



STUDENT LIFE

OFFICE OF STUDENT CONFLICT RESOLUTION
UNIVERSITY OF MICHIGAN

Annual Report 2016-2017



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The Year

Directors Reflection on the Year:

During the 2016-2017 academic year, services and support provided by the Office of Student Conflict Resolution (OSCR) remained in high demand. In keeping with our educational mission and mandate the Office of Student Conflict Resolution provided a full spectrum of program and services tailored to meet the ever-changing needs of the campus community. OSCR services are designed to repair harm in community in a way that seeks to fully support a safe, just, and peaceful community while teaching and enhancing community competencies in the area of conflict management, resolution, restoration and transformation.

In the 2016-2017 academic year OSCR utilized each of its conflict resolution pathways, including; conflict coaching, facilitated dialogue, social justice mediation, shuttle negotiation, social justice mediation, restorative justice circles, as well as the formal arbitration process outlined in the Statement of Student Rights and Responsibilities.

As is true year over year the highest area of service delivery within our core work is related to high-risk behavior around alcohol and other drugs. The 2016-2017 academic year did see a 12% decrease in caseload under the ACR for AOD program. However, this was eclipsed by a increase of over 80% in student contact/engagement in Adaptable Conflict Resolution (ACR) pathways.¹

Workshop requests increased by 50% in 2016-2017 over the previous year.² The OSCR team facilitated 36 workshops/class sessions on topics that ranged from conflict resolution skills to conflict styles, communication skills and non-violent communication, conflict and culture, and team/group conflict resolution. Individuals/groups requesting OSCR training ranged from colleges to departments to student clubs, groups and organizations. Group sizes ranged from 3 to 150 participants. 33 of the 36 workshops were facilitated or co-facilitated by student staff facilitators.

OSCR has also been in demand to share our expertise nationally. OSCR staff provided multi-day onsite training experiences for two higher education institutions. Training was tailored to the needs of each requesting institution, but focused on utilizing restorative practices in the work of student conduct and conflict resolution in their unique Higher Education community and context.

The year(s) to come will require OSCR to continue to innovate as we lead the field of Student Conduct and Conflict Resolution. Through the University's Diversity, Equity and Inclusion plan we are presented with ever-increasing opportunity and invitation to deepen our own cultural competency. At the same time, the complexities of societal and community change will undoubtedly call on OSCR to continue to bring our expertise to the fore as we seek to support all members of our University of Michigan community.

In 2017-2018 and the years to come we will seek to promote experiences of conflict as educational and "life-giving opportunities for creating constructive change processes that reduce violence, increase justice in direct interaction and social structures, and respond to real-life problems in human relationships."³

Peace,



Erik S. Wessel, D.Ed.

¹ In 2015-2016 138 students engaged in at least one form of adaptable conflict resolution. In 2016-2017 this number increased to 251 students.

² In 2015-2016 OSCR received 24 requests for workshops and training. This increased to 36 requests in the current year.

³ *The Little Book of Conflict Transformation* (2003, pg. 14), John Paul Lederach

The Mission

OSCR provides a variety of programs and services designed to support a safe, just and peaceful community, and to help Michigan students learn how to manage and resolve conflict peacefully. OSCR offers a full-spectrum of conflict resolution pathways to meet a wide spectrum of needs within the community.. These include Facilitated Dialogue, Restorative Justice Circles, Shuttle Negotiation, Social Justice Mediation, as well as the Formal Conflict Resolution process as described by the [Statement of Student Rights and Responsibilities](#). The *Statement* is a community-owned expression of Michigan's values that outline both the rights that U-M students enjoy as well as responsibilities they accept as members of this community. OSCR continually strives to Build Trust, Promote Justice, and Teach Peace.

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; and
- 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; and
- 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; and
- Striving to set the national standard for campus conflict resolution.

The Team⁴

Professional Staff

Noah Attal, Program Assistant

Nadia Bazy, Assistant Director

Claudette Brower, Office Supervisor

Jesús Hernández, Associate Director

Lorenzo Shaw-Graham, Program Specialist

Carrie Landrum, Program Manager (ACR)

Sandy Lymburner, Records Specialist

Shana Schoem, Program Manager (FCR)

Erik Wessel, Director

Joe Zichi, Assistant Director

Student Staff

Carly Friedrich, Conflict Resolution Program Coordinator

Fabiola Galguera, Conflict Resolution Facilitator

Kingsli Kraft, Conflict Resolution Facilitator

Gabriella Lanzi, Conflict Resolution Facilitator

Serenity Lee, Conflict Resolution Facilitator

Bridget Morse-Karzen, Conflict Resolution Facilitator

Kristin O'Donnell, Conflict Resolution Facilitator

Caitlyn Thelen, Conflict Resolution Program Coordinator

Kevin Xu, Conflict Resolution Facilitator

⁴ Titles/Roles reflect most current status at the close of this report's time period.

The Accomplishments

Although not nearly an exhaustive list, OSCR is proud to report the following selected key accomplishments from the 2016-2017 academic year:

Staff & Community Training

- OSCR staff developed, revised and implemented the annual training for student peer facilitators. This 40 hour training was robust and covered a broad scope of critical components, including both hard and soft skills related to the work (e.g. database case management, social identity and cultural competency training).
- OSCR staff revised, enhanced and implemented the two day annual training for the formal conflict resolution process (Arbitration) outlined in the Statement of Student Rights and Responsibilities. This training is provided on an annual basis for around 40 staff and students nominated to serve as resolution officers and student panelists in the arbitration process.

Staffing Highlights

- With the implementation of new sexual misconduct policy in 2016 it became necessary to increase staffing to meet increasing caseloads and ensure timely processes. In response, OSCR hired the first Case Manager for the Sexual Misconduct processes.

Unit Professional Development & Advancement

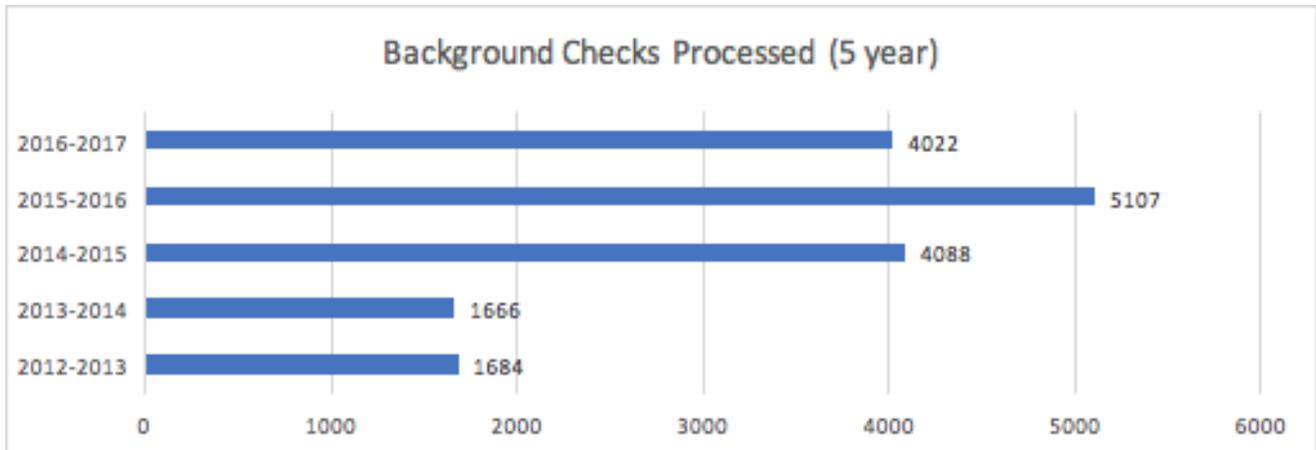
- In our ongoing efforts to ensure relevant and competent practices in OSCR, staff participated in the Intercultural Development Inventory (IDI). All staff engaged in learning around our own cultural competency as individuals and as a team.

Partnerships & Support Provided

- OSCR provided conflict resolution services and/or presentations for several schools and colleges, including: the School of Information, the School of Social Work, the School of Engineering, the Office of Graduate and Postdoctoral Studies and the Medical School.

Administrative Accomplishments

- OSCR staff completed 4022 background checks at the request of students. Timely responses to background check requests allow students smooth transitions to graduate schools, workplaces, etc.



Regional & National Engagement

- OSCR provided in-person or virtual training and consultation for five institutions interested in exploring the implementation of restorative practices in their own community context.
- OSCR hosted two K12 school groups (1 elementary, 1 high school) for dialogue on conflict resolution skills and restorative justice.
- OSCR staff continue to represent at the national level with service to professional organizations and conference presentations. Staff presented at the Association of Student Conduct Administrators (ASCA), the National Association of Community and Restorative Justice, The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery conference, and the ASCA Sexual Misconduct Institute.

The Programs by the Numbers

The *Spectrum Model*

As discussed in previous annual reports, the conceptual framework for OSCR's programs and services is the *Spectrum Model*⁵. The *Spectrum* is a continuum of conflict resolution processes, or "pathways," designed to permit parties to a conflict, rather than a potential policy violation, drive the conflict resolution process.



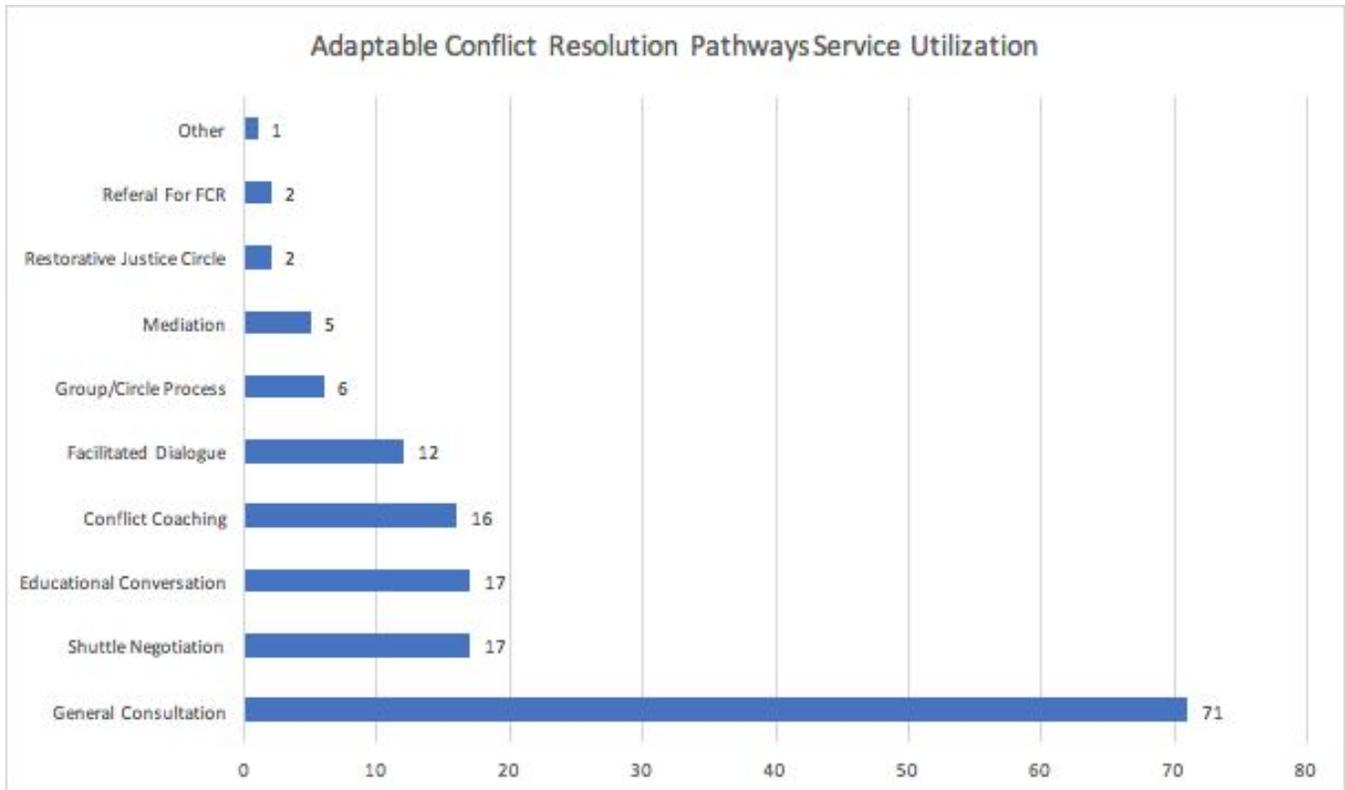
OSCR invites participants to make an informed choice regarding the pathways above through three major program areas: FCR, ACR, and ACR-for-AOD. Details regarding each program are provided below.

Adaptable Conflict Resolution (ACR)

ACR processes are available when parties experience conflict and would like to resolve the matter in an informal way. ACR pathways allow each individual involved in a conflict to retain as much agency over the process and substantial control over any outcome, including whether or not a resolution is ultimately reached at the conclusion of the process. It should also be noted that many students choose to consult with OSCR without engaging in any further conflict resolution services. Pathways in ACR include Conflict Coaching, Facilitated Dialogue, Shuttle Negotiation, Social Justice Mediation, and Restorative Justice Circles. During the 2016-2017 academic year, 143 processes were managed under the ACR program⁶. Those matters involved a total of 251 students and 11 student organizations.

⁵ The Spectrum Model developed by Schrage and Thompson, 2008; published in *Reframing Campus Conflict* (Schrage & Giacomini, 2009).

⁶ This number is greater than the total number of matters addressed due to the flexibility of the ACR process often utilizing multiple pathways to resolve complex experiences of conflict within community.



Formal Conflict Resolution (FCR)

The FCR process is available 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) have an opportunity to meet with an OSCR staff member to discuss their options to resolve the conflict, and both are entitled to have an advisor present at any meetings with OSCR.

During the 2016-2017 academic year, 28 matters were managed under the FCR program. 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 A below. Details regarding the number/type of sanctions/interventions applied in those matters are shown in Table C below.

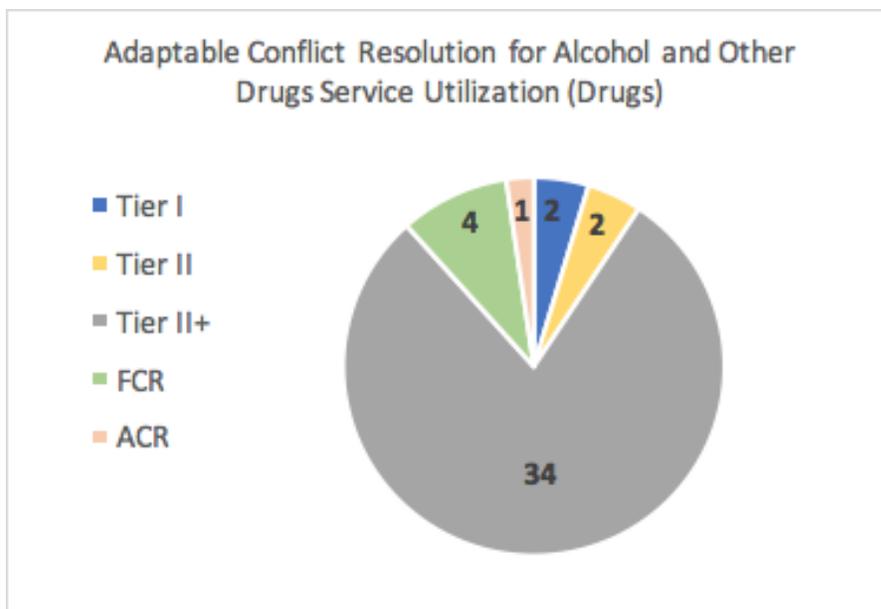
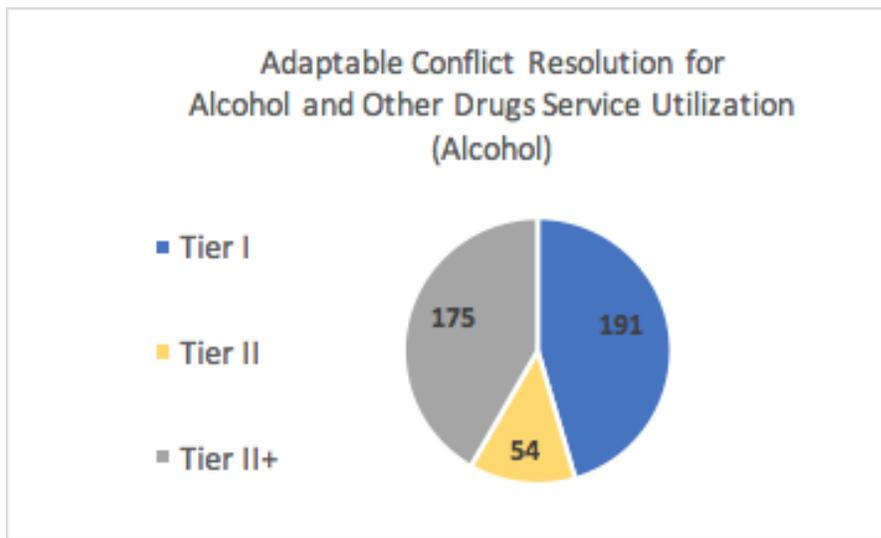
Adaptable Conflict Resolution for Alcohol and Other Drugs (ACR-for-AOD)

OSCR's ACR-for-AOD program allows students to address alcohol or other drug-related incidents in a safe, private setting without incurring a disciplinary record. While all ACR-for-AOD meetings involve certain key elements, the exact content and outcome of a student's ACR-for-AOD meeting(s) 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 categorizes 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.

1. Tier I is reserved for a first-time AOD incidents.
2. Tier II includes second-time non-transport incidents or first-time transports that have occurred off campus as well as incidents involving non-housing residents that occur within the residence halls.
3. Tier II+ includes first-time transports from a residence hall and second time incidents in housing involving residents. While these guidelines are true for most cases, each case is reviewed individually and may fall into different categories (for example as determined by the impact of the incident on our University community).

During the 2016-2017 academic year, 458 matters were managed under the ACR-for-AOD program. 420 of these matters involved only a violation of H: Illegally possessing or using alcohol. Details regarding the number/type of sanctions applied in those matters are shown in Table C on page 15.⁷



⁷ The count for the ACR for AOD Tiers does not include "Other Drugs" which are also managed under the overall ACR for AOD Program.

Statement Violation Statistics

Per the *Statement*, “When students choose to accept admission to the University, they accept the rights and responsibilities of membership in the University’s academic and social community. As members of the University community, students are expected to uphold its previously stated values by maintaining a high standard of conduct... Students are expected to comply with published University policies. The following behaviors, for example, contradict the values of the University community and are subject to action under the *Statement*.” During the 2016-2017 academic year, OSCR received and processed 513 reported violations of the *Statement* as described in Table C below.

Table A.

| Reported Violations of the <i>Statement of Student Rights and Responsibilities</i> | Total |
|---|--|
| <p><i>A. Physically harming another person including acts such as killing, assaulting or battering</i></p> <ul style="list-style-type: none"> ○ 2 Responsible FCR | 2 |
| <p><i>B. Engaging in sexual misconduct as defined by the University's Student Sexual Misconduct Policy. Students who are reported to have experienced or engaged in sexual misconduct are subject to the resolution procedures outlined in the Student Sexual Misconduct Policy.</i>⁸</p> | N/A: see Student Sexual Misconduct Annual Report |
| <p><i>C. Hazing</i>⁹</p> | 0 |
| <p><i>D. Stalking another person as defined by the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence. Students who are reported to have experienced or engaged in stalking by other students are subject to the resolution procedures outlined in the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence.</i>¹⁰</p> | 0 |
| <p><i>E. Perpetrating intimate partner violence (also known as dating or domestic violence) as defined by the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence. Students who are reported to have engaged in or experienced intimate partner violence by other students are subject to the resolution procedures</i></p> | 0 |

⁸ All data related to Sexual Misconduct is reported through the annual *Student Sexual Misconduct Annual Report* provided by and available through the Office for Institutional Equity.

⁹ Hazing is also addressed at an institutional level through the GARP (Greek Life) and SOAR (Student Organization) group conduct processes. Cases addressed under other policies and processes are not represented in this data.

¹⁰ Although still a violation of community values as espoused in the SSRR, as of July 1, 2016 Stalking behavior of a sexual or gender-based nature is managed under the *University of Michigan Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence*.

| | |
|---|-----|
| <i>outlined in the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence.¹¹</i> | |
| <p><i>F. Harassing or bullying another person –physically, verbally, or through other means.</i></p> <ul style="list-style-type: none"> ○ 3 (FCR) Responsible ○ 2 (FCR) Not Responsible ○ 1 In Progress ○ 1 Referred to FCR | 7 |
| <i>G. Tampering with fire or other safety equipment or setting unauthorized fires.</i> | 0 |
| <p><i>H. Illegally possessing or using alcohol¹²</i></p> <ul style="list-style-type: none"> ○ 191 (Tier I) Responsible ○ 54 (Tier II) Responsible ○ 175 (Tier II+) Responsible ○ 2 Complaint Dropped by Complainant ○ 2 Complaint Dismissed by RC ○ 4 (FCR) Responsible ○ 1 (FCR) Not Responsible ○ 3 Referred to ACR ○ 9 Referred to FCR | 441 |
| <i>I. Illegally distributing, manufacturing or selling alcohol</i> | 0 |
| <p><i>J. Illegally possessing or using drugs</i></p> <ul style="list-style-type: none"> ○ 2 (Tier I) Responsible ○ 2 (Tier II) Responsible ○ 34 (Tier II+) Responsible ○ 1 (FCR) Responsible ○ 1 Referred to ACR Modified Tier I ○ 3 Referred to FCR | 43 |
| <i>K. Illegally distributing, manufacturing or selling drugs</i> | 0 |
| <p><i>L. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official</i></p> <ul style="list-style-type: none"> ○ 1 (FCR) Not Responsible | 1 |

¹¹ Although it remains a violation of community values as espoused in the SSRR, as of July 1, 2016 Intimate Partner Violence (IPV) behavior is managed under the *University of Michigan Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence*.

¹² “Other drug”-related matters are sometimes eligible for ACR for AOD at the discretion of the Resolution Coordinator. The focus is placed on wellness/safety for the student and the community.

| | |
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| <p><i>M. Stealing, vandalizing, damaging, destroying or defacing University property or the property of others</i></p> <ul style="list-style-type: none"> ○ 1 Referred to ACR entered into a Shuttle Negotiation Agreement ○ 1 In Progress | 2 |
| <p><i>N. 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"> ○ 2 (FCR) Responsible ○ 3 Referred to ACR Facilitated Dialogue ○ 1 Charges Dropped ○ 1 Referred to FCR | 7 |
| <p><i>O. Making, possessing or using any falsified University document or record; altering any University document or record, including identification cards and meal cards</i></p> <ul style="list-style-type: none"> ○ 4 Referred to ACR Facilitated Dialogue ○ 1 Complaint Dropped by RC | 5 |
| <p><i>P. 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"> ○ 1 Education letter Sent | 1 |
| <p><i>Q. 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>R. 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> | 0 |
| <p><i>S. 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"> ○ 2 FCR Not Responsible | 2 |
| <p><i>T. Violating University computer policies</i></p> <ul style="list-style-type: none"> ○ 1 Referred to ACR Facilitated Dialogue | 1 |
| <p><i>U. Possessing, using, or storing firearms, explosives, or weapons on University controlled property or at University events or programs (unless approved by the Department of Public Safety; such approval will be given only in extraordinary circumstances).</i></p> | 1 |

| | |
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| ○ 1 In Progress | |
| <i>Other U-M Policy Violations</i> ○ 25 Urinating in Public | 25 |
| TOTAL Reported Violations Received and Processed by OSCR in 2016-2017 | 538 |

Table B.

| OTHER | Total |
|--|--------------|
| Cases determined to be beyond OSCR purview ○ 5 Alcohol Transports (over 21+) ○ 2 Not A Student at Time of incident ○ 4 Non Affiliates with U of M | 11 |
| OSCR conducted outreach ○ 1 No Complaint Submitted | 1 |
| Managed by Academic Unit per existing Memorandum of Understanding ○ 1 College of Pharmacy | 1 |
| Total Other | 13 |

Educational & Restorative Interventions

As described in the *Statement*, sanctions or interventions that are designed to promote the University's educational mission are applied to students who accept responsibility for a reported violation, or who are found responsible for a violation through a *Statement* process. "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 2016-2017 academic year, the following sanctions/interventions were utilized with students who were found responsible, or who accepted responsibility, for a reported violation, these sanctions are inclusive of the sanctions/interventions under the *Statement*.

Table C.

| 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"> ○ 3 Behavioral Contract | 3 |
| <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"> ○ 16 Disciplinary Probation | 16 |
| <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. This may also include a written or verbal apology as deemed appropriate.</p> <ul style="list-style-type: none"> ○ 2 Apology ○ 2 Recommended Apology | 4 |
| <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"> ○ 139 Brief Alcohol Screening and Intervention for College Students (BASICS) ○ 57 Assessment for Substance Abuse Patterns (ASAP) ○ 28 Individual Marijuana Education Program (IMEP) ○ 2 Other Alcohol/Drug Intervention ○ 3 Conflict Coaching ○ 1 Marijuana check up and go ○ 1 Sexual Harassment Training ○ 1 EChug ○ 5 Recommended Counseling ○ 2 Anger Management Workshop ○ 36 Wellness Coaching ○ 2 Other | 277 |

| | |
|---|-----|
| <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"> ○ 39 Reflection Essay ○ 16 Educational Project ○ 2 Journal Entries ○ 1 Meeting ○ 30 Check in Meeting with OSCR Staff | 88 |
| <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"> ○ 193 Community Connection Meeting with Hall Director ○ 190 Restorative Measures Through Community Connection Meeting | 383 |
| <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"> ○ 3 Housing Transfer or Removal ○ 2 Housing Probation ○ 1 Housing Warning | 6 |
| <p><i>I. Removal from Specific Courses or Activities:</i> Suspension or transfer from courses or activities at the University for a specified period of time</p> <ul style="list-style-type: none"> ○ 3 Removal from specific courses ○ 1 No participation in Fencing Club | 4 |
| <p><i>J. No Contact:</i> Restriction from entering specific University areas and/or all forms of contact with certain person(s).</p> <ul style="list-style-type: none"> ○ 2 Restriction from Contact with Certain Person(s) | 2 |
| <p><i>K. Suspension:</i> Separation from the University for a specified period of time or until certain conditions are met.</p> <ul style="list-style-type: none"> ○ Suspension | 0 |
| <p><i>L. Expulsion:</i> Permanent separation from the University.</p> | 0 |

Build Trust. Promote Justice. Teach Peace.