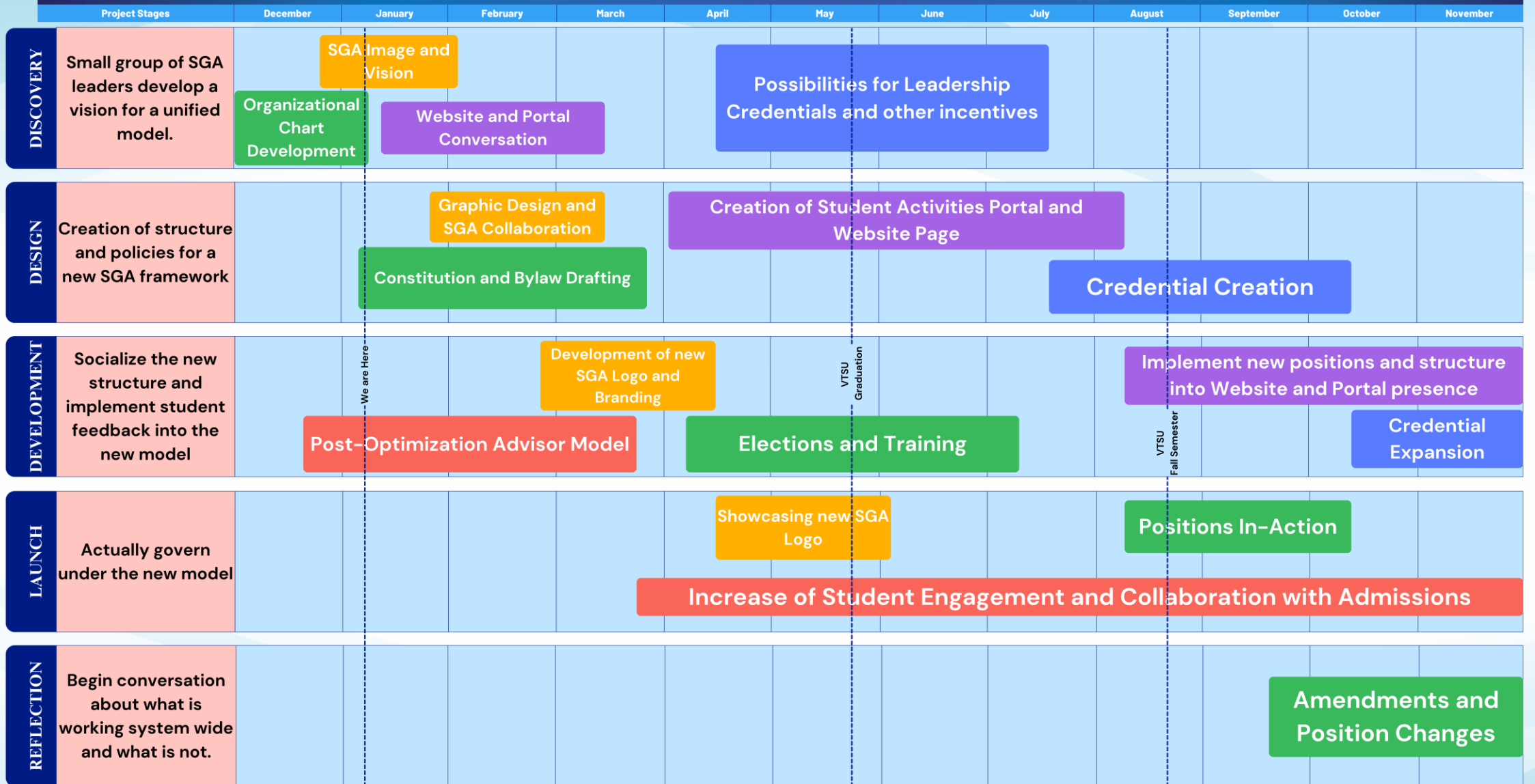
### Credential and Scholarship Opportunities

- Exploration into possibilities for leadership credentials and other incentives
- Creation of credentials and implementation of new VTSU leadership mindset
- Credential expansion and more broad expansion of trial credential period






# VTSU SGA Unification Timeline



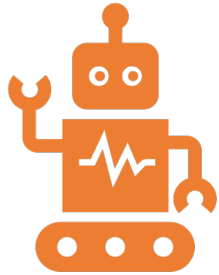
ITEM 6:  
CCV Teaching and Learning with AI



# Teaching & Learning with AI at CCV

January 8, 2024

# CCV Academic Council – AI Work Group



## [WICHE Cooperative for Educational Technologies \(WCET\)](#)

Developing Institutional Level AI Policies and Practices:  
A Framework



## Spring 2023 – CCV’s Academic Council formed an AI Work Group

### Developed 2023-24 Goals Using WICHE Framework

- Build faculty **AI literacy** through professional development, webinars, & resources.
- Develop and share recommended AI **course policies** for faculty use in syllabi & assignments.
- Share **teaching strategies**, resources, and best practices to develop AI literacy and career connections for students.
- **Collaborate** with other groups at CCV, VTSU and the VSCS.

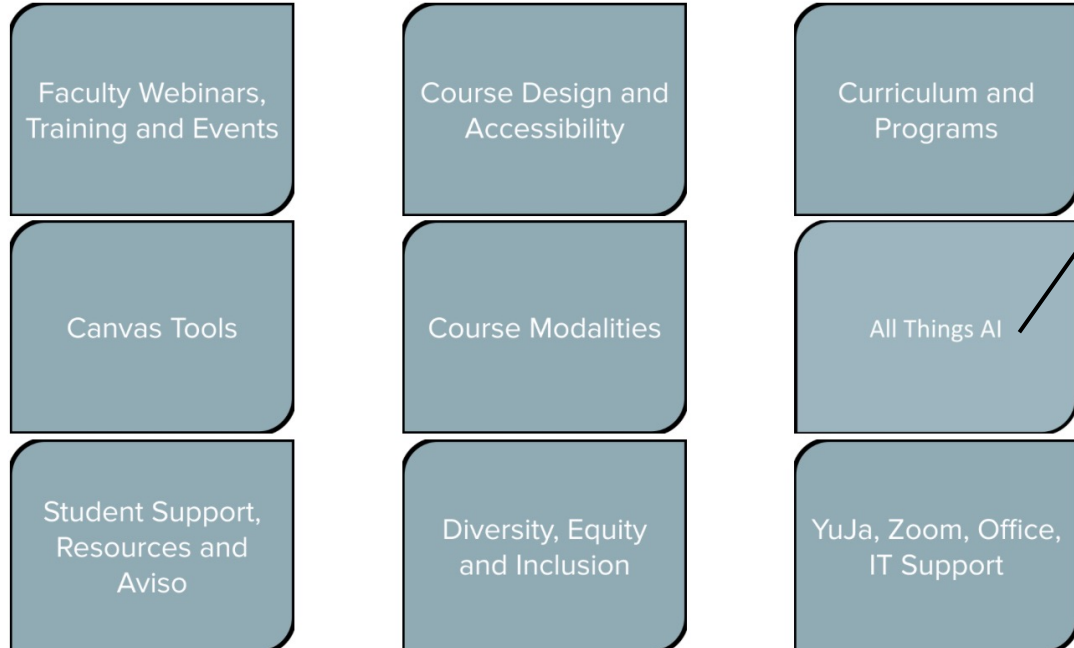


## CCV Faculty Professional Development and Training Resources

Welcome CCV Faculty! This Canvas site is your resource for information about academic technology, professional development, trainings, webinars and events, and other related academic information. Follow the links below or go to Modules. Go to [Teach@CCV](#) for other important and timely academic communications and administrative information including CCV committees, departments, and resources to support teaching and learning.

[View Schedule and Sign-up for Faculty Events & Webinars](#)

Buttons that lead to the course modules



### ☰ ▼ All Things AI

☰ 📄 Learning about AI

☰ 📄 Teaching & Learning with AI

☰ 📄 Practical Use of AI in the Classroom

☰ 📄 AI Course Policy Statements

☰ 📄 Guidance on AI Detection



## Definition, Introductory Lessons, and General Resources

[What is Generative AI?](#)

[Practical AI \(A short course\)](#)

[AI for Education \(Khan Academy\)](#)

[Issues of Equity](#)

[General Resources](#)

### Defining AI

WCET, a leader in the practice, policy, & advocacy of digital learning in higher education, defines Generative AI as "artificial intelligence that can create new content such as text, visual images, code, audio, or video because its neural networks have been trained on a gigantic amount of data. Outputs might include digital art, essays, short answers, blog posts, computer code, press releases, and other types of novel content. One form of generative AI, large language models, has especially received attention with the release of ChatGPT. A large language model is a text based generative AI that is trained on an enormous amount of text so that it can predict and create a given sequence of words. This capability allows the model to "understand" inquiries and replicate human language in a largely coherent way."

For more from this revered community of leaders, read [their short \(6 page\) general brief on generative AI](#) ↗.

[Build Your AI Literacy](#)

[Develop Clear Class Policies for AI](#)

[Assess the Role of AI in Your Teaching](#)

[Incorporating AI](#)

[Adapting Assignments](#)

[References & Resources](#)

### Build Your AI Literacy

In order to know how to best incorporate and/or limit AI tools in your classes and teaching, it is critical to first understand its different capabilities and limitations.

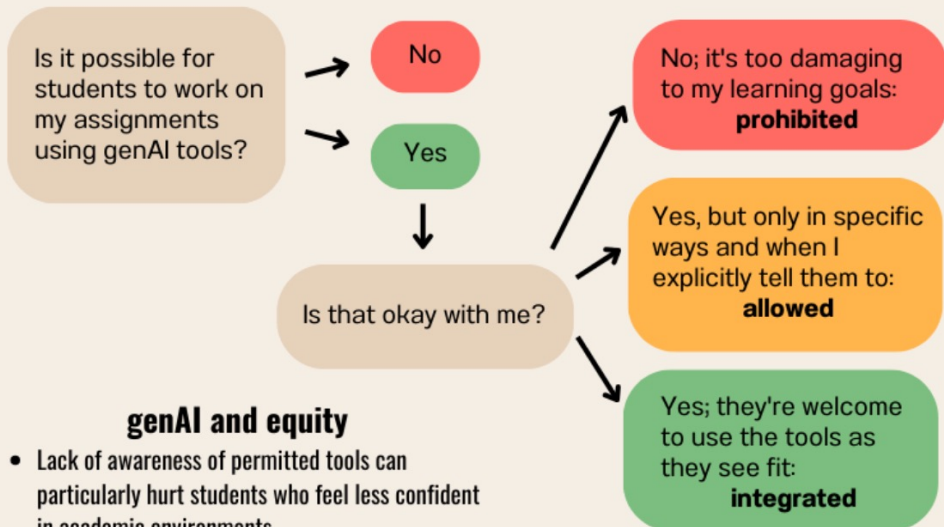
- The best way to do that is through experimentation and exploration of different tools.
- Be curious and try to figure out how AI can enhance and transform what and how you teach. How can you do this in your class while simultaneously engaging students in the process?
- It's also important to learn how AI is impacting your field so that you can help students be prepared with the knowledge and skills they will need for future careers.



[Sample course policy statements](#) ↓ have been created by the Academic Council AI work group and reviewed by Academic Council. Before you decide which sample policy statement to adopt for your syllabus, whether as a jumping off point or verbatim, scroll down to the "What is my stance?" poster below to help inform your thinking.

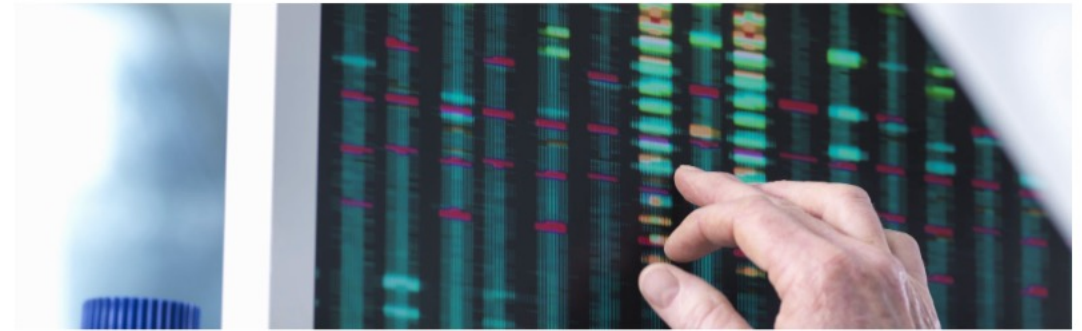
In regards to the CCV Academic Integrity Policy, in 2023, the Community College of Vermont updated its [academic integrity policy](#) to replace the word "people" with "people and entities" to cover the emerging use of generative AI but also corporate works and other work not derived by specific people.

## What's my stance on genAI in this class?



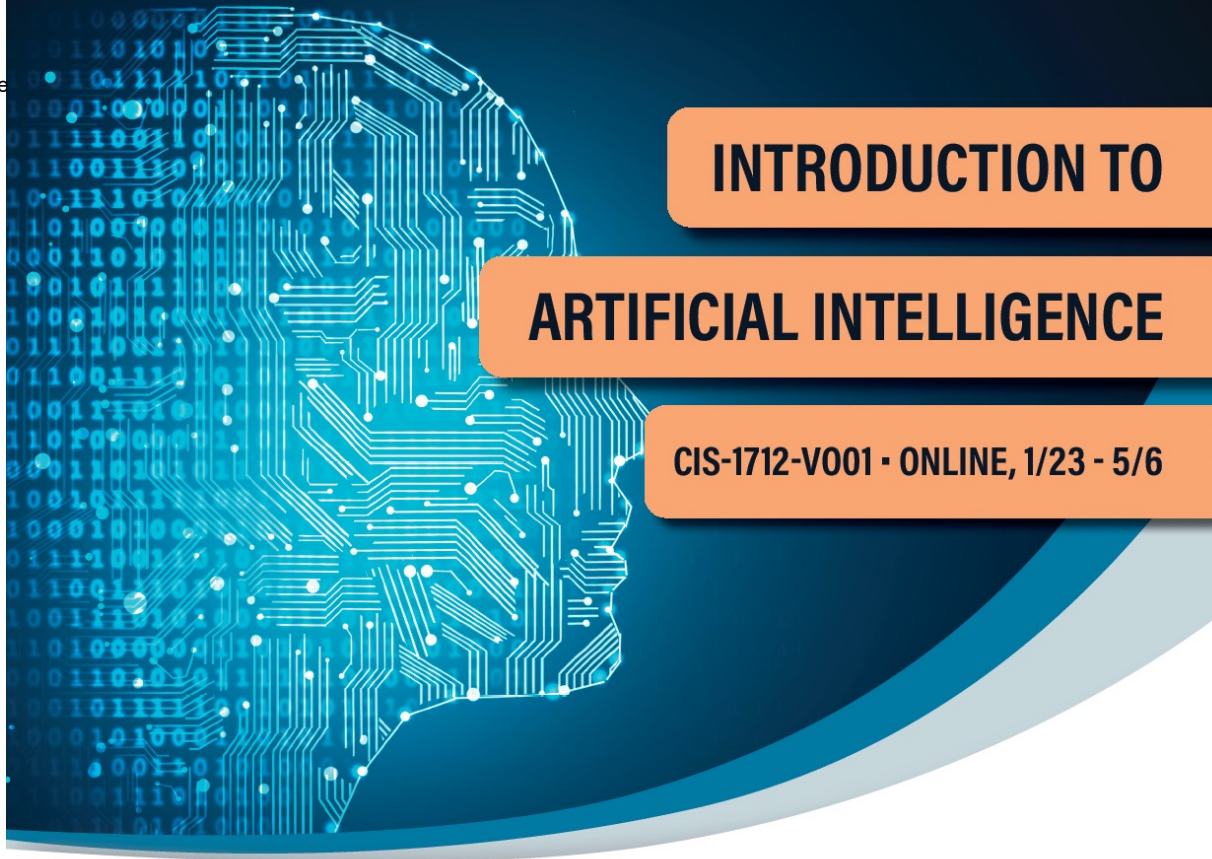
### genAI and equity

- Lack of awareness of permitted tools can particularly hurt students who feel less confident in academic environments
- genAI tool use can have particular benefits for subsets of your students, e.g., multilingual or



Faculty Guidelines for Using AI-Detection Tools





**INTRODUCTION TO**

**ARTIFICIAL INTELLIGENCE**

**CIS-1712-V001 • ONLINE, 1/23 - 5/6**

An introduction to basic concepts and applications of artificial intelligence (AI), including AI project cycles and tools. Dive into understanding the growing impact of AI in different fields and industries. Prior learning in computer science is not required.

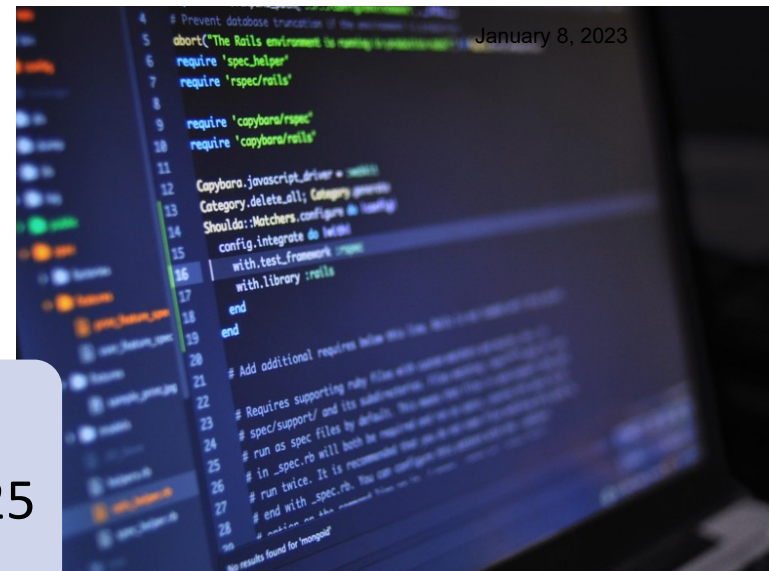
**EXPLORE AND IDENTIFY ISSUES  
SURROUNDING AI INCLUDING:**

- ethics
- bias
- culture
- regulations
- professional expectations

**CONTACT YOUR ADVISOR  
TO REGISTER TODAY!**

**CCV** COMMUNITY  
COLLEGE  
OF VERMONT





# CCV Technology Curriculum Committee



**New Data Analytics and AI Certificate Program – 2024-25**



Partnership with [Intel's AI Education Workforce Program](#)

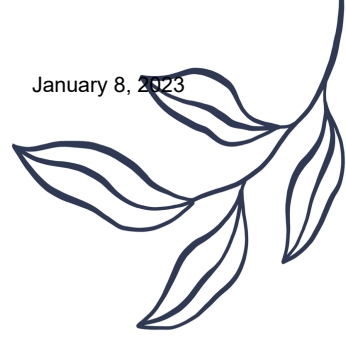
Prepares current and future workers with key skills in AI

Intel provides over 500 hours of AI content to community colleges



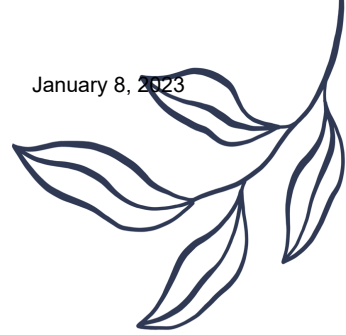
Updating key technology courses with AI related learning and career objectives

**ITEM 7:**  
**VTSU Generative AI Resources for Faculty**



# Generative AI Resources for Faculty

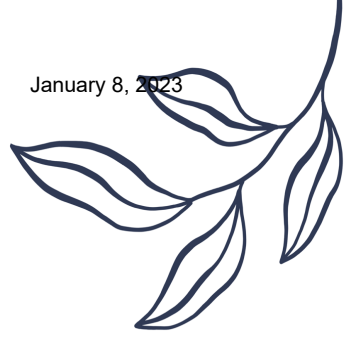
**Center for Teaching &  
Learning Innovation**  
at Vermont State University



# January 2023: Information & Advice Guide

[The Information & Advice Guide](#) was emailed to all VTSU faculty and focused on ChatGPT, which had been released in late November 2022.

The screenshot shows the top of an email. On the left is the Vermont State University logo (three interlocking triangles) and the text "Vermont State University". On the right is the CTLI logo (the letters "CTLI" in a box) with "Center for Teaching & Learning Innovation" below it. The main heading of the email is "Information & Advice Guide: ChatGPT". Below this is a paragraph: "Have you [been hearing](#) and [reading](#) about ChatGPT? Are you contemplating the big questions being raised about implications for higher education? Do you have feelings (or a range of feelings) about how this technology will impact your classroom and assignments?". At the bottom, there is a dark green box with white text: "On this cow scale, how do you feel ~~today?~~ about ChatGPT?". To the right of this box is a paragraph: "As with any new technology, there is a lot to learn and consider. While many thought leaders are sharing valuable perspectives (some of which are linked below), we wanted to distill some useful information for you and also invite those".

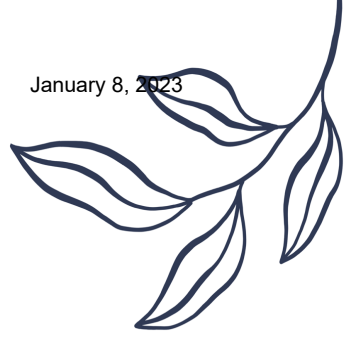


# Spring 2023: Faculty Discussion Group

4-6 self-selected VTSU faculty met every few weeks to discuss emergent questions, resources, and topics relevant to AI and education.

Participants were mostly techno-philes, interested in possibilities.

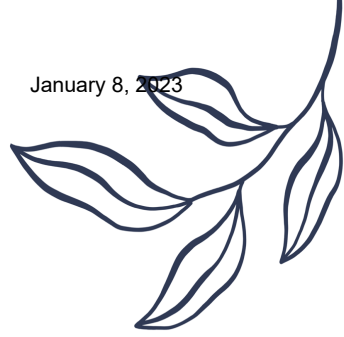
Many resources were shared within the group and informed the next step (syllabus statement resources).



# Summer 2023: Fall Syllabus Template

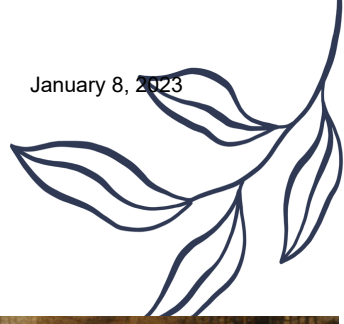
The CTLI developed a [syllabus template](#) and encouraged all faculty to use it (a version was mandated for faculty teaching on the online programs).

Included was a recommendation to write a course-level AI policy along with a link to compiled policies submitted by faculty around the world.



# Fall 2023: CTLI Newsletter Issue

The [December issue](#) of the CTLI newsletter focused on AI and Information Literacy including a profile of Keith Tookey (who teaches CS on the Randolph campus) and teaching tips.



# Spring 2024: CTLI Webpage

The CTLI built a [new webpage focused on Generative AI](#) (genAI), which will be shared with all faculty at the start of the semester.



This image was generated by Midjourney AI using the prompt “a classic photograph portraying a college campus in Vermont artfully overlaid with computer code.”