



Office of Student Conflict Resolution

DIVISION OF STUDENT AFFAIRS



Annual Report 2010-2011

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The Year

During the 2010-2011 academic year, the Office of Student Conflict Resolution (OSCR) continued to provide a variety of programs and services designed to support a safe, just, and peaceful community, while helping Michigan students learn how to manage and resolve conflict peacefully. As in previous years, OSCR offered a full spectrum of Adaptable Conflict Resolution (ACR) pathways including Conflict Coaching, Facilitated Dialogue, Shuttle Negotiation, Social Justice Mediation, and Restorative Justice Circles, as well as the Formal Conflict Resolution (FCR) processes described in the *Statement of Student Rights and Responsibilities* and the Adaptable Conflict Resolution for Alcohol and Other Drugs (ACR-for-AOD) Program.

The year was marked, however, with a transition in leadership and organizational structure. After serving as Director since 2006, Jennifer Meyer Schrage left her post at the end of the 2009-2010 academic year to pursue other opportunities. Jay Wilgus was hired as Jennifer's successor in July 2010 after a national search. As Director, Jay focused on completing a transition in organizational structure, while continuing to advance the exceptional work that Jennifer and her predecessors initiated.

Toward that end, the OSCR staff worked diligently during the 2010-2011 academic year to transition from one student conduct database to another, while also managing a record number of alcohol related violations and background check requests. These numbers, along with a sampling of OSCR's other key accomplishments are described in the pages that follow.

The OSCR staff would like to thank Jennifer for her outstanding leadership. During her tenure, OSCR redefined the nature of student conduct and challenged local, regional, and national stakeholders to consider the ways in which power, privilege, and social identity impact student life and the conflicts that arise therein. The Spectrum model Jennifer developed with U-M colleague Monita Thompson continues to influence the national dialogue and serve as the basis for OSCR's work, as it will for years to come.

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 adaptable conflict 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 Team

Lauren Babst, Student Conduct Resolution Facilitator

Rhianna Benberry, Student Conduct Resolution Facilitator

Claudette Brower, Office Supervisor

Alexandra Casperson, Student Conduct Resolution Facilitator

Sophia Elie, Student Conduct Resolution Facilitator

Katie Fleming, Student Conduct Resolution Facilitator

Vanessa Guerra, Student Conduct Resolution Facilitator

Josh Handell, Student Conduct Resolution Facilitator

William Hathaway, Co-General Manager

Akilah Jones, Program Manager, FCR

Carrie Landrum, Program Manager, ACR

Sandy Lymburner, Data Specialist

Dawn Marshall, Associate Director/Co-General Manager

Amy Smola, Finance and HR Specialist

Rokimas Soeharyo , Student Conduct Resolution Facilitator

Damiana Sorrell, Student Conduct Resolution Facilitator

Beth Spektor, Graduate Student Intern

Jennifer Stevenson, Student Conduct Resolution Facilitator

Vanessa Vogel, Student Conduct Resolution Facilitator

David Votruba, Program Manager, ACR-for-AOD

Jay Wilgus, Director

Kathryn Wennerstrom, Finance and HR Specialist

The Accomplishments

OSCR is proud to report the following key accomplishments achieved during the 2010-2011 academic year:

Direct Client Interaction and Service

- Managed 377 referrals through the Adaptable Conflict Resolution for Alcohol and Other Drugs (ACR-for-AOD) program compared with 205 referrals last academic year. This represents nearly an 83% increase in casework for the ACR-for-AOD program in one year.
- Processed 1,944 background checks compared with 959 last academic year. This represents a 103% increase from last year.
- Worked with student volunteers who planned and implemented OSCR's second annual series of events in honor of International Conflict Resolution Day. This effort resulted in the formation of an informal student group called the Peace and Justice Collective.
- Co-hosted training with campus partners to train staff and students in motivational interviewing, which is utilized in OSCR's ACR-for-AOD program.
- Hosted training for students and staff who serve as Student Panelists and Resolution Officers in OSCR's FCR processes.
- Served as practicum site for two unpaid graduate interns: one from U-M Law School and one from the Higher Education program at Bowling Green State University.
- Increased participation on OSCR's Student Advisory Board from three active members to nine and involved them in creating an OSCR logo.
- Completed *Statement* amendment process and distributed amended *Statement* to staff, students, and faculty.

Outreach

- Hosted fourth annual Social Justice Mediation Training to educate UM community on social justice and peace building in a way that recognizes and accounts for differences in power, privilege, and identity.
- Hosted an Advanced Facilitator Training for staff and students trained in mediation who are interested in broadening the applicability of their knowledge base and who want to serve as volunteers in OSCR processes other than social justice mediation.
- Hosted, with significant student support from the Peace and Justice Collective (see above), events in honor of International Conflict Resolution Day, which included a conversation on "Conflict and Culture" in the International Center.
- Invited by U-M Law School to co-create student orientation program for first-year law students that focuses on conflict resolution, social justice, and intercultural competence within the legal profession.

Planning and Assessment

- Initiated effort to create an adaptable conflict resolution pathway for instances of sexual violence to provide a place for survivors to seek justice when they find traditional pathways unavailable or undesirable.
- Worked collaboratively with SAPAC to lead Divisional effort in response to the Dear Colleague Letter issued by the Office for Civil Rights on April 4, 2011.
- Collected programmatic assessment data from nearly 100 students who participated in ACR or FCR processes.
- Explored participation in the National Assessment of Student Conduct Adjudication Processes (NASCAP).
- Developed mechanism for tracking student participation in unit activities as employees, volunteers, participants, and clients to assist with future fundraising efforts.

Administration

- Completed various transitions in OSCR's organizational structure:
 - Hired new Director and transitioned out of interim organizational model supported by Co-General Managers;
 - Hired term-limited Associate Director;
 - Created tiered student employment structure to enhance student engagement and growth opportunities within the unit;
 - Hired first student Program Coordinator to ACR-for-AOD team;
 - Realigned work flow between teams to enhance productivity and eliminate duplicative efforts.
- Implemented, in collaboration with other DSA units, a new student conduct data management system (Advocate) and transitioned away from previous system (PAVE):
 - Launched new data management system (CARE Network) for tracking student behavior that does not result in a disciplinary record and that which travels through one of our ACR pathways.
 - Transitioned OSCR to a paperless data management system thereby saving paper, postage, and human capital.
 - Created governance group (Ja-Gov) for Advocate with all users represented.
- Initiated monthly "inservices" to provide enhanced professional development opportunities for all staff and create a monthly community building opportunity.
- Instituted 1% reduction to base budget for FY 2011 and reduced costs across the unit:
- Transitioned to new HR and Finance management tools under DSA leadership:
 - Concur expense tracking
 - Online self-service payroll reporting
 - E-Recruit
- Completed audit conducted by the Department of Education related to the Clery Act and successfully resolved deficiency areas in collaboration with campus partners.
- Streamlined background-check process with LSA and the Center for Global and Intercultural Study (CGIS) to increase efficiency and accuracy.

The Programs and The Numbers

The *Spectrum Model*

As discussed in previous annual reports, the conceptual framework for OSCR's programs and services is the *Spectrum Model*. The *Spectrum* is a continuum of conflict resolution processes, or "pathways," designed to permit parties to the conflict, rather than a potential code violation, to drive the conflict resolution process.



*Figure developed by Schrage & Thompson, 2008.

OSCR invites participants to make an informed choice regarding the pathways above through three major program areas: FCR, ACR, and ACR-for-AOD. Details regarding each program are provided below.

Formal Conflict Resolution (FCR)

The FCR process occurs when a student is reported to have violated the *Statement of Student Rights and Responsibilities*. Both the complainant (the party reporting the violation) and the respondent (the student named in the complaint) will have the opportunity to meet with student or professional staff at OSCR to discuss their options in the FCR process, and both are entitled to have an advisor present at any meetings with OSCR.

During the 2010-2011 academic year, 114 matters were managed under the FCR process. Details regarding the number/type of reported violations, along with information about the number of instances in which a student was found responsible for the reported violation, are shown in Table C. below. Details regarding the number/type of sanctions applied in those matters are shown Table D. below.

Adaptable Conflict Resolution (ACR)

ACR processes are available when parties experience conflict and choose not to utilize the FCR process. ACR offers various approaches that adapt around individual needs and circumstances. Conflict resolution skills provided by ACR allow each individual involved to have significant influence over the process and substantial control over any outcome, including whether or not a resolution is reached at all. Pathways in ACR include Conflict Coaching, Facilitated Dialogues, Shuttle Negotiation, Social Justice Mediation, and Restorative Justice Circles.

During the 2010-2011 academic year, 28 matters were managed under the ACR program. Those matters involved a total of 46 students.

Table A.

Pathways Used in ACR Program	
Conflict Coaching	6
Facilitated Dialogue	4
Mediation	3
Restorative Justice Circle	1
Shuttle Negotiation	6
Consultation Only	6
Referral to Housing	2
<i>Total</i>	28

Adaptable Conflict Resolution for Alcohol and Other Drugs (ACR-for- AOD)

OSCR's ACR-for-AOD program allows students to address alcohol or other drug-related incidents in a safe, confidential setting without incurring a disciplinary record. While all ACR-for-AOD meetings involve certain key elements, the exact content and outcomes of a student's ACR-for-AOD program will depend upon the nature of the incident and the student's specific needs. A typical ACR-for-AOD meeting involves, among other things, reviewing the *Statement of Student Rights and Responsibilities*, discussing the incident and the student's general AOD usage, and exploring campus resources.

OSCR classifies all ACR-for-AOD incidents into one of three Tiers (Tier I, Tier II, and Tier II+) which determine the sub-pathway of an ACR-for-AOD incident. Tier I designates first-time incidents. Tier II refers to second-time incidents, first-time transports (not occurring in the residence halls) and first-time incidents in a residence hall for a non-resident. Tier II+ includes first-time transports from a residence hall of a resident.

During the 2010-2011 academic year, 377 matters were managed under the ACR-for-AOD program. Details regarding the number/type of sanctions applied in those matters are shown in Table D. on page 12.

Table B.

AOD Related Statement Violations By Tier	
Tier I	166
Tier II	89
Tier II+	122

Report of Actions Taken Through *Statement Processes*

As described in the *Statement*, “[b]ehavior which occurs in the city of Ann Arbor, on University controlled property, or at University sponsored events/programs may violate the *Statement*. Behavior which occurs outside the city of Ann Arbor or outside University controlled property may violate the *Statement* only if the behavior poses an obvious and serious threat or harm to any member(s) of the University community.” During the 2010-2011 academic year, OSCR received and processed 537 reported violations of the *Statement* as described in Table C below.

Table C.

Reported Violations of the <i>Statement of Student Rights and Responsibilities</i>	Total
A. <i>Physically harming another person including acts such as killing, assaulting, or battering</i> <ul style="list-style-type: none"> ○ 1 responsible ○ 2 not responsible ○ 7 transferred to ACR 	10
B. <i>Sexually assaulting another person</i> <ul style="list-style-type: none"> ○ 1 responsible ○ 1 not responsible 	2
C. <i>Sexually harassing another person</i> <ul style="list-style-type: none"> ○ 1 dismissed 	1
D. <i>Hazing</i> <ul style="list-style-type: none"> ○ 3 responsible 	3
E. <i>Stalking or harassing another person</i> <ul style="list-style-type: none"> ○ 2 responsible ○ 1 transferred to ACR 	3
F. <i>Perpetrating domestic violence / intimate partner violence</i> <ul style="list-style-type: none"> ○ 1 responsible ○ 1 not responsible 	2
G. <i>Possessing, using, or storing firearms, explosives, or weapons on University controlled property or at University events or programs</i> <ul style="list-style-type: none"> ○ 1 responsible ○ 1 not responsible ○ 1 transferred to ACR 	3
H. <i>Tampering with fire or other safety equipment or setting unauthorized fires</i> <ul style="list-style-type: none"> ○ 1 responsible ○ 1 complainant withdrawn 	2
I. <i>Illegally possessing or using alcohol</i> <ul style="list-style-type: none"> ○ 433 responsible* ○ 2 not responsible ○ 6 not UM students ○ 4 complainants withdrawn ○ 1 dismissed ○ 2 unresolved 	448
J. <i>Illegally distributing, manufacturing, or selling alcohol</i> <ul style="list-style-type: none"> ○ 1 responsible* 	1
K. <i>Illegally possessing or using drugs</i> <ul style="list-style-type: none"> ○ 19 responsible* 	26

<ul style="list-style-type: none"> ○ 1 not responsible ○ 3 complainants withdrawn ○ 1 dismissed ○ 2 unresolved 	
<p><i>L. Illegally distributing, manufacturing, or selling drugs</i></p> <ul style="list-style-type: none"> ○ 3 not responsible ○ 1 unresolved 	4
<p><i>M. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official</i></p>	0
<p><i>N. Stealing, vandalizing, damaging, destroying, or defacing University property or the property of others</i></p> <ul style="list-style-type: none"> ○ 1 responsible ○ 1 not responsible ○ 6 transferred to ACR ○ 1 complaint withdrawn 	9
<p><i>O. Obstructing or disrupting classes, research projects, or other activities or programs of the University; or obstructing access to University facilities, property, or programs (except for behavior that is protected by the University's policy on Freedom of Speech and Artistic Expression)</i></p> <ul style="list-style-type: none"> ○ 8 responsible* ○ 1 involuntarily withdrawal ○ 1 unresolved 	10
<p><i>P. Making, possessing, or using any falsified University document or record; altering any University document or record, including identification cards and meal cards</i></p>	0
<p><i>Q. Assuming another person's identity or role through deception or without proper authorization. Communicating or acting under the guise, name, identification, email address, signature, or indicia of another person without proper authorization, or communicating under the rubric of an organization, entity, or unit that you do not have the authority to represent</i></p> <ul style="list-style-type: none"> ○ 3 responsible ○ 1 complaint withdrawn 	4
<p><i>R. Failing to leave University controlled premises when told to do so by a police or security office with reasonable cause</i></p>	0
<p><i>S. Conviction, a plea of no contest, acceptance of responsibility, or acceptance of sanctions for a crime or civil infraction (other than a minor traffic offence) in state or federal court if the underlying behavior impacts the University community</i></p> <ul style="list-style-type: none"> ○ 1 responsible 	1
<p><i>T. Misusing, failing to comply with, or jeopardizing Statement procedures, sanctions, or mediated agreements, or interfering with participants involved in the resolution process</i></p> <ul style="list-style-type: none"> ○ 3 responsible* ○ 1 unresolved 	4
<p><i>U. Violating University computer policies</i></p>	0
<p><i>No Violation</i></p> <ul style="list-style-type: none"> ○ 2 dismissed ○ 2 transferred 	4
<p>TOTAL</p> <ul style="list-style-type: none"> ○ 537 total contacts managed by OSCR 	537

*A portion of *Statement* violations in this category were managed through the ACR-for-AOD program.

Sanctions or Interventions Applied to Students Found Responsible for a Reported Violation

As described in the *Statement*, the sanctions or interventions applied to students who accept responsibility for a reported violation, or who are found responsible for a violation through a *Statement* process, are designed to promote the University's educational mission. "Sanctions/interventions may also serve to promote safety or to deter students from behavior which harms or threatens people or property or is motivated by bias because of membership in a group listed in Section 2 [of the *Statement*]. Some behavior is so harmful to the University community or so deleterious to the educational process that it may require more serious sanctions/interventions such as removal from housing, removal from specific courses or activities, suspension from the University, or expulsion." During the 2010-2011 academic year, the following sanctions/interventions were utilized in the FCR and ACR-for-AOD programs:

Table D.

Sanction/Intervention Type	Total
<p><i>A. Formal Reprimand:</i> A formal notice that the <i>Statement</i> has been violated and that future violations will be dealt with more severely.</p> <ul style="list-style-type: none"> ○ 19 behavioral contract ○ 1 other 	20
<p><i>B. Disciplinary Probation:</i> A designated period of time during which the student is not in good standing with the University. The terms of probation may involve restrictions of student privileges and/or set specific behavioral expectations.</p> <ul style="list-style-type: none"> ○ 65 general ○ 3 University Housing only 	68
<p><i>C. Restitution:</i> Reasonable compensation for loss, damage, or injury to the appropriate party in the form of community service or service learning, money, or material replacement.</p> <ul style="list-style-type: none"> ○ 2 apology letter 	2
<p><i>D. Restriction from Employment at the University:</i> Prohibition or limitation on University employment.</p>	0
<p><i>E. Class/Workshop Attendance:</i> Enrollment and completion of a class or workshop that could help the student understand why certain behavior was inappropriate.</p> <ul style="list-style-type: none"> ○ 202 Brief Alcohol Screening and Intervention for College Students (BASICS) ○ 57 Assessment for Substance Abuse Patterns (ASAP) ○ 13 Individual Marijuana Education Program (IMEP) ○ 1 other alcohol/drug intervention ○ 1 other 	274
<p><i>F. Educational Project:</i> Completion of a project specifically designed to help the student understand why certain behavior was inappropriate.</p> <ul style="list-style-type: none"> ○ 63 reflection essay ○ 60 other 	123
<p><i>G. Service:</i> Performance of one or more tasks designed to benefit the community and help the student understand why certain behavior was inappropriate.</p> <ul style="list-style-type: none"> ○ 119 community connection meeting with Hall Director ○ 115 restorative measures through community connection meeting ○ 1 other 	235
<p><i>H. University Housing Transfer or Removal:</i> Placement in another room or housing unit or removal from University housing.</p> <ul style="list-style-type: none"> ○ 4 transfer/removal from University Housing ○ 2 contract termination from University Housing ○ 6 no reapplication to University Housing 	12
<p><i>I. Removal from Specific Courses or Activities:</i> Suspension or transfer from courses or activities at</p>	0

the University for a specified period of time.	
<i>J. No Contact:</i> Restriction from entering specific University areas and/or all forms of contact with certain person(s). <ul style="list-style-type: none"> o 5 restriction from contact with certain person(s) 	5
<i>K. Suspension:</i> Separation from the University for a specified period of time or until certain conditions are met.	0
<i>L. Expulsion:</i> Permanent separation from the University. <ul style="list-style-type: none"> o 1 voluntary permanent separation 	1

The Year Ahead

Areas of focus for OSCR in 2011-2012 will include:

- Implementing an interim procedure for addressing sexual misconduct allegations against students in response to guidance issued by the Office for Civil Rights;
- Participating in the development of a long-term policy for addressing sexual misconduct in the student population;
- Hiring an Associate Director;
- Creating learning objectives for students who use OSCR services;
- Finalizing the OSCR logo; and
- Updating the OSCR website.