RESTORATIVE JUSTICE IN UNIVERSITIES

Is Restorative Justice a viable alternative to conflict resolution in UAB?

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To my tutor Anna, for her support, guidance, and dedication.
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and helping me every step of the way.

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for their support, endurance and understanding,
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and assisting me in those matters where I cannot assist myself yet.

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and leaving every place better than you found it.

ABSTRACT:

Restorative justice is currently being used in several international universities as an alternative to traditional disciplinary systems. Literature suggests that restorative justice is aligned with modern higher-education goals and that its use in universities can promote inclusive, civic, and democratic values amongst the community. The present study first aims to explore how restorative justice is being implemented in universities in an international context, and secondly, aims to determine whether restorative justice is a viable alternative resolution to conflict in Universitat Autònoma de Barcelona. To such end, bibliographic research has been conducted on conflicts in educational, community and university contexts, and restorative justice practices in those. Three semi-structured interviews have been conducted with managers of restorative justice programmes at US universities to gain knowledge on the characteristics of the programmes and best practices for their implementation. Secondly, nine semi-structured interviews have been conducted with UAB members and a survey has been distributed to 253 UAB students to determine the conflicts occurring at UAB, their current resolution methods, and the alternatives conceived to them by the UAB community. Results indicate that restorative justice can be successfully adapted to university contexts and that the UAB community would be open to restorative solutions to current conflicts.

KEYWORDS: Restorative justice, conflict, conflict resolution, university, higher education

TABLE OF CONTENTS

1. INTRODUCTION

Conflict is an intrinsic element of every relationship and universities are not without it. As such, modern education pursues academic training, but also encompasses the education, promotion and application of civic and social values and principles, such as democracy, justice, equality, and peace. University should be a space to promote these principles through practices that develop them, included conflict resolution practices. Restorative justice and the values it advocates are well aligned with this goal. It is therefore necessary to consider the role that the restorative paradigm could play within university campus, specifically in offering an alternative method to conflict resolution.

The present research aims to study how restorative justice is being implemented in universities in a compared context and to determine whether restorative justice is a viable alternative resolution to conflict in the Universitat Autònoma de Barcelona.

To such end, the theoretical framework presents conflict in university and adjacent contexts, and restorative justice as an alternative conflict resolution and its particularities in university-adjacent contexts as well as in university. It is followed by the study conducted through mixed methodology research, aimed at gaining understanding on the implementation of restorative justice in universities and current conflict resolution in our own university, through semi-structured interviews and a survey.

The data obtained is analysed and integrated in the results, and finally discussed to assess the viability of restorative justice in universities and in UAB with view to the possible implementation of restorative justice on our campus.

2. THEORETICAL FRAMEWORK

2.1 Conflict

Conflict is an intrinsic element of relationships and "present in all manifestations of life" (Vinyamata, 2007, p. 24). Though commonly characterised as negative and destructive, modern theorists consider conflict healthy for social development, a "consubstantial element of human relationships which possesses a specific function of cohesion and stimuli" (Coser, cited by Vinyamata, 2007, p. 41). According to Vinyamata (2007), what can be determined as positive or negative are the methods employed to resolve conflicts and the change they promote. Conflict is, thus, an opportunity for development.

Conflict theories can be grouped into three main categories: *individual characteristics theories*, which explain conflict through the opposition of psychological elements; *social structure theories*, where conflict results from the structure of society, and *social process theories*, where conflict results from interaction and interdependency processes between individuals or groups (Schellenberg, 1996).

To analyse a situation of conflict, its setting, processes, and elements need to be assessed through *conflict mapping*. If one understands conflict as an interdependency relation between parties with conflicting goals, one should analyse elements such as the parties, interests, power, assumptions, emotions and relationships to better understand the conflict and design an intervention (Generalitat de Catalunya, 2014).

Conflict in school and community

School is a system defined by various actors (students, teachers, parents…) who interact in a particular framework with well-defined roles and expectations. Viñas (2004) identifies the following categories of conflict in educational contexts: power conflicts, regarding roles and norms; relationship conflicts, between the different actors and groups with a strong emotional component; performance conflicts,

relating to the curriculum and educational goals, and identity conflicts, related to differences in power within the institution.

Communities are dynamic and changing and composed of diverse people who interact and are interdependent. Conflict in communities tends to develop between acquainted persons (McGillis, 1997), and can usually be grouped in the following categories: neighbouring proximity conflicts, family conflicts, and mixt conflicts (Puntes & Munne, 2005). Conflicts in community can also be collective or individual, which can add to the complexity of the situation.

Conflict in university

University is a higher education institution and combines elements of educational and community contexts. As such, conflicts in university can be similar to those found in these contexts, while having unique characteristics. Rondón-Garcia and Martín-Cristauro (2013) add to Viñas' educational conflicts inter-university conflicts, interpersonal conflicts concerning the social component of university.

Holton (cited by Alcover, 2008), also notes three sources of conflict in universities: incompatible goals, resource scarcity, and interference among members. Conflict can have multiple combined factors and arise between the various members that cohabit and interact on campus (Prawda & Pesquiera, 2003).

According to the Síndic de Greuges of the UAB (2017; 2018; 2019), complaints on campus typically occur in the following ambits: academic, administrative, politics-institutional, economic, and services. Typical conflicts would consist in cheating and plagiarism, noise violations, student protests and occupations, theft, alcohol-related disruptive behaviour, sexual and racial harassment, student-to-student disputes, organizational disputes, interdepartmental conflicts, or faculty disputes (Clark, 2014; Warters, 2004).

2.2 Restorative justice

2.2.1 Origin, concept, basic principles and conceptions

Restorative justice (from now on, RJ) is an alternative justice model that has been presented in recent decades as an alternative to traditional retributive practices. It was first implemented in the decades of 1970 and 1980 in Canada and Aotearoa[1] in the juvenile context (Albertí & Pedrol, 2017). RJ practises have been adopted in multiple countries, first in the juvenile justice, and have gradually expanded to adult criminal justice and other fields (Tamarit, 2012).

The idea behind the restorative paradigm is to offer an alternative to the contemporary vision and societal response to crime (Johnstone & Van Ness, 2007), under the belief that its resolution should involve those affected by the offence and aim to repair the harm produced by it (United Nations Office on Drugs and Crime [UNODC], 2020).

Zher (2002) proposes the restorative model as opposed to retributive justice and understands crime as a violation of human relations. Zehr defines RJ as a "process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs, and obligations in order to heal and put things as right as possible" (2002, p. 37) and sets the following basic principles: repairing harm, holding offenders accountable, and restoring the community.

Nevertheless, there is no single definition of RJ, but multiple ones by the paradigm's understanding and the emphasis put on its distinct aspects (UNODC, 2020). Restorative practises are thus defined by the inclusion of certain principles and values that characterise RJ.

The principal aspects that characterise RJ are, according to Ashworth (2002): dialogued process, participation of parties, restorative agreements, victim reparation, offender reintegration, and community reparation. RJ also seeks the

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[1] New Zealand

reparation of the relationships damaged by the crime, responsibility-taking by the offender and parties, and reaffirming community values (UNODC, 2020).

There are diverse sets of proposed values that guide restorative practises, the following principles being noteworthy: reparation of harm, reintegration, community building, voluntariness, human dignity, inclusion, empowerment, security, and transformation (Karp, 2004b; UNODC, 2020). A practice is considered restorative when it abides by these characteristics, values, and principles.

2.2.2 Restorative processes

RJ uses multiple restorative processes that adhere to restorative principles to achieve its main objectives. The most widespread processes are victim-offender mediation (VOM from now on), conferences, and circles (UNODC, 2020).

VOM offers a direct or indirect process between victim and offender aimed at the discussion of the offence's impact, with the facilitation of a third party (UNODC, 2020). It is the most common type of RJ process and it differs from traditional mediation as it offers a more restorative approach, requires previous acceptance of responsibility by one of the parties and focuses on harm and victim reparation.

Conferencing consists of a facilitated dialogue between the offender, the victim, and other affected persons, such as family, friends, and community members. One of its distinguishing features is the inclusion of a 'community of care' in the discussion. Their objective is for the offender to recognize the impact of their acts on the victim, community, and their circle as well, so that they might be able to repair these relationships (UNODC, 2020). The group express their feelings and consequences of the offence and discuss what reparations can be done by the offender and what assistance might be needed (Zinsstag et al., 2011). There exist multiple forms of conferencing, such as family group conferencing or police-led conferencing.

Circles are encounters with a strong community component which include victims, offenders, family, and support persons, as well as any interested community members (Raye & Roberts, 2007). As such, they include a wider range of people than the previous practices. Participants speak in turns about their experience, with the assistance of a Circle Keeper who, while being impartial, participates as well in the process (Fellegi & Szegő, 2013). Circles are usually a multi-step procedure involving a 'healing circle' and a 'sentencing circle', and usually address larger community and societal problems (Zinsstag et al., 2011).

2.2.3 Restorative justice and alternative dispute resolution in the community and school contexts

Restorative justice and mediation in schools

Alternative Dispute Resolution (ADR from now on) methods in schools conceptualise conflict as ambivalent, with great educational potential (Binaburo & Muñoz, 2007). The inclusion of ADR methods seeks to provide students with tools for peaceful, non-violent and respectful coexistence (De Prada & López, 2008).

RJ has been applied in schools to address harmful behaviour, such as bullying or assaults, and defiant and disrespectful behaviour. RJ in schools takes two major forms: reactive and proactive restorative measures. Reactive measures include peer-to-peer mediation, conferencing, and circles, with a focus on the participation of students and voluntary facilitators. Proactive restorative measures focus on building social and emotional intelligence and skills (Morrison, 2007), achieved, for example, through the integration of restorative values in the curriculum (Albertí & Pedrol, 2017; González et al., 2018). Authors also vouch for responsive regulation in contrast to regulatory formalism, scaling the response and intervention to harmful behaviour depending on the situation, thus creating a range of possible responses to the possible situations (Morrison, 2007).

The 'whole-school approach' is a school-based RJ model based on the idea that RJ values must inform all practices and spheres of the school (Hopkins, 2004), and reach "all possible relationships taking place in the school community" (Albertí &

Pedrol, 2017, p.67), be it formal or informal. This approach integrates reactive and proactive restorative measures and responsive regulation, for example by implementing restorative practises at three levels (primary, secondary and tertiary) to address different necessities (González et al., 2018).

Alternatively, various mediation programmes have been implemented in schools. These can be part of 'Plans for school cohabitation' (Centro Universitario para la Transformación de Conflictos [GEUZ], 2008), which develop conflict management through comprehensive programmes. These programmes are usually inspired by the transformative model of mediation[2], as it adapts to the objectives of the school context by addressing and transforming relationships and human interaction (De Prada & López, 2008). School mediation programmes take diverse forms depending on the parties involved, the facilitators or the formality and setting where the mediation takes place, adapting to different contextual necessities (De Prada & López, 2008; GEUZ, 2008).

Community mediation

Community mediation is characterised by its "potential to recreate community ties through the participative management of conflicts" (Puntes & Munne, 2005, p.16) in dynamic communities.

Community mediation programmes are usually administration-sponsored programmes, aimed to divert cases from traditional justice, or community-based programmes, aimed towards more community-driven management of neighbourhood matters (McGillis, 1997).

In Catalonia, multiple cities have community mediation services provided by town halls. These are usually structured around prevention, intervention, education, and divulgation (Ajuntament de Sant Boi de Llobregat, 2009; Ajuntament de l'Hospitalet, 2009). These programmes offer mediation services for citizens, but

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[2] The three main schools of mediation being the traditional agreement-based, circular-narrative, and transformative mediation (De Prada & López, 2008; Mareschal, 2001).

they also conduct other functions and offer other services aimed at the peaceful cohabitation of the community.

The mediation model in Catalan services is based on professionally-trained mediator teams. In contrast, Hedeen (2004) finds that community mediation programmes in the United States are mostly characterised by the use of volunteers from different backgrounds with a relatively short period of training, alongside the alternate use of diverse compositions in mediation, such as co-mediation or mediation panels, to answer to the communities' diversity.

Intercultural restorative justice and mediation

LeBaron (1998) warns that, without attention to cultural values, mediation processes reproduce the values of the system in which they are created. Similarly, Brigg (2003) argues that our mediation techniques are conceived under occidental understandings of conflict and the self, in such a manner that people participating in them must adapt to this standard, and people sharing it are benefited. Foss et al. (2012) comment that interpretations of concepts and their grade of significance are also tied to culture. Considering that multiple identities can intersect in any social situation, "all types of conflict resolution processes need to be designed according to the different cultures and the different persons involved" (Törzs, 2014, p. 89). In response to these differences, LeBaron (1998) and Brigg (2003) highlight the importance of designing processes that allow multiple dimensions of meaning, with special awareness of cultural differences, as well as flexibility in the process.

Törzs (2014) describes various European restorative practises in intercultural settings, such as the use of co-mediation, culturally-mixed mediator teams, general training on interculturality, or the involvement of community members as support persons. He also emphasises the necessity of training mediators from within the community as a response to the difficulty in finding mediators with special cultural backgrounds.

2.3 University

University poses a unique context and proposals of ADR methods to be applied there should consider its particularities. University, as a higher education institution, involves dynamics characteristic of educational communities. However, outside formal roles, university is also a social community, formed by groups of diverse people.

Alcover (2008) identifies the following specific characteristics of university contexts: a double-function of teaching and research; coexistence of defined segments: students, administration and service personnel (PAS), and teaching and research personnel (PDI); an elevated hierarchical organisation both *inter* and *intra* segments with implicit and explicit differences in power and status, and long and short-term relationships. This context is further characterised by the interdependence present among segments, their horizontal and transversal interactions, and a high heterogeneity within segments.

Therefore, proposals for ADR programmes in universities should consider how conflict is resolved in adjacent contexts (i.e. schools and communities), as well as university-specific contextual necessities. This results in a combination of characteristics from both school and community RJ and mediation, such as multi-level implementation of restorative practices and diverse facilitator teams.

2.3.1 Restorative justice in universities

Numerous authors have highlighted the adequacy of RJ to substitute current retributive-based disciplinary systems in universities, as their goals (i.e. education, knowledge, democratic values) align (Clark, 2014; Karp, 2004b).

Clark (2014) argues that current university disciplinary systems are based on the progressive exclusion of students (probation, suspension and expulsion). Disciplinary action is mainly focused on the offender and the broken rules (Allena, 2004). Implementation of RJ on the university campus would imply an educational approach to the offence, alongside a shift of focus onto the victim and harm reparation (Clark, 2014). RJ would promote inclusion instead of exclusion from the

campus, emphasising the reparation of social ties to the university community, promoting education towards civic commitment, and legitimising university policies through consensus (Karp, 2004b). The involvement of community members in conflict resolution processes would also reinforce democratic and egalitarian values, and help create community values on campus (Karp, 2004a).

Numerous universities have integrated ADR measures into their disciplinary systems, some of them being restorative practices (Lowery & Dannels, 2004). Karp and Frank (2016) propose the following restorative processes as adequate for the university context: conferencing, circles, boards, administrative hearings, and circles of support and accountability. Mediation has also been used in several universities (Warters, 2004).

When designing the programme's organization, authors highlight the importance of incorporating voluntariness, collaboration, and boundary-crossing elements, alongside having facilitator teams made up of diverse trained community members, which would encourage values of positive and pacific expression of conflict, acceptance of responsibility, and diversity tolerance. (Allena, 2004; Warters, 2004).

Important factors in restorative practices implementation include collaboration with existing entities on campus with aligned values, collaboration with leaders or entities who can give institutional support and legitimacy to the RJ project, and a shared understanding of RJ values among the different levels in the university community to cultivate the necessary abilities for RJ application (Allena, 2004). The assessment of community members' attitudes towards RJ is important to determine its viability to address conflict in a specific context and the perceived legitimacy it will receive (Ahlin et al., 2017; Mohammad, 2018).

Existing practices at a compared level

Several universities in the United States have been running successful RJ programmes (RJP from now on) this last decade (Huston, 2015). Most of these programmes are developed in the framework of the university's student conduct programmes and are included in conduct codes as part of the resolution process for

campus conflict and rule-breaking. There exist student initiatives as well that work outside the university's institutional framework and aim to offer support to the community (see Appendix 1, Table 1).

When it comes to restorative processes, conferencing and circles are widespread, and most programmes offer a range of options, including quasi-restorative practices (e.g. community panels and boards, apology letters, see Appendix 1, Table 1). Huston (2015) indicates that the organization of university RJPs and the processes offered vary greatly and depend on each university, suggesting that RJPs can be successfully adapted to the campus' necessities.

These programmes can be accessed through various means, including referral by the institution or request by any community member (JMU, 2021) and usually deal with hall damage and violations of quality of life; alcohol and drug-related incidences; academic integrity; interpersonal conflict among students, staff or faculty, or fire-safety issues (Huston, 2015).

The personnel involved is also varied, including full-time and part-time directors, students, volunteers, community members and staff (Huston, 2015). Party-wise, multiple universities try to involve different actors in their processes, such as support persons, community members, students, or staff (see Appendix 1, Table 1).

2.3.2 Current resolution of conflict in Spanish universities

Spanish regulation

Universities in Spain are regulated in the 'Llei Orgànica d'Universitats' (LO6/2001), which establishes the basic principles and objectives of universities, their structure and organisation, and determines the basic regulation for their different members. The rights and duties of students are further detailed in the 'Estatut de l'estudiant universitari' (Reial Decret 1791/2010).

However, neither establish a disciplinary regime for universities, as it was developed in the 'Reglamento de disciplina académica' (Decreto 8/1954), a

Francoist decree approved in 1954. It established a series of offences and sanctions to be committed by students[3], alongside their sanctioning procedure. It arguably followed a model of progressive exclusion, as the sanctions envisioned consisted of warnings, inability to sign up for subjects and assist in class, prohibition of examination, disqualification, and expulsion.

This decree has been criticised for being unconstitutional and obsolete (González, 2021) and has recently been repealed by the 'Ley de Convivencia Universitaria' (L3/2022), which establishes a new basic disciplinary regime for Spanish universities, with an updated catalogue of sanctionable conducts and sanctions[4]. It also compels each university to create its own coexistence norms, and to include mediation and educational measures in the resolution of the offences. Reparation of harm and responsibility acknowledgement are also considered.

Resolution of conflict in Spanish universities

As it stands, it is up to each university to create its own disciplinary regulations and design ADR techniques. One possibility adopted by several universities is the creation of university-specific disciplinary rules to complement and adjust the provisions established in Decree 8/1954 (Marcos, 2020). For example, Universitat Pompeu Fabra has a unique student disciplinary regime that builds on the national decree and adjusts offences and sanctions to the current settings.

Another figure developed to manage conflict in universities is the university defender. It is meant to be a figure to safeguard students, PDI and PAS's rights and liberties facing university institutions (González, 2008). University defenders exist in the framework of the university's institutions and work independently to manage issues denounced by any campus member. Mediation is one of the techniques that university defenders might use when managing an issue (Alcover, 2010).

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[3] Faculty members are excluded (RD898/1985, Repeal Provision).
[4] These new sanctions follow a progressive exclusion logic as well, although they can be modulated according to several criteria, such as reiteration, intention, participation, etc., which would suggest a slight shift towards responsive regulation.

3. OBJECTIVES

The present research will consist of a two-part study. The first aim is to *explore how RJ is implemented in universities in an international context*.

This part's objectives are:

- Objective (OBJ) 1: Discovering how RJ programmes function in a university setting.
  - Specific objective (SO) 1.1: Identifying the conflicts managed through the programmes.
  - SO1.2: Identifying the processes in use and their participants.
  - SO1.3: Assessing the satisfaction of the managers with the programme.
- OBJ2: Identifying practices for the successful implementation of an RJ programme.

The second aim is to *determine whether a restorative justice programme is a viable alternative resolution to conflict in the UAB*. This research will be oriented towards the future possibility of designing and implementing an RJ service in UAB.

The objectives are as follows:

- OBJ3: Identifying the situations of conflict in UAB.
  - SO3.1: Identifying the types of conflict undergoing in UAB.
  - SO3.2: Identifying the parties in the conflicts taking place in UAB.

> To design a possible intervention to conflict, it is necessary to first assess and determine key elements of the conflicts, as identified in conflict mapping (Generalitat de Catalunya, 2014).

- OBJ4: Identifying how conflict is currently resolved in UAB.
    - SO4.1: Determining the existing means of conflict resolution in use at UAB.
    - SO4.2: Identifying the people who manage conflict at UAB.
    - SO4.3: Assessing the degree of satisfaction with the current conflict resolution at UAB.

> The current Spanish disciplinary regime for universities establishes the progressive exclusion of students (Decreto 8/1954) and could be considered obsolete and inadequate for an educative management of conflict. It would be necessary to determine if and how the disciplinary regime is being enforced as means of dealing with conflict, what alternatives exist and are currently being practised, and whether they lead to satisfactory outcomes.

- OBJ5: Assessing restorative justice as a viable alternative to resolve conflict in UAB
    - SO5.1: Identifying what alternatives the university community conceives to the current resolution of conflict at UAB.
    - SO5.2: Assessing the university community's attitude towards restorative justice.

> Restorative justice has been used successfully in universities as a substitute for retributive-based disciplinary systems (Clark, 2014). A key element in a successful implementation is the support of several members of the community, as well as a shared understanding of RJ principles (Allena, 2004).

4. METHODOLOGY

The research will be conducted through mixed methodology, which involves the collection, analysis, and integration of both qualitative and quantitative data, allowing for a better understanding of the research problem through the contribution of different approaches (Creswell, 2015). The research design proposed consists of a two-staged convergent design in which the results of both qualitative and quantitative data sets are merged and compared.

The first stage consists of three semi-structured interviews conducted with managers of university RJ programmes. The second stage consists of nine semi-structured interviews with UAB members and a survey distributed to 253 UAB students (see Figure 1).

Figure 1
Research design
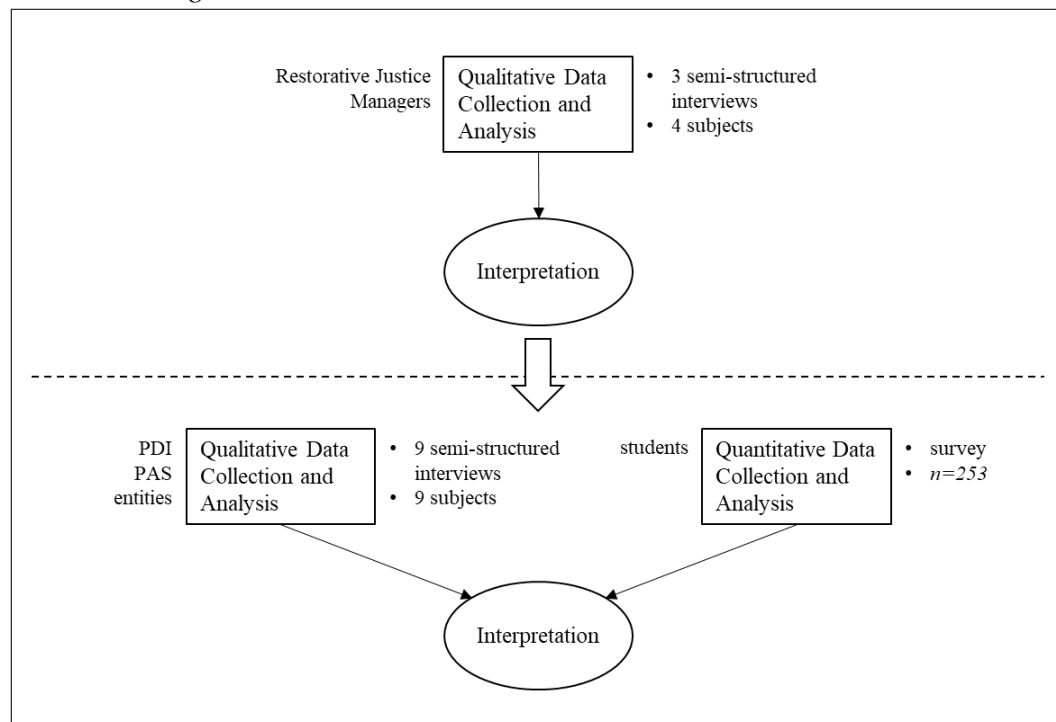
Source: own elaboration

4.1 International universities

The first part of the research will be conducted through semi-structured interviews with the managers of RJ programmes that are already being implemented in international universities.

4.1.1 Scope of analysis and participants

The professionals interviewed (see Table 1) are the people responsible for managing the RJPs in three universities and will be referred to as Restorative Justice Managers (RJM). The universities contacted are situated in the USA, as literature reviewed on RJ in universities is mainly American, and have been selected on accessibility criteria.

Table 1

Interviewed subjects

CODE	INTERVIEWED SUBJECT
RJM1	Restorative justice manager at International University 1
RJM2	Restorative justice manager at International University 2
RJM3	Restorative justice manager at International University 2
RJM4	Restorative justice manager at International University 3

Source: own elaboration

4.1.2 Interview with RJMs

A semi-structured interview[5] has been designed around objectives 1 and 2. The interview consists of thematic blocks around conflicts in university (SO1.1); the general structure of the programme (SO1.2); the restorative processes, its facilitators, parties, and outcomes (SO1.2); evaluation, and implementation (SO1.3). Each block has open-ended questions and suggested probes to delve into each topic. The interviews were conducted telematically, recorded, and transcribed, and have been analysed through open coding, making use of a codebook[6] and coding tables, using Atlas.ti.

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[5] See Appendix 2.
[6] See Appendix 5.

4.2 UAB

The second part of the research will be conducted through semi-structured interviews with various people from the UAB community, which will be complemented by a survey administered to students.

4.2.1 Scope of analysis and participants

The universe for this research is the population in the UAB community. Following the segments identified by Alcover (2008), the following groups have been identified: PDI, PAS, students, entities, and services.

The semi-structured interviews have been conducted with an intentional sample of members of the various segments, under a purposive criterion. Accordingly, the following profiles have been interviewed: a member of the UAB governmental body and members of security as part of PAS, and personnel from a UAB social organisation. As for faculty, four Faculties of different disciplines have been selected and semi-structured interviews have been conducted with faculty members with a higher-up position and degree coordinators, until saturation (see Table 2).

A survey has been administered to UAB degree students to complement the data collected through the interviews. Of the total sample of 253 students, 74.3% are female (*n=188*) and 23.7% male (*n=60*), aged 17 to 45 (*M=21.16 SD=3.26*), mostly from the Faculty of Law (59.7%). 7.5% of them participate in a student entity and 8.7% live or have lived in Vila Universitària.

Table 2

Interviewed subjects at UAB

CODE	SUBJECT CATEGORY
FACU1	Faculty member with a higher-up position at UAB faculty of scientific discipline
FACU2	Faculty member with a higher-up position at UAB faculty of social sciences discipline
FACU3	Faculty member with a higher-up position at UAB faculty of health sciences discipline
FACU4	Faculty member with a higher-up position at UAB faculty of humanities discipline
COORD1	Degree coordinator and faculty member at UAB faculty of a scientific discipline
GOV	Member of UAB governmental body and faculty member
SECUR1	Member of the security body at UAB
SECUR2	Member of the security body at Vila Universitària, UAB
FOUN	Member of a social organisation at UAB

Source: own elaboration.

4.2.2 Research tools

Semi-structured interview

A semi-structured interview has been designed[7] surrounding the following blocks: conflict in university and its parties (OBJ3), current conflict resolution (OBJ4), satisfaction and proposed alternatives (OBJ4&5), and restorative attitudes (OBJ5), and will be slightly adapted to suit the different profiles (see Table 3).

The interviews were recorded, transcribed, and analysed through open coding, using a codebook[8] and coding tables.

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[7] See Appendix 4.
[8] See Appendix 6.

Table 3

Structure and content of the interview with UAB members

BLOCK	TITLE	QUESTION TOPICS	OBJ
A	Subject profile	Role and years spent at university	-
		Placement in university	-
B	Conflict at UAB	Conflicts perceived	3.1
		Parties involved	3.2
		Perceived causes of the conflicts	3
C	Conflict resolution at UAB	Existing mechanisms to manage conflict	4, 4.1
		Actors in charge of conflict management	4.2
		Outcomes of the resolution	4.3
		Objectives that guide the management	4, 5
		Use of the disciplinary regime	4.1
D	Satisfaction and alternatives	Achievement of guiding objectives	4.3
		Satisfaction of the subject with the current system	4.3
		Satisfaction of the parties involved	4.3
		Perceived faults and shortcomings in the current system	4.3
		Conceived alternatives to the current system	5.1
E	Restorative Justice	Parties that should be involved	5.1, 5.2
		Actors who should manage conflict resolution	5.1, 5.2
		Objectives that should be pursued	5.1, 5.2
		Assessment of RJ as an alternative	5.2

Note: own elaboration

Survey

The survey[9] will be administered to students and has been designed around objectives 3 and 5. It will be structured in two parts: a self-report of conflicts designed according to the usual university conflicts reported in literature and by RJMs (SO3.1) through multiple-choice questions, and a second part to evaluate RJ attitudes (SO5.2) using case-scenarios questions and the Restorative Justice Attitude Scale (RJAS) (Taylor & Bailey, 2021) (see Table 4).

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[9] See Appendix 4.

24

Table 4

Structure and content of the survey

N°	BLOCK	QUESTION DESIGN	OBJ
1	Sociodemographic data	Age, gender, faculty, degree and year, participation in student entities, habitation in university residence	-
2	Conflict at UAB	Self-report multiple choice questions on: - Typology of university conflicts as determined in literature - Commission of infractions. A list of infractions has been designed according to the infractions included in the new disciplinary regime (LCU) and the infractions reported by RJ managers interviewed - Victimization. The list has been designed following the previous criteria. - Management of the situation. List of actors has been designed according to the data obtained from the interviews at UAB.	3.1 (4.2)
3	Scenario-based questions	Seven scenarios are proposed, based on possible infractions, and the surveyed person is asked to answer what the intervention of the university should be in an ordered, multiple-choice question. The different options available are the sanctions established in the new disciplinary regime (LCU), as well as reparation and mediation alternatives.	5.2
4	Restorative attitudes	The Restorative Justice Attitude Scale (RJAS) (Taylor & Bailey, 2021) is used. The RJAS consists of 20 statements on restorative values, to be assessed as a total scale score. A sliding scale with values from 1 to 9 was provided.	5.2

Note: own elaboration

5. RESULTS

Results will be now presented following the research's objectives. First, results from the interviews with RJMs will be exposed, followed by the results from UAB interviews, complemented by the survey.

5.1 RJPs in international universities

Organization and access

RJMs reported their programmes as part of offices of student conduct, which respond to violations of the university's code of conduct. The codes of conduct include RJ as one of the processes to address student violations and as an alternative to disciplinary mechanisms. The availability of different options in dealing with conflict is perceived as a necessity in relation to meeting the students' needs.

> *"Since we have a diverse range of students with not only diverse identities, but diverse needs, we wanted to have different options for students to choose from when navigating conflict."* (RJM4)

The programmes can be accessed by multiple means, including by request or referral by any community members, and by recommendation from the formal processes of the student conduct office. RJM4 emphasized that participation must always be voluntary.

> "*A student can walk into our office without an appointment request and request a process […] We work with the Dean of Students Office, many schools and colleges across campus, they can refer a case and they might send, like a faculty member might send some students our way. But it has to be voluntary.*" (RJM4)

Conflicts

RJMs reported capacity for dealing with conflicts ranging from interpersonal issues unrelated to the code of conduct to criminal cases. Common conflicts managed by restorative processes include interpersonal, group and organizational conflicts, residence hall conflicts, neighbourhood conflicts, academic misconduct, vandalism, fire-safety, altercations, harassment, intoxication, bias cases, and theft. Two of the programmes work with conflicts among staff and faculty as well.

> *"There's no restriction on the type of behaviors so we could have physical assaults, for example, going through a restorative justice process. If the facilitators of my office staff feels it's appropriate and if all the parties voluntarily participate."* (RJM4)

Concerning criminal cases, RJM1 states that their programme has an agreement with their county and municipal court to include agreements reached through the programme in the sentencing process. All programmes can also work with Title IX offences, that is, cases of sexual and gender-based misconduct, usually in cooperation with a special Title IX office and following a special procedure.

Restorative process and participants

The most used restorative processes are restorative conferences and circles, but all programmes offer an adaptable range of restorative-based practices, including mediation, facilitated dialogues, shuttle negotiation or conflict coaching. Restorative processes start with an intake meeting with the interested party and the following process and stages are determined to best suit the parties' needs, all RJMs emphasizing the need for flexible processes.

> *"We have this ability to kind of be flexible and hopefully get them into a better process for them"* (RJM1)

> *"We can try to make it work in whatever way it seems will best meet the needs of the people involved"* (RJM3)

RJM4 also reports offering processes modelled after circles of support and accountability focused on the reintegration of students back into the community, while RJM1 expresses the intention of implementing them soon.

Processes will typically involve the responsible and the impacted party, as well as support persons and community members. RJMs express that the presence of community members better leads to the understanding of the consequences of one's actions.

> *"Those community members […] really start thinking about how could this have rippled out to the greater community"* (RJM1)

27

> *"We'll pull from different areas of the community that are working on that particular, who do some work based on that kind of behavior, who can talk about what the other side might be experiencing or what the town might be experiencing"* (RJM2)

> *"We might choose somebody who has expertise in that subject matter to participate in a circle around that that is, you know, touching on that subject or that experience."* (RJM4)

Nevertheless, third parties' participation will be contingent on the parties' safety and needs, adapting each process to the situation:

> *"It would depend on the needs of the participants and what the goal is in having another person there."* (RJM4)

The facilitator team is usually composed of trained professional staff. One programme reports having trained students in their team and values a peer-to-peer model in facilitation, while another programme stated the need for such a figure, alongside the need for multiple identities within the facilitator team:

> *"We need more voices in this field and our program really reflexes that too: we need more representation, we need more voices, we need more identities."* (RJM1)

RJMs express satisfaction with the programmes, alongside having received positive feedback from the participants, among which the participants emphasize being heard as one of the most relevant factors. Various restorative values were highlighted by the RJMs, notoriously the meeting of needs and the flexibility of the processes, and feeling heard, consequences understanding, accountability and reparation.

5.2 Implementation of international RJ programmes

When implementing restorative practices on campus, RJM1 references a three-tier conception of RJ, the three tiers encompassing community building, addressing harm, and reintegration, and recommends starting restorative efforts by building this understanding and habits among the community:

> *"When I was implementing at the other institution, we were really focusing on tier one circles actually. We were really integrating into residence halls, we were really trying to teach people just to kind of what is it like sitting in circle"* (RJM1)

28

Therefore, it is recommended to set a good educational base on RJ and its values among the community, RJM4 mentioning the existence of misconceptions around RJ:

> *"There's a lot of misunderstanding around it. So having a good sort of, I don't wanna say education campaign, but like, having some solid education around that."* (RJM4)

Another factor to consider is the institution's leadership support. A bottom-up approach is suggested, along with the presentation of results via successful interventions and the leader's participation in processes.

> *"The power of [RJ] cannot adequately be understood [...] until it's experienced. So it's how do you invite key leaders into a process that's illustrative of the power of the process."* (RJM4)

RJM2 also suggests initially taking on small scale interpersonal conflicts to build trust around RJ.

Finally, RJMs highlight the importance of networking and cooperation with other campus actors, such as faculty, university services, and police and fire departments. RJMs believe it relevant that other actors know the RJ services to receive support. This cooperation is important to receive referrals from different community members, and can broaden the scope of opportunities in terms of process outcomes, allowing for cooperation when reaching agreements with the participants.

> *"That trust-building, finding someone who can build that trust amongst folks and network amongst folks to where when a Conduct Officer has kind of a challenging case, they immediately think of you"* (RJM1)

> *"Just making sure that they were aware of what our processes were, and also very important for us to understand what they offer [...] and find out what the collaborations are."* (RJM2)

5.3 Conflict at UAB

Several conflicts have been identified at UAB, which will be presented following the classification proposed by Viñas (2004) and Rondón-Garcia and Martín-Cristauro (2013).

Academic conflict

A first level of conflict has been identified consisting of performance (Viñas, 2004) or academic conflicts. These typically involve the perceived unfulfillment of study guides or other teaching-related issues.

> *"Conflicts there's a level much more… [laughs] much softer, of course, yes, for example, I don't know, complaint management, yeah? Discomfort for any situation that can be generated in teaching."* (FACU1) [10]

These conflicts are perceived by faculty as usual and light and can involve an individual or a group of students and faculty members.

> *"Sometimes there's individual conflicts, sometimes group, from a whole class who complains about a professor or an exam."* (FACU4)

Amongst academic conflicts, the following types are given more importance: plagiarism and specific-needs related conflicts. Plagiarism conflicts include copying in exams and divulgation of intellectual property without consent. Specific-needs conflicts involve students with specific educational needs and conflict can arise when faculty do not abide by the recommendations given. Specific-needs conflicts involve the student and professor, as well as the UAB service and, sometimes, the student's family.

Within the institution context, faculty also identify interdepartmental conflicts dealing with organizational aspects of university. Most faculty members also describe these conflicts as common and non-serious, but FACU4 talks about some instances where institution-related conflicts developed into interpersonal conflicts among faculty.

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[10] All quotes in Catalan have been translated into English.

"It was painful, no? I remember that time like… with heavy conflict, verbal, at department boards, in Faculty assemblies… And… painful, right? […] So colleagues, right, that got on well and suddenly everyone's angry, right? This kind of… This was a situation, I remember, important." (FACU4)

Inter-university conflict

Inter-university conflict, interpersonal conflict concerning the social component of university, has also been identified. Faculty and staff interviewed reported ignorance of interpersonal conflict among students, most assuming that this kind of conflict exists but does not reach faculty figures.

"Luckily, we don't have interpersonal ones… We don't have them or they don't reach us." (COORD1)

"I'm talking collective conflict and not individual, because there must be individual as well, but of course, it doesn't reach us, maybe it doesn't transcend as much." (FACU4)

However, the following conflicts are identified as transcending the social component and reach formal institutions:

"In relationships, let's say, inter-personal, well, among students we've had… let's say we've had, or I see that there's, like, two conflict typologies. One, that takes place among students when there're mobilisations or when there's, no, this kind of situations, and then there's another incident that's maybe more… person to person, that has to do with all issues of possible or harassment or… right? Well, gender-based or sometimes racial-based." (GOV)

Strikes are perceived as an ongoing and escalating conflict involving the organising collective and the rest of students, faculty, and staff. They are described as intergroup conflicts that overlap with academic matters that affect rights of the university community, and some of the faculty members relate them to property destruction and vandalism.

Harassment cases relate to gender, racial and LGBTIQ+ issues, sexual and gender-based harassment being more prominent. FACU1 reports cases of harassment happening in student-student, professor-professor and professor-

31

student relationships, while security members report cases where the aggressor was a community outsider, usually in party contexts.

One faculty member reports several instances of verbal and physical aggression from students to professors.

Concerning inter-university conflicts, a security member distinguishes between conflict on campus, which tends to be intergroup conflicts involving the different political groups found on campus, and conflict on Vila Universitària, usually being interpersonal conflict stemming from cohabitation and neighbouring proximity.

Finally, some other behaviours are identified by security members, such as vandalism, physical altercations, reckless driving, driving under the influence and theft.

Students' report

From the sample of students, 68.4% (*n=173*) report having lived at least one type of conflict on UAB settings.

The most common types of conflict reported are conflicts within an academic group and conflicts with a faculty member, both being reported by 29% of the students. 24.8% of students report having been part in a conflict with another student as well, while 45.2% of the students report not having been part of any of these situations.

Figure 2

Types of conflict reported by UAB students
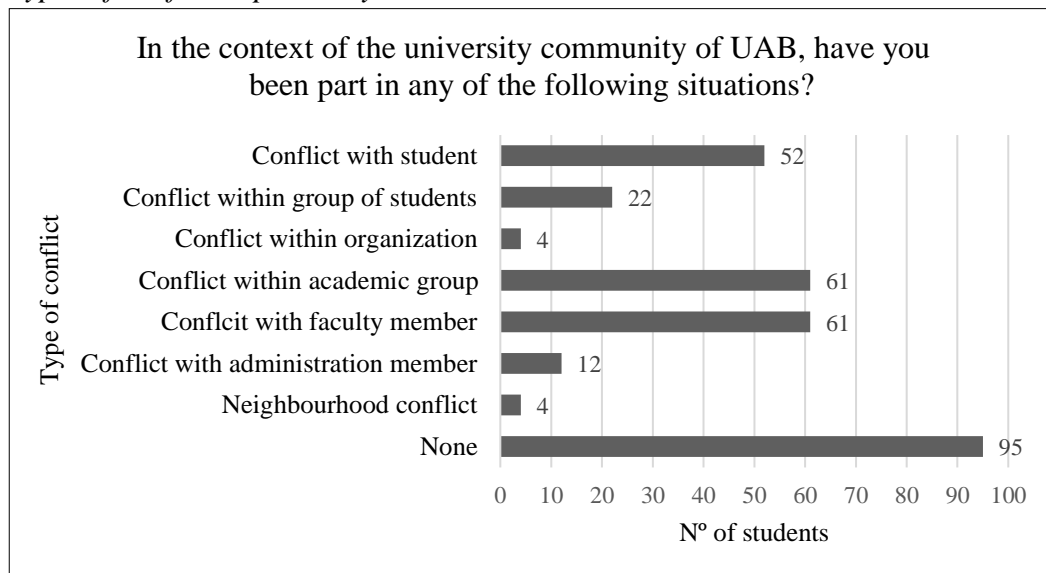
Note. Valid cases: *n=210*, see Table of Frequencies at Appendix 7, Table 2. Own elaboration from data obtained through the survey to UAB students.

Academic integrity infractions are the most common, being reported by 38.8% of students. Among academic integrity, plagiarizing or copying an evaluative activity is the most reported behaviour (32.1% of students, *n=67*). Other infractions reported are alcohol-related (17.2%), hazing (15.8%), insulting university members (12,4%), or mobilization-related (9.6%).

Figure 3

Infractions committed by UAB students, as reported

In the context of the university community, which of the following behaviours have you partaken in?

Behaviour	N° of students
Academic integrity infractions	81
Mobilization-related infractions	20
Defiance of professor	14
Ambience-related infractions	28
Hazing	33
Vandalism	8
Theft	3
Alcohol-related infractions	36
Insulting a university member	26
Bullying	1
Discriminating someone for any personal reason	4
Harassment	1
Physical altercation	3
None	86

Note. Academic integrity includes plagiarism, falsification of academic documents, inappropriately obtaining evaluative tests and infringement of intellectual property rights; mobilization includes blocking academic activities and occupation of facilities. For detailed frequency of items, see Appendix 7, Tables 3 and 4. Valid cases: *n=209*

Own elaboration from data obtained through the survey to UAB students.

24.2% of students report having been affected by academic integrity infractions, mostly having been copied or plagiarized (23.2%, *n=48*). 13.4% report being affected by ambience-related infractions (noise and health-related), and other reported infractions include being blocked from university activities (16.4%), being insulted (14.5%), or discriminated (6.8%).

Figure 4

Infractions suffered by UAB students, as reported

Which of the following behaviours have you suffered in the context of the university community?

- Academic integrity infractions: 50
- Blocked from celebrating activities: 34
- Ambience-related infractions: 40
- Hazing: 3
- Stolen from: 8
- Insulted: 30
- Bullied: 1
- Discriminated against for personal reasons: 14
- Harassed: 5
- Physically assaulted: 3
- None: 110

Nº of students
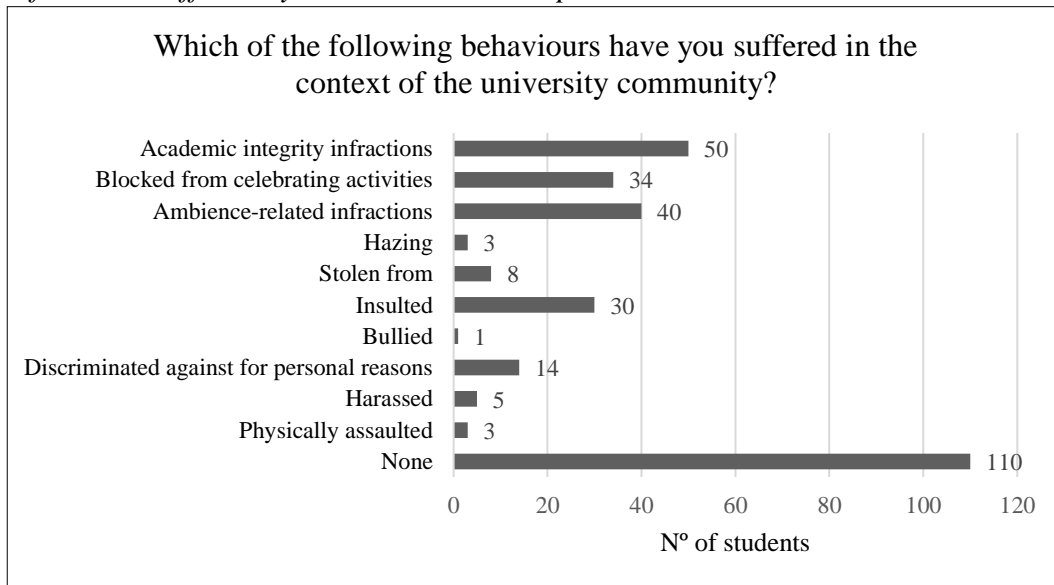
Note. For detailed frequency of items, see Appendix 7, Tables 5 and 6. Valid cases: *n=207*
Own elaboration from data obtained through the survey to UAB students.

Therefore, although faculty members report ignorance on inter-personal conflict among students, findings suggest that these do happen at UAB. Findings also corroborate strike-related conflicts reported by faculty members.

5.4 Conflict resolution at UAB

Academic conflict

Generic academic conflicts are resolved by an internal circuit at faculty level, by which incidents follow this course: class representative, professor, coordinator, vice dean of students, and dean's office. Some faculties report the existence of bodies integrated by class representatives and relevant faculty members where such issues can be channelled. Resolution of conflicts is mainly dialogue-based and most interviewees express preference for local and quick management of conflict, while highlighting that escalation to higher instances such as Rector's Office or the university defender is always a possibility.

> *"I think that… things must be dealt with in specific spheres so that people are more relaxed, they have more… everything is closer, everyone is closer to reality"* (FACU3)

They also mention the existence of the service OPINA and the university defender, but mostly highlight the role that student representatives and faculty members (i.e., coordinators and vice deans) have in the management of conflict, usually referring to the task developed as a mediation of sorts.

> *"I mean, you're in the middle serving as a mediator… Sometimes you do feel like a mediator between faculty and students."* (COORD1)

Conflicts concerning specific-needs are usually handled through dialogue with the parties involved as well. In contrast, plagiarism is managed through more punitive means.

Interdepartmental and faculty conflicts are usually resolved through the official means and deliberating bodies, like diplomacy and voting, or by a unilateral imposition of decisions:

> *"They have usually been resolved very… unilaterally by the- I mean, executing what the Rector's Office commanded to be done, right?"* (FACU4)

However, FACU4 notes that interpersonal conflict derived from faculty conflicts and unilateral decisions is not addressed.

Inter-university conflict

Regarding inter-university conflict, UAB has a defined protocol for cases of gender-based and sexual harassment. Interviewees think it important that these cases are dealt with celerity and appreciate the existence of clear guidelines for grave incidents.

> *"Determined problems that, unfortunately, for whatever reason, reiterate, it's very good that protocol exists and we are clear about what to do so we can act quickly."* (FACU1)

In festive contexts, usually the organisers establish encounter points and procedures to deal with cases of sexual aggression and cooperate with the security body.

Strikes are attempted to manage through dialogue at faculty level, but all interviewees express that those do not reach satisfactory outcomes, expressing that strikes are currently not satisfactorily resolved.

> *"The strike thing doesn't have a solution right now."* (COORD1)

> *"It is the less resolved issue, let's say there's a lot of margin for improvement because… well, in principle there's nothing established, nothing is regulated."* (GOV)

Intergroup conflict among political groups on campus is usually not directly addressed by the university. A security member mentions taking on a mediator role among groups, and in serious cases, the intervention of the police to separate groups.

In Vila Universitària, interpersonal conflict is usually resolved through dialogue. Multiple figures exist, among them the block delegate -a designated resident- who serves as first contact for conflict among residents, and Vila personnel, who might undergo basic conflict resolution training:

> *"Normally in the annual Training Plan… we try that every year the whole team manages to take some course on conflict resolution, right?"* (SECUR2)

Finally, most faculty members report that the old disciplinary regime was not applied as it was perceived as too punitive and was usually resorted to as means of threatening non-complying students.

> *"I have the feeling that, because it is rarely executed […] both students and faculty laugh a bit at [disciplinary regime's] measures, like saying 'well, open the disciplinary record' [laughs]"* (FACU1)

Most interviewees know of the new disciplinary regime and some express hope that it will be more adequate, particularly concerning strikes.

Interviewees express overall general satisfaction with the current conflict management, excluding the handling of strikes, and usually prefer quick dialogued solutions at a proximate level instead of escalating situations or using more punitive unilateral solutions.

To sum up, dialogue-based solutions are mainly being employed in academic and neighbourhood conflicts and are preferred for their proximity and quickness.

Specific protocols exist for particular conflicts, which are appreciated for their clarity, while strike-related conflicts are currently perceived as unresolved. The following figure offers an overview of the conflicts identified and their current management.

Figure 5

Types of conflict, conflict resolution, and valued factors

Types of conflict at UAB	Conflict resolution at UAB	
Performance or academic conflicts	Dialogue based solutions *Student representatives, faculty members*	Proximity Celerity
Specific educational needs	Dialogue based solutions *PIUNE, student, professor*	Proximity Celerity
Plagiarism	Expulsion of class, resitting	
Interdepartmental and faculty conflict	Imposition of unilateral/democratic decisions	
	Unaddressed interpersonal consequences	
Inter-university interpersonal conflicts	Generally do not transcend to faculty members	
Harassment (sexual, gender, racial, LGBTIQ+)	Harassment Protocol *Specific commission*	Celerity Guidelines
Strikes and mobilisations	Attempted dialogue, unsuccessful outcome *Faculty, organizer groups*	
Intergroup conflicts (on campus)	Self-management Occasional intervention by police	
Inter-personal and neighbourhood proximity conflicts (Vila Universitària)	Dialogue based solutions *Residents, block delegate, personnel*	Proximity
Other (vandalism, physical altercations, reckless driving and DUI, theft)	Management by police, collaboration with security	

Source: own elaboration

5.5 Alternatives and restorative justice at UAB

Perceived needs and alternatives

Several perceived needs have been voiced regarding conflict management. Faculty members express the need for a figure with conflict resolution training to whom they could refer complex cases or consult matters of conflict resolution, as well as offer training in such matters.

> *"It would also help to have a group of experts to tell us 'look (…) don't do this and do that' and probably conflict… won't be as much of a conflict and everyone will be happier."* (FACU1)

> *"There isn't in the university […] any figure like… like an academic tutor, with more training… Or a particular orienting person […] not such a formal figure, but a figure who could settle those conflicts with more training, of course, because we have none."* (FACU3)

> *"We probably need training (…) We don't have any training in conflict resolution. […] Maybe some kind of specific training in conflict resolution or interpersonal relationships…"* (FACU4)

Security and the social organisation member also express the necessity of a specific body on campus aimed at conflict resolution and mediation.

> *"I believe there're two structural things that could be improved. The first one is the practical existence of this mediation service."* (FOUN)

As such, one of the alternatives proposed is the existence of such a figure, mostly conceived as independent to the faculties and common to the university. One faculty member expresses that this figure should exist in each faculty to be able to manage conflict closely.

Some faculty also express that defined guidelines for other conflicts would be helpful, alongside raising awareness of the existing means of resolution among the community. FACU4 also expresses the need for spaces to address the unease derived from conflict:

> *"There is no mechanism to- to resolve, for example… […] heal wounds or restore bonds, we don't have that."* (FACU4)

Educative measures are also perceived as a viable alternative both as a preventive and reactive mechanism. Most interviewees relate these measures to disciplinary conflict while expressing reluctance in its use in more serious cases or conceiving this measure as supplementary to a sanction.

> *"With very punitive regulations, I don't think that's the way. I mean, it's more the information, a previous pedagogy."* (FACU3)

> *"If it's sanctioning, the same. Explain it to them and doing this bit of education, I find it extremely correct"* (COORD1)

Restorative justice

Concerning restorative justice, a security member expresses the need in the university for such a multidisciplinary body and believes that conciliatory measures are more effective than sanctions. The member of the governing body explains that, in consequence of the new disciplinary regulation, means of mediation must be established on campus and that restorative measures are being considered as well:

> *"We also need to look for means of, even when we have a sanctioning mechanism, well, working with… alternative conflict resolution and… let's say measures of a restorative kind. Because looking at the content… We got the impression when reviewing the law, it's a lot of a month-long expulsion, or loss of who knows what, right?"* (GOV)

Faculty members, when asked and informed about RJ, were favourable to it and expressed that such measures would be adequate, and the existence of an RJ-aimed body might help make conflict surface. FACU4 also voices that such processes could help address harmed parties' needs when such are unaddressed by current conflict resolution means.

Finally, the main perceived challenge in the possible implementation of RJ is the lack of mediation culture within the university community:

> *"For me, the biggest challenge is going to be the culture one… entering the culture… We're not a country of mediation culture, in principle, I mean, it's very hard, right, mediation culture and alternate resolution of conflict culture."* (GOV)

Restorative justice attitudes amongst students

Restorative attitudes amongst students were assessed through scenario-based questions and the RJ Attitudes Scale.

Scenario-based questions

The most selected response[11] to the first scenario, related to academic misconduct, was failing the exam (60.1% of responses), followed by prohibition of examination (14.2%) and mediation (9.8%). Reparation and educative activities were most selected as first option for both cases concerning vandalism (33.0% and 33.7%), followed by reprimanding (25.8% and 27.2%), while mediation was the preferred option in the scenario involving a student fight (39.9%). The highest response to racial harassment was reprimanding (31.9%), followed by the expulsion from university (27.0%). Finally, reprimand was again the most selected response to insulting a professor (34.1%), followed by mediation (27.6%).

Figure 6
Preferential responses per scenario at scenario-based questions
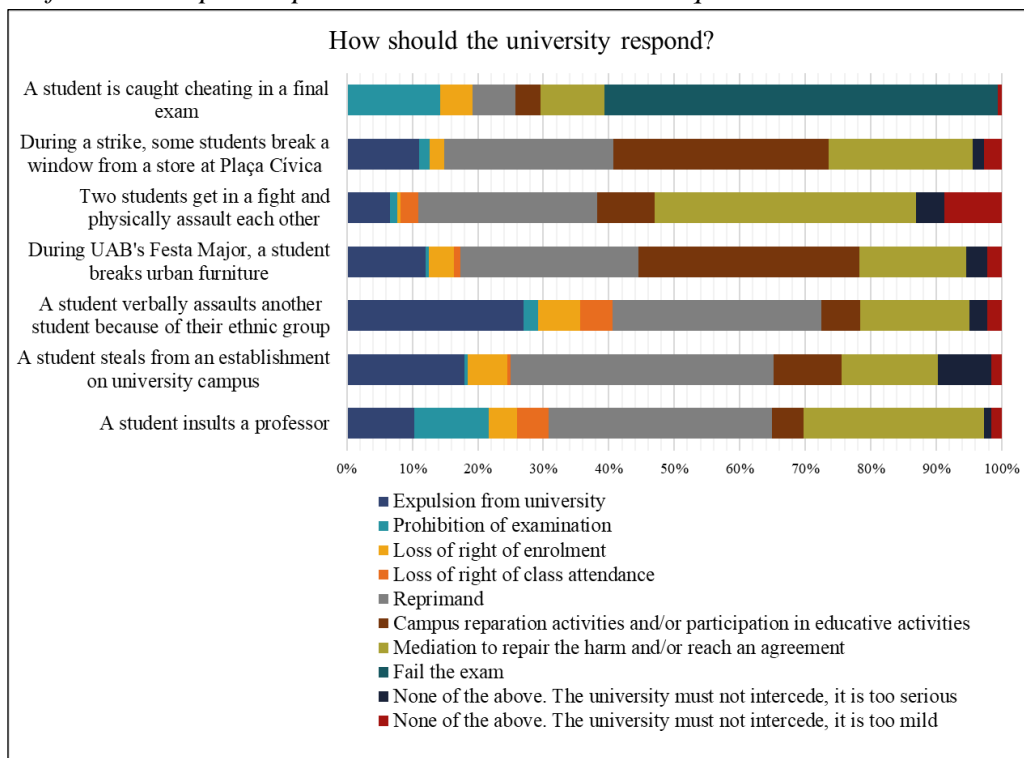
Note: Valid=182, Missing=71; see table of frequencies at Appendix 7, Table 7. Own elaboration

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[11] Students were asked to select up to three options for each case scenario and to order them in preference order. The first selected option is being described here.

Across all seven scenarios, the preferential responses most selected by students were reprimanding (30,2% of the total selected options), mediation (23,0%) and campus reparation or educative activities (15.6%). However, when also considering the subsidiary responses chosen by students across all scenarios, mediation is the most chosen option (26.2%), followed by reprimanding (24.2%) and campus reparation and educative measures (20.4%).

Figure 7
Percentage of preferential responses across all seven scenarios
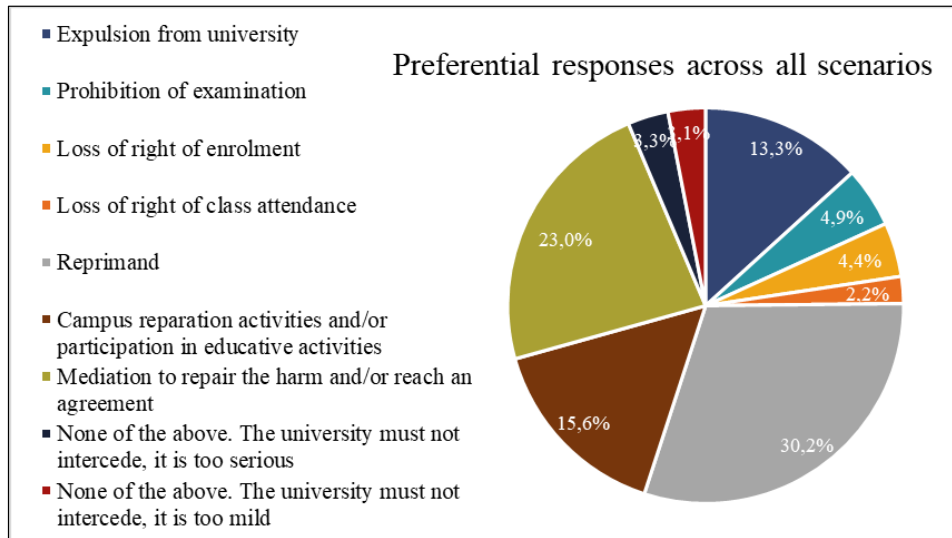
Note: The response 'fail the exam' has been excluded as it was only provided as an option in the first scenario, due to its nature. See detailed frequencies at Appendix 7, Table 7. Own elaboration

Figure 8
Percentage of all responses across all seven scenarios
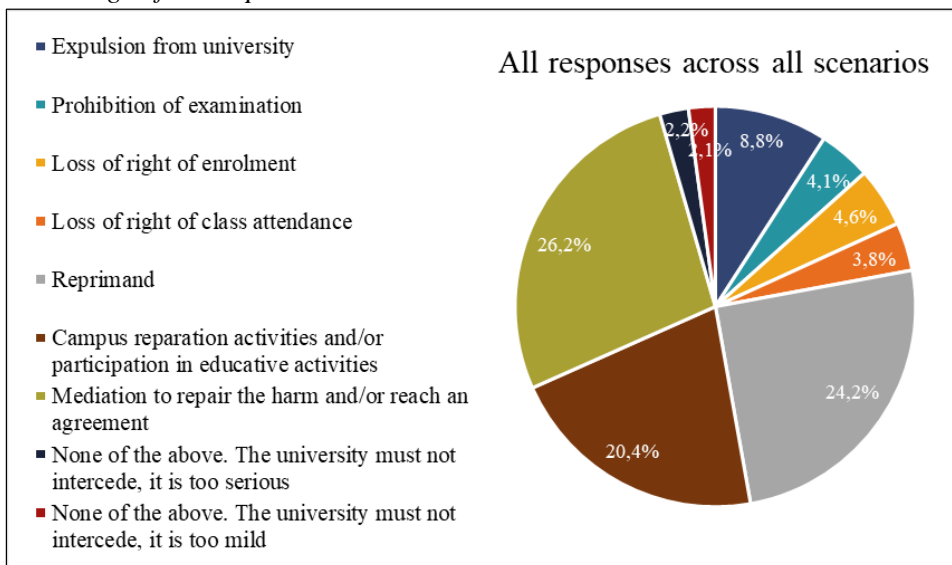
Note: The response 'fail the exam' has been excluded as it was only provided as an option in the first scenario, due to its nature. See detailed frequencies at Appendix 7, Table 8. Own elaboration

This suggests that, although mediation is not the preferred option throughout the scenarios, it is still considered a viable option by students, as most students have selected mediation as an option in at least one of the scenarios provided (64.4% of total sample, *n=176*). If only the valid answers are considered, 92.6% of students who answered the scenario-based questions considered mediation to be a viable option in at least one of the situations.

Table 5
Subjects that selected mediation as an option on at least one scenario

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	5,1	7,4	7,4
	Yes	163	64,4	92,6	100,0
	Total	176	69,6	100,0	
Missing	System	77	30,4		
Total		253	100,0		

Note: own elaboration

Restorative Justice Attitudes Scale

The mean score for RJAS was 6.86 (*SD=0.99*) on a sliding scale ranging from 1 to 9 (9 indicating individual positive attitudes towards RJ). Taylor and Bailey (2021) also relate higher RJAS scores to likelihood to endorse favourable attitudes toward restorative responses and unlikelihood to endorse attitudes associated with retributive concepts of justice.

Table 6.
Descriptive Statistics of RJAS score

	N	Minimum	Maximum	Mean	Std. Deviation
RJAS Score	167	3,35	9,00	6,8647	,98732
Valid N (listwise)	167				

Note: RJAS = Restorative Justice Attitudes Scale. Own elaboration

Figure 9

Simple Boxplot of RJAS Score
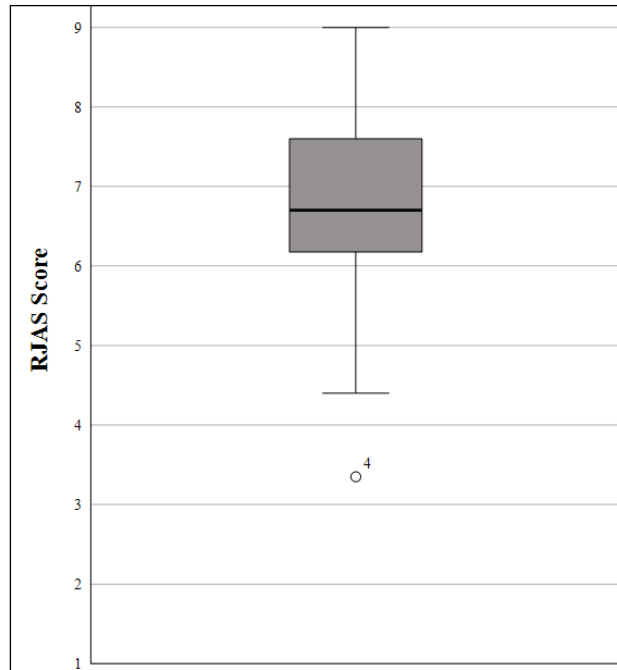
Note: RJAS = Restorative Justice Attitudes Scale, *n=167.*
Own elaboration

Scores range from 3.35 to 9, 50% of the sample scoring between 6.15 and 7.6 (*median=6.7, Q1=6.15, Q3=7.6*). Most students score above 5, which indicates that students' individual attitude towards restorative solutions to conflict would be favourable.

6. CONCLUSIONS

6.1 Discussion

From the interviews conducted with managers of restorative practices in US universities, it can be concluded that RJ and its practices can deal with a great range of conflicts in university settings in a satisfactory manner, as asserted by Huston (2015). The practises explored combine techniques from both school and community mediation, such as peer-to-peer facilitating, responsive regulation and co-mediation (Hedeen, 2004; Morrison, 2007). RJ managers also emphasized the importance of acknowledging diversity within the community and reflecting it in the facilitator team, consistent with the need for interculturality in RJ emphasized in literature. Another highlighted factor in RJ implementation on campus is cooperation and a good educational base on restorative values amongst the community, as was suggested by Allena (2004). Finally, as Huston (2015) indicated, another important factor in implementation is flexibility in both practices and the overall programme's structure, as such flexibility is connected to meeting the needs of the community. The results suggest that RJ programmes can adapt case-by-case to university contexts.

Examining the second part of the research, a diverse typology of conflicts has been identified, in line with the typology of conflicts identified in university settings by Clark (2014) and Warters (2004). As such, conflicts from both educational and community contexts can be identified, such as power and performance conflicts, neighbourhood proximity conflicts, as well as university-specific conflicts, as would be inter-university conflicts and those derived from resource scarcity and interference, all of them having as parties the different members of the university community, coinciding with the typology of conflicts highlighted by the literature.

Dialogue is reported as a preferred resolution mechanism, while other means exist, such as the university defender as defined by Alcover (2010), although it is perceived as an escalation of matters. The disciplinary regime is also an existing means, but as suggested by González (2021), it is not the preferred option. Overall, interviewees at UAB report satisfaction with how most conflicts are generally resolved, with the glaring exception strike-related conflict. However, some needs

have been identified, the most prominent the need for a figure or body with capability to manage more complex cases, as well as guiding the current dialogue-based processes and offering training on conflict resolution.

Worth noticing that changes in Spanish legislation will require the incorporation of mediation at UAB to manage disciplinary infractions, and restorative measures are being weighed as an option too. Some doubts have been reported regarding the community's culture and attitudes towards mediation and RJ, which is an important factor according to both literature (Allena, 2004) and RJM's experiences. However, results suggest that both faculty and students would be open to restorative solutions to conflict, as students show favourable attitudes towards RJ and are open to mediation and reparation activities, which can go hand-in-hand, as a response to diverse situations of conflict.

When considering the flexibility of RJ programmes and their capacity for dealing with a diverse range of conflicts, in conjunction with the necessities identified in the UAB community, RJ appears as a more than adequate option to both supply these necessities and offer an alternative solution to conflict resolution more aligned with the objectives of modern universities.

6.2 Limitations

A first limitation in the qualitative part of this research is the lack of members of university services among the participants, who constitute an important part of the community, and thus, mostly limits the data collected on UAB conflicts to those known by faculty and students. No qualitative data was collected either from students, limiting the understanding of the topic.

Another limitation is the lack of RJ experts' experiences in the Catalan context, which would have provided more information on implementation of RJ in our particular setting.

Regarding the quantitative data, the sample size does not reach representativeness of the whole UAB degree student population and, therefore, data cannot be generalized without risk of incurring error.

6.3 Future proposals

Future research could consist of furthering this study to include members of services and student entities, as well as studying RJ implementation in our setting through the input of RJ experts. Another possibility is the realization of focus groups with the different sectors of UAB's community to explore their views on how RJ could be materialized at UAB. Moreover, further research could be conducted using the quantitative data collected to further our understanding of conflict and restorative attitudes at UAB.

Another future line is taking steps towards the creation of an RJ programme at UAB. To this end, various key elements for RJ implementation have been identified, mainly the promotion of RJ values in the community through education and RJ-based community building practices, the promotion of RJ to leadership positions through example, and the creation of a cooperating network with other existing entities on campus.

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8. APPENDICES

APPENDIX 1. *Characteristics of Restorative Justice Programmes in Universities*

Table 1

Characteristics of Restorative Justice programmes in several universities

University	*Restorative Practices*	*Body*	*Parties*	*Facilitators*	*Access system*	*Integration system*
Stanford University	circle (pre-circle consultation, RJ circle and implementation of resolution)	Office of community standards	responsible party harmed party community members support parties	OCS staff members and/or trained members of community (volunteers)	request by Stanford community members. referral by OCS	RJ as sanction in the Student Conduct Penalty Code, but also as a community service.
	Not necessarily done for policy violations, also serves to repair interpersonal disputes or incidents that involve a harmful impact on the greater community.					
Loyola University Maryland	community-building circles restorative practices for classroom conferences circles conflict resolution mediation	Office of Student Conduct	harmed parties alleged offender	administrator	referral by Assistant Director	alternative resolution in Student conduct responses (student conduct process) also included as additional sanctions

University	*Restorative Practices*	*Body*	*Parties*	*Facilitators*	*Access system*	*Integration system*
University of Kentucky	restorative conferences	Office of Student Conduct	respondent harmed party/complaining witness community participants	annual training provided by Office of Student Conduct		stipulated in the Code of Student Conduct as 'informal resolution options'
	Remark of voluntariness and previous acceptance of responsibility for behaviour. RJ does not seem to apply to cases involving sexual assault, stalking dating violence and domestic violence.					
University of Denver	restorative justice conferences	Students Rights & Responsibilities	impacted parties community members	trained facilitators Restorative Justice Committee includes faculty members, staff, students, alumni, neighbors and impacted parties (?)	referral by Student Rights & Responsibilities Administrator or Housing & Residential Education staff member	RJC included in Honor Code (student code of conduct)
	"The Case Resolution Body may only refer a matter to an RJC if the parties can agree on responsibility; the Respondent agrees to seek alternative ways to address the impact of their choice and actions; and the Complainant is in agreement." RJCs only take place if the complainants are able to participate in the process.					

University	Restorative Practices	Body	Parties	Facilitators	Access system	Integration system
Colorado State University	conference circles	Student Resolution Center	responsible parties impacted parties members of community (if parties agree)	volunteers from the community (Community Member training) Restorative Justice Program Manager	sanctioned through Student Conduct referred through Student Legal Services referred through Office of Title IX request	discretionary educational sanctions in Student Code of Conduct
	Members of the community that can volunteer include students, staff, faculty, alum, local residents and business owners. participation is voluntary, previous meetings with Program Manager.					
University of Colorado	conference (variety of approaches)	Student Conduct & Conflict Resolution	people responsible may involve: people impacted community members CURJ staff and/or volunteers	volunteers from the community who undergo training	submission of case referral from Boulder Courts referral from Student Conduct and Conflict Resolution	included in Student Code of Conduct
	Cooperation between Boulder courts (county) and Student Conducts. Fee of $100					

University	Restorative Practices	Body	Parties	Facilitators	Access system	Integration system
Brown University	mediation restorative circle restorative conference restorative board hearing.	Student Conduct & Community Standards	responsible party harmed party community	trained volunteers co-facilitators	submission of case referral by director	included in Student Conduct Processes, as non-disciplinary response (circles) also as disciplinary low-level (conference) high-level (board) accompaning terms
	distinction between practices according to gravity of incident. restorative circles restricted to less serious issues, while conferences are envisioned for prohibited conduct that has caused minor harm. restorative board hearing – higher level disciplinary response for conferences, there is a pre-conference meetings with all parties.					
University of Michigan	RJ circles variety of restorative practices	Office of Student Conflict Resolution	responsible parties impacted parties affected parties (community) supporting parties	trained OSCR staff	per request	adaptable conflict resolution in Statement of Student Rights and Responsibilities
	Members of the OSCR are partly members of the community and volunteers. Needed agreement by parties to resort to ACR and approval of appropriateness by the RC. The nature of some conflict (e.g. violence) may render ACR inappropriate.					

University	Restorative Practices	Body	Parties	Facilitators	Access system	Integration system
Metropolitan State University of Denver	Initiative to propose Restorative Practices in the campus, but those are still not in force.					
James Madison University	apology letters conflict coaching facilitated dialogue conferences circles	Office of Student Accountability and Restorative Practices	all parties		self-referral request by any member of community sanctioned by Accountability Process	Included in Student Handbook
	Used for Code of Conduct violations, but also for disagreements and disputes in other settings. Offers training and accepts volunteers. Also used to address incidents of sexual harm through Adaptable Resolution process. May be mandatory in some cases					

University	Restorative Practices	Body	Parties	Facilitators	Access system	Integration system
Reed College	community building circles harm process connection and support circles	Restorative Justice Coalition		volunteer facilitators	self-referral	student initiative independent
	Initiative to address the needs that are not addressed in current processes.					

Source: Compilation by author based on information by Brown University (2021, 2022), Colorado State University (2020, 2021), James Madison University (2021), Loyola University Maryland (2021, 2022), Metropolitan State University of Denver (n.d.), Reed College (n.d.), Stanford University (n.d.), University of Colorado Boulder (2021, n.d.), University of Denver (2021, 2022) University of Kentucky (2020, n.d.), University of Michigan (2019, 2022).

Date:

University name:

| SECTION A. GENERAL INFORMATION |
Person interviewed:

Could you tell me about your place in the restorative justice program?

- Position in the program
- Functions in the program
- Time in the program
- Academic background

Background information on the program: name and time running (section c?)

| SECTION B. CONFLICT IN THE UNIVERSITY |
1) First, I would like to ask about the conflicts that arise at your university.

- What kinds of conflict arise? Which are the most common?
- Who are usually the parties?

2) How was conflict managed before the implementation of the RJ Program?

- Alternative to RJ now?

Transition to next section → what brings you to consider RJ as an option for conflict resolution at university?

| SECTION C. IMPLEMENTATION OF THE PROGRAM |
1) Whose initiative was it?

- Previous steps to implementation

2) How was the implementation process?

- Support from campus institutions, groups…
- Broadcasting
- Community attitudes

| SECTION D. RESTORATIVE JUSTICE PROGRAM |
Now I would like to talk about the RJ program.

1) Access system

| Referral | Request | Sanctioning | Others |

- Referral by whom?

2) Structure of the program in overall organization of the university

- How does the program fit in the overall disciplinary regime of your university?
- Are there any limitations to the cases submitted or referred?

3) Aims of the program

- See mentions of restorative values, restorative justice conception…

4) Restorative processes

- What restorative processes do you offer/use?
- How do you decide on the most adequate process to use?
- How is X process developed?

Mediation/VOM	Conferencing	Circles	Integrity boards
Pre-mediation	Pre-conferencing		Common ground
Setting stage	Open circle		Determine responsibility
Describe the conflict	Opening		
	Retelling		Acceptance of responsibility
Focusing the issues	Agreement		
Exchange	Closing		Identify impact
Generating potential solutions	Follow-up		Repair and reintegration
Agreement building			

5) Parties in the RJ process

- Parties involved (victim, respondent, community, faculty, businesses…)
- How are they decided?
- Allowed to bring companions?
- Are students/campus community predisposed to participate?

6) Facilitators

- Who facilitates the encounters?
- What is expected from the facilitator and their intervention? Role and characteristics→ information, neutrality, dialogue, objectivity, respect, interculturality
- Training process?
    o Who trains the facilitators?
- Consideration of background?

7) Outcomes

- What are the outcomes of the processes?

Apology	Outcome agreements	Reparative sanctions
(forced, natural, sincere)	(material, activity, moral, relational)	
		Reintegrative sanctions

- Restorative values

Respect	Honesty	Courage	Disapproval of	Empathy
Consequences	**Remorse and**	**Shame**	behaviour	Trust
understanding	**regret**	**Guilt**	**Responsibility**	Forgiveness
Satisfaction	**Empowerment**	**Reintegration**	Flexibility	Attention
Neutrality	Wilfulness	and **resolution**	Humanity	and listening
Reparation	Commitment	Self-awareness		

8) Follow-up of the restorative outcomes

- Are outcomes followed/agreements fulfilled?
- Who oversees the follow-up?

SECTION E. EVALUATION

Could you tell me about the evaluation of the program?

1) Do you have means to evaluate the program?

- Factors considered in evaluation
- Type of evaluation
- *Quantitative data* → Do you have any quantitative data or results that you could share with us?

2) What has been the impact of the Restorative Justice program in the university?

- Satisfaction of parties
- Satisfaction of the community
- What do the parties value most/less of the program?
- Do people recommend the program?

3) Are you satisfied with the RJ program?

- What changes would you implement?

SECTION F. RECOMMENDATIONS

Do you have wany recommendations for the successful implementation of a Restorative Justice Program in universities?

- Key elements to program implementation
- Key elements to program sustainability
- Key elements to facilitator training

What difficulties have you found in the implementation of the program?

SECTION G. CLOSING

Information on neighbouring universities with programs, access to people who have gone through the process, facilitator team…

Is there something you would like to add?

APPENDIX 3. General semi-structured interview model for UAB members

Date:

Subject:

SECTION A. SUBJECT PROFILE

What is your role within the university?

How long have you been here?

Question should be adapted to the subject's group → PDI, PAS, entity personnel, services
- Faculty, degree - Area

SECTION B. CONFLICT IN THE UNIVERSITY

1) Could you talk about conflicts that have happened within the university during these years? (O3)

- How would you define this conflict? (SO 3.1)
- What do you think the causes of this conflict are? (SO 3.2)
- Who were part of this conflict? (SO 3.2)
- How did you know of this conflict?

2) Have you ever taken part in any conflict in this university? (O3)

If interviewing higher-up positions or profiles who usually manage conflict, ask about the most common conflicts.

If adequate, ask for quantitative data of conflicts in university. If asked for a definition of conflict, ask what they understand by conflict.

SECTION C. MANAGEMENT AND RESOLUTION OF CONFLICT

1) I would like to talk now about how conflicts are resolved in our university context. Considering these conflicts that have taken place, could you tell me how they were managed? (O4)

- Who manages conflicts? (SO 4.2)
- What mechanisms are in use to manage them? (SO 4.1)
- Are they managed through formal or informal means? (SO 4.1)
- Is the disciplinary regime applied? (SO 4.1)
- Does the university defender intervene? (SO 4.1, 4.2)

- What are the outcomes? (SO 4.3)
- In your opinion, what are the objectives pursued by this management?

> If the subject is part of the conflict management system/mechanism (general questions):
> - In general, what are the mechanisms used?
> - Which are the possible outcomes?
> - Are there conflicts that are managed through particular means?
> - Are there conflicts that are not managed?

SECTION D. SATISFACTION AND ALTERNATIVES

1) Considering this management, how satisfactory was the resolution of the conflict? (SO 4.3)

- Were the conflict resolution objectives reached? (SO 4.3)
- General satisfaction (SO 4.3)
- Was it satisfactory for the parties involved? (SO 4.3)

If negative → What lacked/would be necessary for a satisfactory resolution of conflicts? (SO 4.3, SO 5.1)

2) What changes would you implement in the current resolution system? (SO 4.3, 5.1)

3) What objectives should be pursued to achieve a satisfactory resolution of conflict? (SO 5.1, 5.2)

- Ask for restorative values, such as:
  - Harm reparation, responsibility, community restoration, reintegration, reaffirmation of community values, inclusion, forgiveness…

> If the subject is part of the conflict management system/takes part in conflict management, delve into the perception of general satisfaction with the current system and the changes that they would implement.

Ask about the Llei de Convivència Universitària → Have you heard about it? Do you think it will change how conflict is resolved? How?

SECTION E. RESTORATIVE JUSTICE

1) Would you propose any alternative to the current resolution methods? (O5)

(If the answer is no, make a proposal and ask about their opinion)

- Who should be involved in the resolution process? (SO 5.1, 5.2)
  - How should the offender, if any, be involved?
  - What should the role of the harmed party be?
  - Should the community be present? How and in what capacity?
- Who should manage it? (SO 5.1, 5.2)
  - Peer model of resolution
- Do you think the following elements are important when it comes to conflict resolution?
  - Communication between affected parties
  - Empowerment of harmed person
  - Understanding the consequences of own actions
  - Addressing the necessities of the parties
  - Confidentiality
  - Support of the community
- What should the pursued outcome be? (SO 5.1, 5.2)
  - Community reparation, harm reparation, apology vs. punishment, paying for the harm done
  - Proportionality?

Have you ever heard of restorative justice? (SO 5.2)

Offer the following definition: process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs, and obligations in order to heal and put things as right as possible.

Do you think restorative justice could be an alternative to the way conflicts are currently resolved in our university? (O5)

Entities

Collaboration → if a process of these characteristics were to be implemented at UAB to resolve conflict, what role do you think your entity could have in it?

APPENDIX 4. Survey for UAB students

Hello,

I am a last year student of Criminology and Law at UAB, and I am writing my bachelor's thesis on conflicts and their resolution at the Autonomous University of Barcelona. To further my research, I would like to know the students' experience about conflicts, infractions and other situations happening in your day-to-day and your perception on how those should be resolved.

Your participation will be completely anonymous, and the data obtained will only be used for this research's purposes.

Thank you for your participation!

Sociodemographic data

---

1. Age: _____
2. Gender:
   a. Female
   b. Male
   c. Other
   d. I would rather not say
3. Faculty: _____
   3.1. Degree: _____
4. Year: _____
5. Are you part of any student organization?
   a. Yes
   b. No
   6.1. (If affirmative) Which one? _____
6. Do you live or have you lived in Vila Universitària?
   a. Yes
   b. No

In this section, I would like to ask you about conflicts, incidents, infractions, or other offences in which you have been part, participated, or have otherwise harmed you, in the context of the community of the Autonomous University of Barcelona.

7. In the context of the university community of UAB, have you been part in any of the following situations? Choose all the situations that apply to you. *(multiple choice)*
   a. Conflict or dispute with another student
   b. Conflict or dispute within an organization
   c. Conflict or dispute within a group of students
   d. Conflict or dispute with a faculty member
   e. Conflict or dispute with a staff member
   f. Neighbourhood conflict or dispute
   g. I have not been part in any of these situations
   h. Other (please, specify): _____

8. In the context of the university community, which of the following behaviours have you partaken in? *(multiple choice)*
   a. You have plagiarised or copied in an evaluative activity
   b. You have falsified academic documents
   c. You have inappropriately obtained evaluative tests
   d. You have infringed intellectual property rights in relation to academic activities
   e. You have blocked the celebration of university activities of teaching or investigation
   f. You have occupied university facilities without authorization
   g. You have defied a faculty member
   h. You have committed noise-related infractions
   i. You have committed fire-safety related infractions

j. You have breached university regulations on public health

k. You have hazed another student

l. You have vandalized

m. You have destroyed university patrimony

n. You have stolen

o. You have committed alcohol-related infractions

p. You have driven under the influence of alcohol

q. You have insulted a student

r. You have insulted a faculty member

s. You have insulted a staff member

t. You have bullied another student

u. You have discriminated against someone for any personal reason

v. You have harassed a member of the university community

w. You have sexually harassed someone or harassed them based on their gender

x. You have harassed someone based on their ethnic group

y. You have physically assaulted a member of the university community

z. You have participated in a fight

aa. You have not partaken in any of these behaviours

bb. Other (please, specify): _____

9. Which of the following behaviours have you suffered in the context of the university community? *(multiple choice)*

a. You have been plagiarised or copied in an evaluative activity

b. Your intellectual property rights have been infringed in relation to university activities

c. You have been blocked from celebrating university activities of teaching or investigation

d. You have suffered the consequences of noise-related infractions

e. You have suffered the consequences of fire-safety related infractions

f. You have suffered the consequences of the breaching of university regulations on public health

g. You have suffered hazing

h. You have been stolen from

i. You have been insulted by a student

j. You have been insulted by a faculty member

k. You have been insulted by a staff member

l. You have been bullied

m. You have been discriminated against for personal reasons

n. You have been harassed by a member of the university community

o. You have been sexually harassed or harassed based on your gender

p. You have been harassed based on your ethnic group

q. You have been physically assaulted by a member of the university community

r. You have not suffered any of these behaviours

s. Other (please, specify): _____

10. How was the situation managed? *(multiple choice)*

a. Intervention by a friend

b. Intervention by a student

c. Intervention by the student representative

d. Intervention by a professor

e. Intervention by the degree coordinator

f. Intervention by the dean's office

g. Intervention by the rector's office

h. There was no intervention

i. Intervention was not necessary

j. Other (please, specify): _____

In this section, multiple examples will be proposed of conflict or offences scenarios on the UAB campus. They will be followed by various ways in which the university could respond to the scenarios or address them. Select the three options that you believe more adequate for each presented scenario, in order of preference.

(up to three selections, ordered by preference)

11. A student is caught cheating in the final exam for a course. How should the university respond?
    a. Expulsion from university
    b. Prohibition of examination
    c. Loss of right of enrolment
    d. Loss of right of class attendance
    e. Reprimand
    f. Fail the exam
    g. Campus reparation activities and/or participation in educative activities
    h. Mediation to repair the harm and/or reach an agreement
    i. None of the above. The university must not intercede, it is too serious
    j. None of the above. The university must not intercede, it is too mild

12. During a strike, some students break a window from a store at Plaça Cívica. How should the university respond?
    a. Expulsion from university
    b. Prohibition of examination
    c. Loss of right of enrolment
    d. Loss of right of class attendance
    e. Reprimand

f. Campus reparation activities and/or participation in educative activities

    g. Mediation to repair the harm and/or reach an agreement

    h. None of the above. The university must not intercede, it is too serious

    i. None of the above. The university must not intercede, it is too mild

13. Two students get in a fight and physically assault each other on university campus. How should the university respond?

    a. Expulsion from university

    b. Prohibition of examination

    c. Loss of right of enrolment

    d. Loss of right of class attendance

    e. Reprimand

    f. Campus reparation activities and/or participation in educative activities

    g. Mediation to repair the harm and/or reach an agreement

    h. None of the above. The university must not intercede, it is too serious

    i. None of the above. The university must not intercede, it is too mild

14. During UAB's Festa Major, a student breaks urban furniture (benches, tables, lights, bins…). How should the university respond?

    a. Expulsion from university

    b. Prohibition of examination

    c. Loss of right of enrolment

    d. Loss of right of class attendance

    e. Reprimand

    f. Campus reparation activities and/or participation in educative activities

    g. Mediation to repair the harm and/or reach an agreement

    h. None of the above. The university must not intercede, it is too serious

    i. None of the above. The university must not intercede, it is too mild

15. A student verbally assaults another student because of their ethnic group. How should the university respond?

    a. Expulsion from university

    b. Prohibition of examination

    c. Loss of right of enrolment

    d. Loss of right of class attendance

    e. Reprimand

    f. Campus reparation activities and/or participation in educative activities

    g. Mediation to repair the harm and/or reach an agreement

    h. None of the above. The university must not intercede, it is too serious

    i. None of the above. The university must not intercede, it is too mild

16. A student steals from an establishment on university campus. How should the university respond?

    a. Expulsion from university

    b. Prohibition of examination

    c. Loss of right of enrolment

    d. Loss of right of class attendance

    e. Reprimand

    f. Campus reparation activities and/or participation in educative activities

    g. Mediation to repair the harm and/or reach an agreement

    h. None of the above. The university must not intercede, it is too serious

    i. None of the above. The university must not intercede, it is too mild

17. A student insults a professor. How should the university respond?
    a. Expulsion from university
    b. Prohibition of examination
    c. Loss of right of enrolment
    d. Loss of right of class attendance
    e. Reprimand
    f. Campus reparation activities and/or participation in educative activities
    g. Mediation to repair the harm and/or reach an agreement
    h. None of the above. The university must not intercede, it is too serious
    i. None of the above. The university must not intercede, it is too mild

Restorative attitudes

Finally, indicate your level of agreement with the following statements. (1 = completely disagree; 9 = completely agree) *(sliding scale is provided for each statement)*

18. People should empathize with others, even if the person has caused harm.
19. Justice processes should be more inclusive of individuals within the community.
20. Community members should have an active voice in defining justice for victims.
21. Offenders of wrongdoing should repair relationships with those who have been harmed.
22. I believe individuals should be encouraged to understand the impact of their harm.
23. It is important to empathize with individuals who have caused harm to others.

24. Showing support to offenders can be beneficial in helping the individual accept responsibility for their actions.

25. The community has a responsibility to help victims of harm address their needs.

26. Acknowledging ones wrongdoing is important.

27. It is important for offenders and victims to engage in face-to-face dialogue.

28. I believe there should be an equal concern toward healing the lives of both those who have been harmed and those who cause harm.

29. Offenders of wrongdoing have needs associated with the harm they caused that justice processes should address.

30. Truth-telling in the form of an admission of responsibility for what happened on the part of the person who caused the harm is important.

31. Offenders of wrongdoing should work to restore relationships with those whom they hurt.

32. Inclusive, collaborative processes between victims and offenders of wrongdoing are necessary to repair harm.

33. It is important to show empathy toward offenders of wrongdoing.

34. There should be a greater emphasis on understanding those who cause harm.

35. It is important that offenders of wrongdoing accept responsibility for their actions.

36. It is important to understand the needs of offenders that are connected to the harm they caused.

37. I believe victims of harm need the community's support in order to heal.

Closing

Thank you very much for your participation!

APPENDIX 5. Codebook – Restorative Justice Managers interviews

CODE		DESCRIPTION
Organization		Organizational aspects of the restorative justice programme within the university's structure
Conflict		Relating to conflict happening in the university's particular setting, known or managed through the RJ programme
	Criminal cases	Relating to criminal cases managed by the restorative justice programme
	Title IX	Relating to cases within Title IX managed by the RJP (sexual and gender-based misconduct)
Restorative programme aim		Aims of the programme as expressed by the programme managers
Restorative justice requirements		Requirements taken into account for people to be able to go through the programme
Access		Means by which the university community can access the restorative services
Restorative processes		Restorative processes offered by the restorative justice programme
	Conferencing	In relation to statements on conferencing as a process
	Circles	In relation to statements on circles as a process
	Mediation	In relation to statements on mediation as a process
Restorative process' Stages		Stages comprised by the restorative justice process
	Intake meeting	Meeting with the separate party done at the beginning of every restorative process
Process participants		Participants involved in the restorative process
	Responsible party	Person identified as responsible for the harm, or for infringing the student code of conduct

Impacted party		Person identified as having been harmed by the conflict
Community		Person involved in the process in representation of the community
Facilitator		Third party in charge of facilitating the process
	Training	Training received by facilitators
	Peer model	In relation to facilitation by peers, that is, facilitation by students, faculty, staff…
Outcome		Outcome or possible outcomes of the restorative processes
	Agreement	Agreement as an outcome reached through the process
	Verification	Means of verifying the completion of reached agreements
Restorative Values		Values guiding the restorative processes and the restorative programme
	Flexibility	In relation to the flexibility of the process, the capacity of adapting to the situation
	Meeting the needs	Value related to meeting the needs of each party in the conflict, particularly the harmed party
	Accountability	Related to the acknowledgement and taking responsibility for own actions
	Reparation	Related to making amends, putting things as right as possible
	Reintegration	In relation to the responsible party, reintegrating them back into the university community
Evaluation		Means of evaluating the restorative justice programme
Satisfaction		Satisfaction of the programme managers with the restorative justice programme

Future goals	Changes and future objectives to improve the restorative justice programme
Implementation	Strategies and factors to consider when introducing and implementing restorative justice in the university setting
Challenges	Challenges in the implementation of restorative justice in the university
Cooperation	In relation to cooperation of the programme with other actors or entities within or outside the university community
Interculturality	Relating to the diversity and multiple identities cohabiting the university setting and how the programme responds to that

APPENDIX 6. Codebook – UAB semi-structured interviews

CODE		DESCRIPTION
Conflict		Relating to conflict happening in the UAB setting, be it perceived or experienced by the person interviewed
	Harassment	Relating to specific category of conflict referencing instances or retelling of harassment.
	Specific needs	Relating to specific category of conflict in relation to students with specific educational needs
	Strike	Relating to conflict in relation to mobilisations and strikes on campus
Dark figure		Incidents not reported to the authorities; mention that this phenomenon occurs by interviewee
Conflict parties		Parties involved in the conflicts reported
Conflict management		Means of managing conflict in use at UAB to respond to the conflict reported
	Defined protocol	Specific protocol designated to manage particular conflicts
	Disciplinary regime	In relation to infractions of the discipline regime and usage of the procedures established in it
Conflict management actors		People, from within or outside the university community, in charge of the current management of conflict reported
	Proximity	Relating to the scale in which conflict is resolved and the proximity of the management actors to the conflict setting
Conflict resolution objectives		Perceived objectives pursued or that guide conflict resolution, be it current or ideal
	Celerity	In relation to the quickness of the management process as a quality

Balance	Balance as an objective or value to consider in conflict resolution
Punishment	Punishment as an objective considered in resolution in conflict, particularly in cases relating to disciplinary infractions
Conflict outcome	Outcome achieved after current conflict management
Satisfaction	Degree of satisfaction with the current conflict management mechanisms
Perceived needs	Perceived needs expressed by interviewees in relation to current conflict management
Alternatives	Alternative mechanisms to current conflict management
Mediation	Mentions of mediation as a mechanism used or as an alternative to current conflict management
Educative measures	Reference to educative measures as a response to conflict or infractions of the discipline regime
Restorative justice	Restorative justice as alternative conflict resolution; attitudes towards restorative justice
Restorative values	Mentions of restorative values in relation to current or desired conflict resolution mechanisms
Cooperation	In relation to cooperation of actors with other UAB or external institutions or bodies in conflict management

APPENDIX 7. UAB survey results – Tables of frequencies

Table 1

Case summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Conflict[a]	210	83,0%	43	17,0%	253	100,0%
Infractions[a]	209	82,6%	44	17,4%	253	100,0%
Grouped infractions[a]	209	82,6%	44	17,4%	253	100,0%
Victimization[a]	207	81,8%	46	18,2%	253	100,0%
Grouped victimization[a]	207	81,8%	46	18,2%	253	100,0%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 2

Conflict frequencies

		Responses		Percent of Cases
		N	Percent	
Types of conflict	Conflict with student	52	16,7%	24,8%
	Conflict within group of students	22	7,1%	10,5%
	Conflict within organization	4	1,3%	1,9%
	Conflict within academic group	61	19,6%	29,0%
	Conflict with faculty member	61	19,6%	29,0%
	Conflict with administration member	12	3,9%	5,7%
	Neighbourhood conflict	4	1,3%	1,9%
	None	95	30,5%	45,2%
Total		311	100,0%	148,1%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 3

Infraction frequencies

		Responses		Percent of
		N	Percent	Cases
Infractions[a]	Plagiarism	67	17,0%	32,1%
	Falsification of academic documents	7	1,8%	3,3%
	Inappropriately obtaining tests	14	3,6%	6,7%
	Intellectual property violation	20	5,1%	9,6%
	Blocking the celebration of activities	5	1,3%	2,4%
	Occupation of facilities	18	4,6%	8,6%
	Defiance of professor	14	3,6%	6,7%
	Sound-related infractions	15	3,8%	7,2%
	Health-related infractions	17	4,3%	8,1%
	Hazing	33	8,4%	15,8%
	Vandalism	6	1,5%	2,9%
	Destruction of university patrimony	2	0,5%	1,0%
	Theft	3	0,8%	1,4%
	Alcohol-related infractions	31	7,9%	14,8%
	Driving under the influence of alcohol	11	2,8%	5,3%
	Insulting a student	23	5,9%	11,0%
	Insulting a professor	8	2,0%	3,8%
	Insulting an administration member	1	0,3%	0,5%
	Bullying	1	0,3%	0,5%
	Discriminate someone for any personal reason	4	1,0%	1,9%
	Harassment of a university member	1	0,3%	0,5%
	Sexual or gender-based harassment	1	0,3%	0,5%
	Racial harassment	1	0,3%	0,5%
	Physical assault	3	0,8%	1,4%
	Participation in a fight	1	0,3%	0,5%
	None	86	21,9%	41,1%
Total		393	100,0%	188,0%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 4

Grouped infraction frequencies

		Responses		Percent of Cases
		N	Percent	
Grouped infractions[a]	Academic integrity	81	23,5%	38,8%
	Mobilization	20	5,8%	9,6%
	Defiance of professor	14	4,1%	6,7%
	Ambience-related	28	8,1%	13,4%
	Hazing	33	9,6%	15,8%
	Vandalism	8	2,3%	3,8%
	Theft	3	0,9%	1,4%
	Alcohol-related	36	10,5%	17,2%
	Insulting a university member	26	7,6%	12,4%
	Bullying	1	0,3%	0,5%
	Discriminate someone for any personal reason	4	1,2%	1,9%
	Harassment	1	0,3%	0,5%
	Physical altercation	3	0,9%	1,4%
	None	86	25,0%	41,1%
Total		344	100,0%	164,6%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 5

Victimization frequencies

		Responses		Percent of Cases
		N	Percent	
Victimization[a]	Plagiarized	48	15,4%	23,2%
	Intellectual property infringed	4	1,3%	1,9%
	Blocked from celebrating activities	34	10,9%	16,4%
	Noise-related infractions	29	9,3%	14,0%
	Fire-safety infractions	1	0,3%	0,5%
	Health-related infractions	16	5,1%	7,7%
	Hazing	3	1,0%	1,4%
	Stolen from	8	2,6%	3,9%
	Insulted by a student	16	5,1%	7,7%
	Insulted by a faculty member	18	5,8%	8,7%
	Insulted by a staff member	1	0,3%	0,5%
	Bullied	1	0,3%	0,5%
	Discriminated against for personal reasons	14	4,5%	6,8%
	Harassed by a university member	3	1,0%	1,4%
	Sexually harassed or harassed based on gender	3	1,0%	1,4%
	Physically assaulted	3	1,0%	1,4%
	None	110	35,3%	53,1%
Total		312	100,0%	150,7%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 6

Group victimization frequencies

		Responses		Percent of Cases
		N	Percent	
Victimization grouped[a]	Academic integrity	50	16,8%	24,2%
	Blocked from celebrating activities	34	11,4%	16,4%
	Ambience	40	13,4%	19,3%
	Hazing	3	1,0%	1,4%
	Stolen from	8	2,7%	3,9%
	Insulted	30	10,1%	14,5%
	Bullied	1	0,3%	0,5%
	Discriminated against for personal reasons	14	4,7%	6,8%
	Harassed	5	1,7%	2,4%
	Physically assaulted	3	1,0%	1,4%
	None	110	36,9%	53,1%
Total		298	100,0%	144,0%

Note: a. Dichotomy group tabulated at value 1. Own elaboration, through SPSS

Table 7

Preferential responses per scenario at scenario-based questions

Preferential response	Scenario							Total	%
	1	2	3	4	5	6	7		
Expulsion from university	0	20	12	22	50	33	19	156	13,3%
Prohibition of examination	26	3	2	1	4	1	21	58	4,9%
Loss of right of enrolment	9	4	1	7	12	11	8	52	4,4%
Loss of right of class attendance	0	0	5	2	9	1	9	26	2,2%
Warning	12	47	50	50	59	74	63	355	30,2%
Reparation activities*	7	60	16	62	11	19	9	184	15,6%
Mediation**	18	40	73	30	31	27	51	270	23,0%
No intervention, too serious	0	3	8	6	5	15	2	39	3,3%
No intervention, too mild	1	5	16	4	4	3	3	36	3,1%

Note: * Campus reparation activities and/or participation in educative activities, ** Mediation to repair the harm and/or reach an agreement. The response 'fail the exam' has been excluded as it was only provided as an option in the first scenario, due to its nature. Own elaboration

Table 8

Summary of all responses per scenario at scenario-based questions

Preferential response	Scenario							Total	%
	1	2	3	4	5	6	7		
Expulsion from university	0	31	15	29	71	44	26	216	8,8%
Prohibition of examination	49	6	3	3	7	4	28	100	4,1%
Loss of right of enrolment	21	12	6	12	20	26	17	114	4,6%
Loss of right of class attendance	4	3	7	4	18	9	47	92	3,8%
Warning	31	88	79	106	92	108	89	593	24,2%
Reparation activities*	17	120	59	132	49	79	44	500	20,4%
Mediation**	36	116	117	106	87	82	98	642	26,2%
No intervention, too serious	0	4	12	8	6	20	5	55	2,2%
No intervention, too mild	4	7	21	5	6	5	3	51	2,1%

Note: * Campus reparation activities and/or participation in educative activities, ** Mediation to repair the harm and/or reach an agreement. The response 'fail the exam' has been excluded as it was only provided as an option in the first scenario, due to its nature. Own elaboration