# Office of Student Conflict Resolution Annual Report

## 2008-2009

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The Mission

Build Trust
OSCR builds trust by conducting an operation that is educationally focused, student-driven, and community-owned through:

- Supporting the amendment process of the Statement of Student Rights and Responsibilities that is revised and approved by students, faculty and staff
- Collaborating with students, student groups, student leaders and campus departments

Promote Justice
OSCR promotes justice by facilitating conflict resolution for the Michigan community and creating a just and safe campus climate through:

- Administering the *Statement of Student Rights and Responsibilities* with compassion, integrity, and fairness
- Implementing related university policies and developing procedures that provide Adaptive dispute resolution

Teach Peace
OSCR teaches peace by serving as a campus resource for conflict management through:

- Providing proactive and preventive educational programming for students, student groups and campus departments
- Striving to set the national standard for campus conflict resolution
The Goals

The OSCR Team developed the following goals (with a target completion date of 2010). Each of these goals aligns with and contributes to the Division of Student Affairs mission and goals.

- Provide educational, accessible, timely and fair conflict resolution processes that enable students to:
  - Create a more socially just and inclusive campus
  - Learn about, reflect on, practice skills and behaviors, and develop values and beliefs that enable them to succeed during and after their University experience
  - Learn and practice immediate and lifelong behaviors that promote positive physical, emotional, social, intellectual, mental and spiritual health
  - Foster an environment that respects and appreciates the value of both differences and similarities and supports the well-being and success of all community members

- Increase community ownership and awareness of the Statement of Student Rights and Responsibilities (SSRR) and related services provided by the Office of Student Conflict Resolution to ensure consistent access to services and response to conflict across campus that is in alignment with the values of the University community.

- Develop and implement comprehensive assessment, research and evaluation to measure performance and delivery on departmental goals and inform initiatives.

- Develop a Team that obtains a deeper understanding of diversity, social identity and privilege and how these concepts relate to individuals and the implementation of conflict resolution services.

- Serve as the premier resource for training and development in campus conflict resolution within the Michigan Community and the professional field.
The Team

OSCR Team Members 2008-2009

Claudette Brower, Administrative Assistant and Office Supervisor
Sophia Chang, Student Administrative Assistant
Eileen Clark, Student Administrative Assistant
Robert Coffey, Assistant Director
Agustina de Majo, Student Administrative Assistant
Sophia Elie, Student Administrative Assistant
Jordan England, Student Conflict Resolution Coordinator
Akilah Jones, Assistant Director
Jenna Keefe, Student Administrative Assistant
Carrie Landrum, Student Conflict Resolution Coordinator
Sandy Lymburner, Data Specialist
Benjamin Peters, Undergraduate Student Intern
Amethyst Saldia, Student Administrative Assistant
Jennifer Meyer Schrage, J.D. Director
Rokimas Putra Soeharyo, Undergraduate Student Intern
Vu Tran, Graduate Student Intern
David Votruba, Ph.D., Student Conflict Resolution Coordinator
The Year

In academic year 2008-2009, OSCR continued the redefinition of its services, away from a “one-size-fits-all” model, toward student driven, educationally focused and socially just conflict resolution services.

OSCR’s innovative resolution process and pathways now include options such as conflict coaching, facilitated dialogue, mediation, restorative justice circles, shuttle negotiation, and formal conflict resolution via adjudication under the Statement of Student Rights and Responsibilities (SSRR).

The conceptual framework for the more varied and flexible approach to resolving conflicts is the Spectrum Model: an intentional, deliberate and thoughtful educational approach aimed at increasing access and improving student learning. The Spectrum is a continuum of conflict resolution processes or “paths.” Guided by a “peer” intake facilitator, participants make an informed choice from the menu of options. Parties to the conflict, rather than a potential code violation, drive the pathway selection.

Note: Figure developed by Schrage & Thompson, 2008.
Formal Conflict Resolution (FCR) is the traditional means through which alleged code violations were adjudicated. While FCR continues to play a vital role in those instances when it is the appropriate pathway, for the second year in a row, OSCR succeeded in resolving over 70 percent of the cases through one or another of the less formal forms of conflict resolution that we refer to as Adaptive Conflict Resolution (ACR).

OSCR’s 2008-2009 program highlights and case management data follow. Readers are encouraged to look closely at the innovative and determined ways the staff provided conflict resolution services. The University of Michigan’s OSCR continues to redefine the ways in which conflict related to student conduct can serve as an opportunity for further education and personal growth. In 2008-2009, OSCR took significant steps to share what we have learned. These efforts have established OSCR as a leader in the field and enhanced the office’s ability to serve clients on campus.

Sincerely,

Jennifer Meyer Schrage, J.D.

Director
The Work

Community Partnerships

OSCR does not work in isolation. Together with leaders throughout the Division of Student Affairs and across the University, OSCR is part of a coordinated effort to anticipate and respond to conflicts as they occur on campus. The level of cooperation between the parts of this response network increased during 2008-2009 with the addition of a weekly crisis coordination meeting. OSCR staff meet with representatives from other offices to confidentially discuss each instance of a student faced with a significant challenge. The goal is to ensure that every student in crisis is receiving all the appropriate support and attention the University can provide.

OSCR launched the 2009 Amendment Process with a community luncheon and dialogue to encourage a more inclusive and collaborative approach to the SSRR review. As part of outreach related to this event and to encourage community involvement in the Amendment Process, OSCR conducted educational sessions for over 10 major representative student organizations. In an effort to live into its mission to be student driven and to offer educational experiences to more students interested in the program, OSCR successfully reconstituted and expanded its Student Advisory Board.

OSCR facilitated improved utilization and effectiveness for the Adaptive Conflict Resolution for Alcohol and Other Drug (ACR for AOD) resolution pathway. As part of this effort, OSCR engaged University Health Services and Residential Education leadership in efforts to create a shared, “commitment to collaborate” for AOD work.

OSCR and the UM’s Sexual Assault Prevention and Awareness Center (SAPAC) staff conducted a literature review with regard to the use of Adaptive Conflict Resolution (ACR) to address and resolve incidents involving sexual violence. They produced a report summarizing key findings as well as recommended issues for practitioners to consider when parties in such incidents request ACR. SAPAC then developed a “toolkit” specifically for individuals working in student conflict resolution on campus to help increase their understanding and familiarity with the issues of sexual assault and intimate partner violence.

Another OSCR partnership occurs around background checks for current and former students. Background checks are initiated by educational programs and institutions as well as prospective employers. In 2008-2009, OSCR’s role in responding to background checks increased exponentially through improved collaboration with other University records offices. Consultations for background disciplinary checks increased dramatically to over 720 this year. OSCR has worked to become a central reference point for conduct and conflict management on campus. The greater role for OSCR in responding to background checks is important because it underscores the importance of follow through for students who are engaged in learning through OSCR’s Formal Conflict Resolution process.
Building Capacity

OSCR’s educational mission extends to direct skill-building programs. In 2008-2009, OSCR presented, trained or otherwise offered education and educational outreach services to over 26 campus stakeholder requestors (including student organizations, academic units and related campus events). The OSCR team successfully implemented a revised panelist and resolution officer recruitment process and hosted a more robust and aligned 3-day training for these new arbiters. As part of this event, OSCR collaborated with DSA partners including IGR, UHS and SAPAC.

For the third year in a row, OSCR will offer a 40 hour Social Justice Mediation certification program free of charge to U-M affiliates. New in 2009, an executive cohort of University leadership will participate in a two day workshop designed to introduce them to the Social Justice approach to conflict resolution.

OSCR also focused effort on building internal capacity. During the year, OSCR fully implemented a set of assessment measures to be used in evaluating students’ involvement in Adaptive Conflict Resolution (ACR) and Formal Conflict Resolution (FCR). The OSCR team completed a literature review to evaluate support for and development of the current resolution pathways and practices in the unit. OSCR offered a leadership role in evaluating and working to improve DSA database efforts to track campus conflict and conduct management issues. OSCR leadership invested significantly in HR practices and supervision efforts, resulting in direct and authentic staff work and improved performance.

National Leadership in Student Conflict Resolution

U-M’s DSA OSCR received national attention for its efforts to promote a progressive approach to campus conduct and conflict management that works “to foster an environment that respects and appreciates the value of both differences and similarities [thus supporting] the well-being and success of all community members.” Notable accomplishments:

- The U-M program was referenced as a best practice resource in Chronicle of Higher Education and ACUHO’s Tipping Point magazine.
- 2009 Publication - Reframing Campus Conflict: Student Conduct Practice Through a Social Justice Lens - Co-edited by Director Jennifer Schrage with significant contribution by U-M colleagues and the OSCR staff.
- Director Jennifer Schrage served as faculty for the 2009 Gehring Academy and at the ASCA’s “Conflict Resolution Summit” in October, a think tank/advisory group created by the ASCA Board to offer consultation and recommendations for ASCA to align with CR trends in the profession.
- ASCA’s Journal for Student Conduct Administration published an article by Director Jennifer Schrage.
- At the 2009 ASCA Conference:
  - Director Jennifer Schrage served as a featured speaker (presenting on the Spectrum approach to conduct and conflict management).
  - Assistant Director Akilah Jones co-presented with colleagues on Transforming African-American Female Hearing Officers.
• Student Conflict Resolution Coordinator Carrie Landrum along with Anne Handeyside from DSA’s SAPAC presented *Partnering for Change: Conflict Resolution and Domestic & Sexual Assault Services at the University of Michigan*.
• Student Conflict Resolution Coordinator David Votruba co-presented with colleagues on a panel entitled *Restorative Justice: A Pre-Conference*.
• Assistant Director Bob Coffey continued service in his role as the Vice Chair for ACPA’s Commission on Student Conduct and Legal Issues.
• Student Conflict Resolution Coordinator David Votruba provided training for DSA and other University staff members concerning motivational interviewing theory and practice, served on the SAEN committee, and continued work as a BASICS facilitator.
• Student Conflict Resolution Coordinator Carrie Landrum served on DSA’s Diversity Committee and was a member of the Division’s Growing Allies Core Group (presenting with them at the DSA Research Symposium), and also served as a facilitator for Residence Education per their request apropos their Psychology 405 Residence Staff Class.
• Student Conflict Resolution Coordinator Jordan England facilitated Psychology 405: Residence Staff Class at the request of Residence Education.

**Case Management**

**Overview**

OSCR offered education to student participants and facilitators through conflict resolution services and consultation in over 300 cases this year. An estimated 460+ students were served as participants in these cases. Over 390 of these students participated in OSCR’s Adaptive Conflict Resolution pathways.

334 Cases were opened in OSCR.

57 Cases traveled exclusively in the Formal Conflict Resolution path.

253 Cases traveled exclusively in Adaptive Conflict Resolution paths involving a total of 393 students.

22 Cases traveled through Formal Conflict Resolution and Adaptive Conflict Resolution processes prior to resolution. Of these 22 cases, 9 were successfully resolved (5 through ACR and 4 in FCR).

6 Cases were resolved by consultation (without referral to FCR or ACR).

723 Requests for records information.

“I was really pleased at how much OSCR was willing to help me through my conflict and assist me in improving my actions and behaviors.”
Formal Conflict Resolution Case Work

OSCR provides the following FCR pathways for use in conflict resolution:

- **Agreement (Acceptance of Responsibility):** Most parties involved with the FCR process as respondents are able to achieve resolution by coming to an agreement about what happened and how best to respond to the situation and restore the community. These parties exit the resolution process by implementing a set of educational measures (sanctions) which they helped to design.

- **Arbitration (Hearing):** When parties involved in the FCR process are unable to reach agreement about what happened and/or how to handle it, the matter will be resolved through Arbitration whereby a third party arbiter reviews the matter in a hearing venue and determines the appropriate resolution. A pool of volunteer Resolution Officers (faculty and staff arbiters), Student Panelists (student arbiters), and Advisors (students, faculty and staff) provide essential leadership and support in this process.

- **Referral to the Adaptive Conflict Resolution (ACR) Process (such as Mediation, Shuttle Negotiation, Facilitated Dialogue or Restorative Justice Circle):** If all parties personally and directly affected by the conflict agree to resolve the complaint through ACR and if the RC believes that ACR is an appropriate form of resolution, then the RC will coordinate the transfer of the case to the ACR process.

> "When I approached OSCR about help with a roommate situation, I simply hoped for a resolution. Through the process, however, I learned a lot about my individual conflict style for every arena of my life and how I can use what I learned at OSCR to improve other relationships."

FCR Training

In order to ensure that FCR services are educationally focused, student driven, and community owned, one key objective for the 2008-2009 academic year was to provide training to new and continuing Resolution Officers and new Student Resolution Panelists. OSCR revised the training curriculum and collaborated with campus partners in order to implement a comprehensive training program that focused on being educationally-focused and attending to student needs. A total of 32 Student Panelists and 14 Resolution Officers (10 new, and 4 continuing) were trained during the three-day training in September.
Overview of FCR Cases

Alleged Statement Violations

- A) Physical Harm: 6
- B) Sexual Assault: 2
- C) Sexual Harassment: 1
- D) Hazing: 0
- E) Stalking/Harassment: 8
- F) Weapons: 0
- G) Fire/Safety: 3
- H) Illegal Possession/Use of Alcohol: 29
- I) Illegal Distribution of Alcohol: 1
- J) Illegal Possession/Use of Drugs: 3
- K) Illegal Distribution of Drugs: 1
- L) Falsely Reported Emergency: 0
- M) Theft/Vandalism: 12
- N) Disruption of Classes: 0
- O) Falsified University Documents: 0
- P) Identity Assumption: 2
- Q) Failure to Leave Premises: 0
- R) State/Federal Crime: 0
- S) Misuse of Statement/Failure to Comply: 1
- T) Violating University computer policies: 2
### Initiator of OSCR FCR Services 2008-2009

<table>
<thead>
<tr>
<th>Complainant</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPS</td>
<td>15</td>
</tr>
<tr>
<td>ResEd</td>
<td>22</td>
</tr>
<tr>
<td>Other U Staff</td>
<td>2</td>
</tr>
<tr>
<td>Student</td>
<td>18</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
</tr>
</tbody>
</table>

**Notable Demographics of Respondents**

Residence Education and DPS/Housing Security are our most frequent complainants. 25% (1) of the student respondents who went through a formal arbitration were students of color.
Resolution Process (closed cases only)

The following data reflects the resolution process used for cases handled in OSCR’s FCR process in 2008-2009 including cases that were jointly handled between ACR/FCR and had an outcome in the FCR process. (As of reporting, five cases from 08-09 were still open)

<table>
<thead>
<tr>
<th>Resolution Process</th>
<th>Number of Cases</th>
<th>Percentage of Closed Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement</td>
<td>28</td>
<td>52%</td>
</tr>
<tr>
<td>Arbitration</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Complaint Dismissed</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Complaint Dropped/Withdrawn</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Contact Only</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Hold Pending Reenrollment</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

OSCR saw an increase in the number of students who sought out services in our office and decided not to file a complaint or utilize ACR (Contact Only) and an increase in the number of students who started the process, but decided that it was too time consuming, had resolved their issue on their own or sought resolution through another venue (i.e. court system).
Agreed-Upon Educational Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>No. of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Essay</td>
<td>24</td>
</tr>
<tr>
<td>Disciplinary Probation</td>
<td>21</td>
</tr>
<tr>
<td>Educational Project</td>
<td>9</td>
</tr>
<tr>
<td>ASAP</td>
<td>5</td>
</tr>
<tr>
<td>My Student Body</td>
<td>1</td>
</tr>
<tr>
<td>BASICS</td>
<td>14</td>
</tr>
<tr>
<td>Res Hall Program</td>
<td>1</td>
</tr>
<tr>
<td>No Contact</td>
<td>5</td>
</tr>
<tr>
<td>Class/Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Restitution</td>
<td>3</td>
</tr>
<tr>
<td>Trespass from Res Hall</td>
<td>2</td>
</tr>
<tr>
<td>Recommended Counseling</td>
<td>8</td>
</tr>
<tr>
<td>Res Hall Contract Termination</td>
<td>2</td>
</tr>
<tr>
<td>Anger Management</td>
<td>1</td>
</tr>
<tr>
<td>Community Service</td>
<td>3</td>
</tr>
<tr>
<td>Follow up Meeting</td>
<td>3</td>
</tr>
<tr>
<td>No Reapplication to Housing</td>
<td>1</td>
</tr>
<tr>
<td>Formal Reprimand</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
</tr>
<tr>
<td>Recommended Apology</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of Appeals = none

Length of Conflict Resolution for Cases Resolved through FCR

In 2008-2009, 72 percent of cases resolved through FCR were resolved within 8 weeks. Of the four cases that took the longest to reach resolution in FCR, three of them also attempted resolution through ACR before ultimately reaching resolution through FCR. Also, two of the three lengthiest cases were resolved through arbitration.

<table>
<thead>
<tr>
<th>Time Period (weeks)</th>
<th>No. of Cases</th>
<th>% of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4 weeks</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>4-8 weeks</td>
<td>16</td>
<td>48%</td>
</tr>
<tr>
<td>8-10 weeks</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>12-15 weeks</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>22-23 weeks</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>72 weeks</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>
Adaptive Conflict Resolution (ACR) Services

ACR pathways for use in conflict resolution:

- **ACR for Alcohol and Other Drugs (ACR for AOD)** provides students involved in AOD-related incidents with an opportunity to resolve the conflict outside Formal Conflict Resolution (FCR).
- **Conflict Coaching** involves a one-on-one private coaching session intended to help students identify their preferred conflict style, and then develop a plan for managing and resolving an ongoing dispute.
- **Facilitated Dialogue** refers to a constructive (direct or indirect) conversation designed to create understanding and may involve exploring the possibility of a negotiated resolution to a dispute.
- **Restorative Justice Circles** provide parties responsible for harm done and those impacted by the harm with an opportunity to reach a common understanding of the incident and its consequences, as well as what the responsible parties must do to repair the harm.
- **Social Justice Mediation** refers to an emerging mediation practice in which volunteer mediators use a social justice lens while helping parties reach mutually agreeable solutions.
- **Shuttle Negotiation** refers to a process in which a mediator works with parties in separate, private caucuses to generate a negotiated agreement that resolves the dispute.

“I really enjoyed the Restorative Justice Circle I attended. It was educational and made me feel a lot better about the incident and humanity in general. I feel that the tactics employed there will be helpful to me in my everyday life with any conflicts I might encounter.”
### Referral Source

<table>
<thead>
<tr>
<th>Source</th>
<th># of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAPD</td>
<td>88</td>
</tr>
<tr>
<td>DPS</td>
<td>105</td>
</tr>
<tr>
<td>Residence Education</td>
<td>38</td>
</tr>
<tr>
<td>Faculty/Staff member</td>
<td>17</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
</tr>
<tr>
<td>Referred from FCR</td>
<td>08</td>
</tr>
<tr>
<td>Northwood</td>
<td>02</td>
</tr>
<tr>
<td>Housing Security</td>
<td>02</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>275</strong></td>
</tr>
</tbody>
</table>
Outcomes

In the clear majority (222) of cases, ACR pathways were used successfully to resolve the concern. Two (2) students requested Conflict Coaching outside of any OSCR conflict resolution process. 30 contacts did not progress to requests for ACR services. Eleven (11) cases were not successfully resolved in ACR and were referred for disposition under FCR. Eight (8) cases resulted in the disputant(s) withdrawing the request for ACR services. Two (2) cases have continued into the 2009-10 academic year.
**Resolution Methods (Process Used for Resolution)**

During 2008-09, U-M students successfully used the ACR-for-AOD pathway 200 times to address and resolve concerns related to alcohol and other drug use. This case traffic accounts for the largest percentage of the total ACR caseload. Conflict Coaching, Facilitated Dialogues, Restorative Justice Circles, Shuttle Negotiation, and Social Justice Mediation (account for the remaining successful cases managed partially or entirely* within ACR. As of 30 June 2009, four (2) cases remain open or have a pending deadline.

Non-ACR-for-AOD ACR cases typically involve multiple (individual or departmental) parties. Of all cases managed partially or entirely* in ACR during 2008-09:

- 54 persons participated in Restorative Justice Circles resulting in a successful Agreement.
- 19 persons participated in Social Justice Mediations resulting in a successful Agreement.
- 7 persons participated in Shuttle Negotiation resulting in a successful Agreement.
- 6 persons participated in Facilitated Dialogue.

*NOTE: Three (3) Restorative Justice Circles involved cases that also travelled through the FCR process. One (1) Shuttle Negotiation involved a case that also travelled through FCR.
Agreements
The same range of AOD educational programs available within the FCR process is available to students in the ACR-for-AOD pathway. These include:

- Brief Alcohol Screening and Intervention for College Students (B.A.S.I.C.S.)
- Individual Marijuana Education Program (I.M.E.P.)
- Assessment of substance abuse patterns (A.S.A.P.)

Students participating in a Tier II ACR-for-AOD meeting work with a student facilitators to build consensus on the most appropriate outcome. Students exit this process with an obligation to participate in an AOD educational program. If students meaningfully participate in this process, then no disciplinary record is created.

While each Agreement reached as the outcome of an ACR pathway is unique, typical Agreements may include provisions regarding:

- Contact between parties
- Expectations of future behavioral conduct
- Return or exchange of personal property
- Apologies

“The individual I met with was very understanding, and also helped me think about the way I look at alcohol.”
Evaluation & Assessment Highlights

OSCR is committed to continuously improving its programs and services. After implementing an expanded number and variety of programs and services during the 2007-2008 academic year, OSCR dedicated much of the 2008-2009 academic year to assessing and strengthening these programs and services.

Two instruments, the Adaptive Conflict Resolution and Formal Conflict Resolution (ACR/FCR) General Assessment and the Adaptive Conflict Resolution for Alcohol and Other Drugs (ACR-for-AOD) Evaluation Project were developed and implemented during 2008-2009. The ACR/FCR General Assessment was created and implemented to assess the experiences of participants in the full range of OSCR’s conflict resolution services. The ACR-for-AOD Evaluation Project was created and implemented to assess and evaluate the ACR-for-AOD program specifically. Some highlights of results of both assessments follow.

ACR/FCR General Assessment:

The ACR/FCR General Assessment is an online survey through which participants in OSCR’s conflict resolution services are invited to submit anonymous feedback concerning their experiences with OSCR.

Q16. Please indicate your level of agreement with each of the following statements: The OSCR staff . . . Handled my situation in accordance with the Statement and other written and oral descriptions of its policies and practices.
Q13. Please indicate your level of agreement with each of the following statements: The OSCR staff...
Treated me with respect.

![Bar chart showing responses for Q13]

Q22. Please indicate your level of agreement with each of the following statements: The OSCR staff...
Helped me identify, clarify, and choose from among a variety of options for responding to my conflict(s) or issue(s).

![Bar chart showing responses for Q22]
Q34. Please indicate your level of agreement with each of the following statements:
When I consider my various social identities (e.g., economic, racial, fraternity/sorority affiliation, national origin or ancestry) . . . I felt I was given meaningful and effective pathways for addressing my conflict(s) or issue(s).

Q36. Please indicate your level of agreement with each of the following statements:
- Overall, I was satisfied with my experience with OSCR.
**ACR-for-AOD Evaluation Project:**

The ACR-for-AOD Evaluation Project is an online research project consisting of a 19-item pre-intervention questionnaire and a 25-item post-intervention questionnaire which was reviewed and approved by the University of Michigan’s Institutional Review Board during the summer of 2008.

Q17. My meeting with OSCR helped me reflect upon alcohol and/or other drug use and related issues.

Q18. I reduced my alcohol and/or other drug use as a result of my meeting with OSCR.
Q19. My meeting with OSCR helped me identify other educational programs and resources concerning alcohol and other drugs.

Respondents were asked whether or not they experienced additional negative AOD-related experiences post-intervention. Only one respondent reported a post-intervention AOD-related injury and only two reported additional AOD-related citations:
The Year Ahead

Areas of investment for OSCR in 2009-2010 include:

- Continued innovation in case resolution methods that increase effectiveness, improve the educational experience and utilize a social justice lens to ensure access for the entire community.
- Increased efforts to infuse “restorative justice practices” in our FCR process.
- Increased outreach to improve relevancy and awareness of OSCR across campus.
- Improved coordination in ACR & FCR referrals and timeliness for case management.
- Continuous work with evaluation and assessment.
- Strengthened partnerships with DSA and institutional stakeholders.
- Continued presence and contribution to the field on the national level.

“I’m used to being just another student at such a large university but the staff at OSCR were great about reaching out to me with new options when others didn’t work. They seemed to really care about helping to resolve my situation, regardless of roadblocks set up by the other party involved.”