



Office of Student Conflict Resolution

DIVISION OF STUDENT AFFAIRS



Annual Report 2009-2010

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Office of Student Conflict Resolution Annual Report

2009-2010

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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 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 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* 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 2009-2010

Lauren Babst, Undergraduate Student Intern
Claudette Brower, Administrative Assistant and Office Supervisor
Erin Bunton, Student Conflict Resolution Coordinator
Alex Casperson, Undergraduate Student Intern
Vanessa Guerra, Undergraduate Student Intern
Josh Handell, Undergraduate Intern
Will Hathaway, Ed.D. Co-General Manager
Akilah Jones, Assistant Director
Carrie Landrum, Program Manager
Sandy Lymburner, Data Specialist
Dawn Marshall, J.D. Co-General Manager
Jennifer Meyer Schrage, J.D. Director
Rokimas Putra Soeharyo, Undergraduate Student Intern
Beth Spektor, Graduate Intern
Amanda Stasinski, Graduate Intern
Jennifer Stevenson, Undergraduate Student Intern
David Votruba, Ph.D., Program Manager

The Year

In academic year 2009-2010, OSCR continued to offer a range of dispute resolution services to students at the University of Michigan. OSCR's innovative resolution "pathways" 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*.

This year has been a period of culminating accomplishment and significant transition for OSCR. The realignment of the office as a full-spectrum dispute resolution provider continued, and OSCR staked a legitimate claim as the leading example of a new approach to student conduct. Accompanying this success was turnover in three professional positions, including that of Director. As a result, the office has been in an ongoing state of transition from the beginning of the fiscal year. To guide the office through this period, OSCR experimented with a different interim leadership model. During the second half of the fiscal year, responsibility for directing the office was shared by a team of two Co-General Managers. Perhaps OSCR's primary accomplishment under the circumstances is the continuation of its operations and progress toward annual goals. We aimed to "thrive, not just survive."

OSCR's 2009-2010 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 2009-2010, 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

Dawn Marshall, J.D.

Co-General Manager

William Hathaway, Ed.D.

Co-General Manager

The Work

Community Partnerships

OSCR is part of a response network in the Division of Student Affairs and across the University. Together, these staff members ensure that every student in crisis is receiving all the appropriate support and attention the University can provide. Representatives from OSCR meet with staff from other offices to confidentially discuss each instance of a student faced with a significant challenge.

OSCR and the UM's Sexual Assault Prevention and Awareness Center (SAPAC) staff work closely together. One product of this collaboration is SAPAC's innovative "toolkit" – a guide 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. In March, OSCR participated in a public presentation to the U.S. Department of Justice (DOJ) to showcase our "Coordinated Community Response to Sexual and Intimate Partner Violence on Campus." Assistant Attorney General Ignacia Moreno and Susan Williams, Associate Director of the DOJ Office of Violence Against Women, both heard firsthand how OSCR collaborates closely with SAPAC to provide top quality services to students.

In May, OSCR's approach to conflict resolution with a social justice lens was again highlighted in a presentation to the 2010 LSA Academic Advising Conference. "Discovering the Unimagined: Eliciting Student Stories as a Tool of Advising" was a collaboration with staff from the Center for the Education of Women and the Newnan Advising Center, initiated by OSCR to share key concepts used in social justice mediation and other methods of engaging conflict as a framework to influence our interactions with students.

Partnerships are an essential basis for OSCR's *Adaptable Conflict Resolution for Alcohol and Other Drug (ACR for AOD)* resolution pathway. As part of this effort, OSCR works closely with University Health Services (UHS) and Residential Education leadership. The challenges posed by student use of alcohol and other drugs bring OSCR's staff into active participation in several collaborative teams including the Ann Arbor Campus Community Coalition, the Alcohol and Other Drugs Collaborative Risk Management Committee and the Substance Abuse Education Network. The ACR for AOD Program Manager also serves as OSCR-Counseling and Psychological Services (CAPS) Liaison and as a Brief Alcohol Screening and Intervention for College Students (BASICS) BASICS and Individual Marijuana Education Program (IMEP) Facilitator.

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. Consultations for background disciplinary checks increased dramatically to over 900 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.

The Statement of Student Rights and Responsibilities

OSCR's pivotal place within the University community is embedded in the office's role as steward of the *Statement of Student Rights and Responsibilities* (the *Statement*). In 2009, the tri-annual *Statement* amendment review commenced and OSCR staff members spent much of the academic year shepherding that process. OSCR worked throughout to encourage a more inclusive and collaborative approach to the *Statement* 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 September, OSCR hosted several Community Dialogues on the *Statement* to invite community participation in reviewing and possibly amending the *Statement*. A committed group of staff and students met regularly to propose and refine several thoughtful amendments to the *Statement* that were then submitted to the Student Relations Advisory Committee (SRAC) for review.

In November, OSCR began working with SRAC to ensure a smooth and efficient *Statement* amendment process. OSCR staff acted as a liaison between the committee and the University community, and worked with amendment proposers to find win/win modifications to proposed amendments that would meet the needs of everyone involved. Several SRAC leaders expressed gratitude for OSCR's quality service to the committee.

In April, OSCR's hard work administering the *Statement* Amendment Process was rewarded when President Coleman approved the 2010 *Statement* by accepting every proposed amendment to the *Statement*. The revised, gender-neutral *Statement* now includes information about ACR, highlights the spectrum of options available to students, eliminates some formalistic language and emphasizes the educational nature of OSCR's approach to student conflict, among other things. OSCR will educate the community and ensure awareness and understanding of the amended *Statement* through a strategic roll-out in early FY 2011. A new postcard piece will serve as a cost-effective means for directing students and their parents to the *Statement* online. The postcard was ready for distribution during 2010 summer orientation.

Building Capacity

In 2009-2010, OSCR staff conducted numerous workshops and presentations on OSCR services and/or conflict resolution for various entities including the Telluride Association, Michigan Student Assembly, the School of Social Work, the School of Nursing, Recreational Sports, Residence Education, the International Center and a course in the Center for African American Studies. The OSCR team conducted a panelist and resolution officer recruitment process and presented the second iteration of an enhanced three-day training for these new arbiters. OSCR successfully trained a total of 28 student panelists and five new resolution officers (ROs). As part of this event, OSCR collaborated with the Division of Student Affairs (DSA) partners including Intergroup Relations (IGR), University Health System (UHS) and Sexual Assault Prevention and Awareness Center (SPAC).

OSCR implemented several successful initiatives in 2009-2010 in the pursuit of promoting justice and teaching peace. The first of these was an Executive Seminar on Social Justice and Conflict Resolution in August 2009, which was attended by a cohort of University leadership. These executives participated in a two-day workshop designed to introduce them to the social justice approach to conflict resolution.

The Executive Seminar was immediately followed by OSCR's much sought-after annual Social Justice Mediation Training. This initiative contributed newly trained mediators to the volunteer pool who served students as mediators throughout the year and also assisted in spreading the word about OSCR's socially just approach to resolving conflict. Additionally, the training served students outside of OSCR, who benefitted from enhanced service delivery by trained mediators in other roles across the University. OSCR's first cumulative Social Justice Mediation Assessment confirmed what was suspected: University staff members who are trained in social justice mediation regularly use the knowledge and skills they gleaned in the training in their day-to-day work with students. In this way, OSCR is assisting in changing the campus culture by promoting a socially just approach to managing conflict and interacting with others.

In November, OSCR hosted two events. The first was a *Community Conversation on Campus Conflict Management using a Social Justice Lens* in honor of International Conflict Resolution Day. A panel of guest speakers gave a panel presentation and led small group dialogues that drew together students, faculty and staff. Later that month a nationally broadcast webinar brought together OSCR Director Jennifer Schrage with two of her co-authors to discuss their book: *Reframing Campus Conflict: Student Conduct Practice through a Social Justice Lens*.

Leadership in Student Conflict Resolution

In 2009-2010, OSCR continued to receive 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:

- OSCR launched the book *Reframing Campus Conflict: Student Conduct Practice through a Social Justice Lens* (co-edited by OSCR Director Jennifer Schrage).
- The Schrage/Thompson model of student conflict through a social justice lens was presented at the 2010 ASCA, ACPA and NASPA conferences.
- Jennifer Schrage was honored with the Association for Student Conduct Administration’s (ASCA) "Individual of Excellence" award at the ASCA national conference in February 2010. Jennifer's work reframing the dialogue on campus conflict was cited as a significant contribution to the field.
- OSCR presented the events, *Conversation on Campus Conflict Management using a Social Justice Lens* on November 5, 2009, and a webinar, *Judicial Affairs 2010: New Practices for Conduct & Conflict for a New Decade* on November 11, 2009.
- OSCR updated its website to provide easier navigation and to more accurately represent its dispute resolution pathways, the newly amended *Statement*, OSCR staff list and office location. The revised website includes a link to OSCR’s new donation page created to invite financial support of conflict resolution work on campus.
- OSCR ensured continued community engagement in and successful completion of the amendment process for a revised *Statement* by the April 15, 2010, deadline.
- OSCR reflected on the *Statement* amendment process and documented lessons learned for purposes of improving the next amendment cycle. OSCR created a manual containing interviews and documents to provide a narrative detailing all the steps involved. This record will serve as a reference guide for the next iteration of the *Statement* amendment process.
- OSCR updated and streamlined case file and data management practices. This involved updating Procedure Manuals, auditing and closing cases. OSCR improved the process for requesting data and reports to be more efficient, reliable and accurate. A new report request form was implemented in January 2010.
- OSCR designed and implemented a follow-up survey for all past participants in its Social Justice Mediation Training. OSCR also instituted an online performance evaluation questionnaire to gather feedback in “360 degree” evaluations of individual OSCR staff members.
- In partnership with other DSA units, OSCR invested a significant amount of time conducting a review of possible new case databases. A new database was selected in spring 2010. Together with other DSA partners, OSCR staff members contributed

significant time to prepare, create, refine and implement a completely new database to manage campus conflict.

- OSCR staff members engaged in several programs to obtain deeper understanding of diversity, social identity and privilege. Foremost among these was presented by the Spectrum Center LGBTQ *Ally* training for all OSCR staff and student employees in March 2010.
- In an effort to fulfill 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 engaged in outreach at events including Festifall, Northfest and other similar community events.
- OSCR updated and streamlined ACR-for-AOD case file and data management practices. This involved updating procedure manuals, auditing and closing cases.
- OSCR developed and implemented an online social networking campaign for OSCR (e.g. Twitter and Facebook accounts).
- OSCR provisioned motivational interviewing training for both OSCR and DSA staff members.

Case Management

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 pathways. 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. 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 third year in a row, OSCR succeeded in resolving over 70% of cases through one of the less formal conflict resolution pathways that we refer to as ACR.



Note: Figure developed by Schrage & Thompson, 2008.

2009 – 2010 Case Management Overview

314 Cases were opened in OSCR.

49 Cases traveled exclusively in the FCR pathway.

232 Cases traveled exclusively in ACR pathways involving a total of 345 students.

10 Cases traveled through both FCR and ACR pathways prior to resolution. All 10 cases were successfully resolved (5 through ACR/ACR for AOD and 5 in FCR).

959 Requests for records information were processed by OSCR from July 2009 through June 2010.

Formal Conflict Resolution (FCR) Program

A case entering OSCR FCR pathways might follow one of these three routes:

- *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 help 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 and determines the appropriate resolution. A pool of volunteer Resolution Officers (faculty and staff), Student Panelists (students) and Advisors (students, faculty and staff) provide essential leadership and support in this process.
- *Referral to the 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 Resolution Coordinator believes that ACR is an appropriate form of resolution, then the Resolution Coordinator will coordinate the transfer of the case to the ACR process.

FCR Summary

In 2009-2010, Team Justice managed 49 cases solely in FCR. Team Justice jointly handled 10 cases with ACR and ACR for AOD.

Second to illegal substance-use, cases involving stealing, vandalism or destruction of University property or the property of others was the next highest in case traffic for Team Justice. Allegations of stealing or vandalism constituted 18% of the non-AOD alleged *Statement* violations coming through OSCR in 2009-2010.

The third highest alleged *Statement* violations coming to OSCR involved allegations of assault. This was an increase from what OSCR has seen in past years. Assault cases constituted about 6% of OSCR's non-AOD cases, or 14% of all cases under the *Statement*.

University Housing (which includes complaints from Residence Education, Northwood and Housing Security) is a frequent complainant in the FCR process. Their complaints

constitute 65% of all cases resolved through FCR with students serving as the complainant in 21% of the remaining cases.

Cases being resolved through arbitration remained consistent with 2008-2009 levels. In 2008-2009, Team Justice resolved four cases handled through arbitration. The year prior, Team Justice had a record number of 10. To date, Team Justice has had three cases go through arbitration and there are still two pending arbitration cases this summer. Students have been found responsible in all three of these cases. Of the cases that have gone through arbitration, Residence Education served as the complainant for two of the cases, the other case was a student-to-student conflict. One of the cases that went through arbitration was a male-to-male sexual assault.

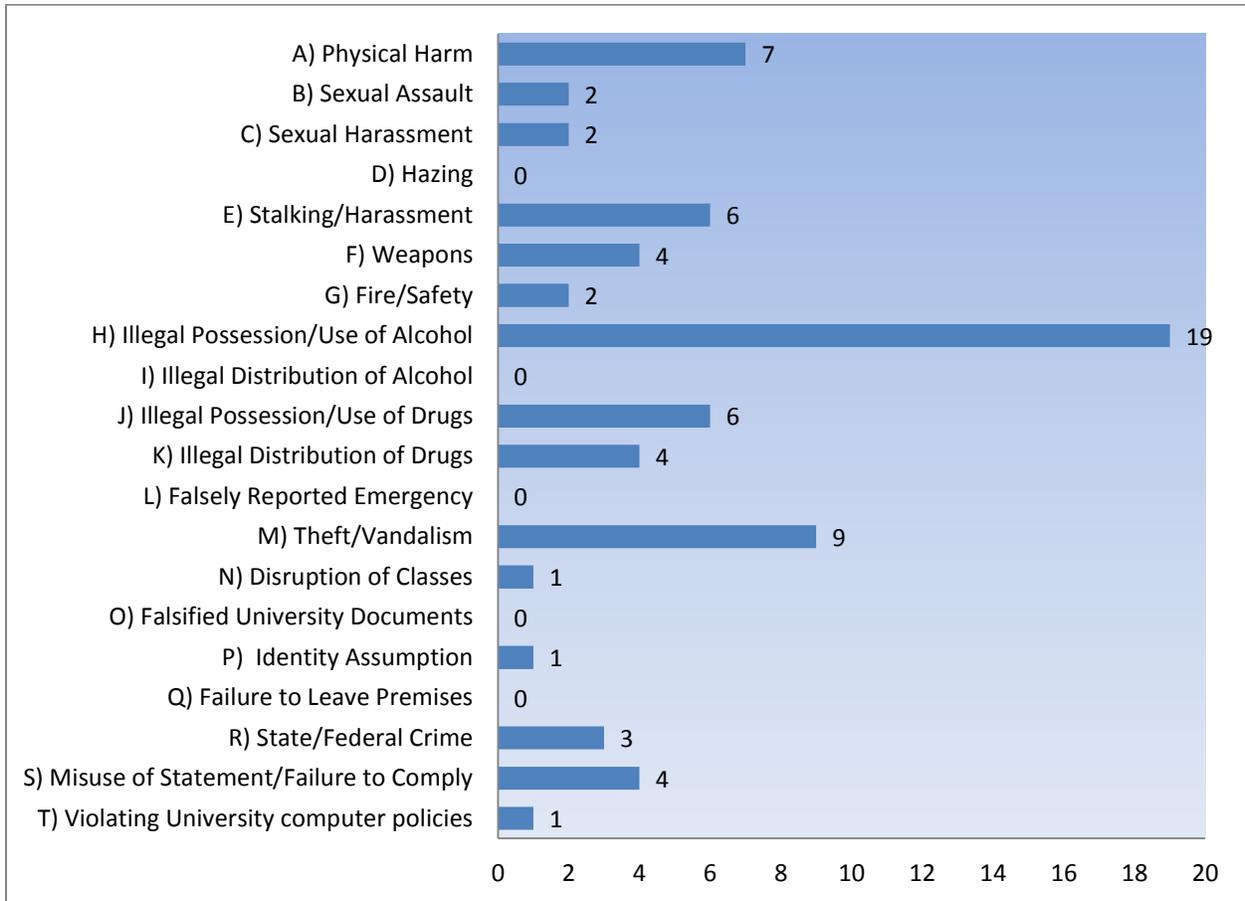
FCR Major Activities, Programs and Services

During 2009-2010 Team Justice was responsible for managing conflict resolution through arbitration agreement, and referral to ACR, for training all volunteer arbiters serving in 2009-2010 (Resolution Officers and Student Panelists), and for ensuring the community was knowledgeable about the upcoming amendment cycle for the *Statement*, which commenced in 2009. The team was also responsible for continued collaboration with campus partners and representation at national conferences.

Team Justice spent 2009-2010 facilitating conflict resolution and creating a just and safe campus climate for the Michigan community by administering the *Statement* with compassion, integrity and fairness. The team strived to provide educational, accessible, timely and fair conflict resolution services to students and other community members with particular emphasis on being student-driven and educationally-focused.

Overview of FCR Cases 2009-2010

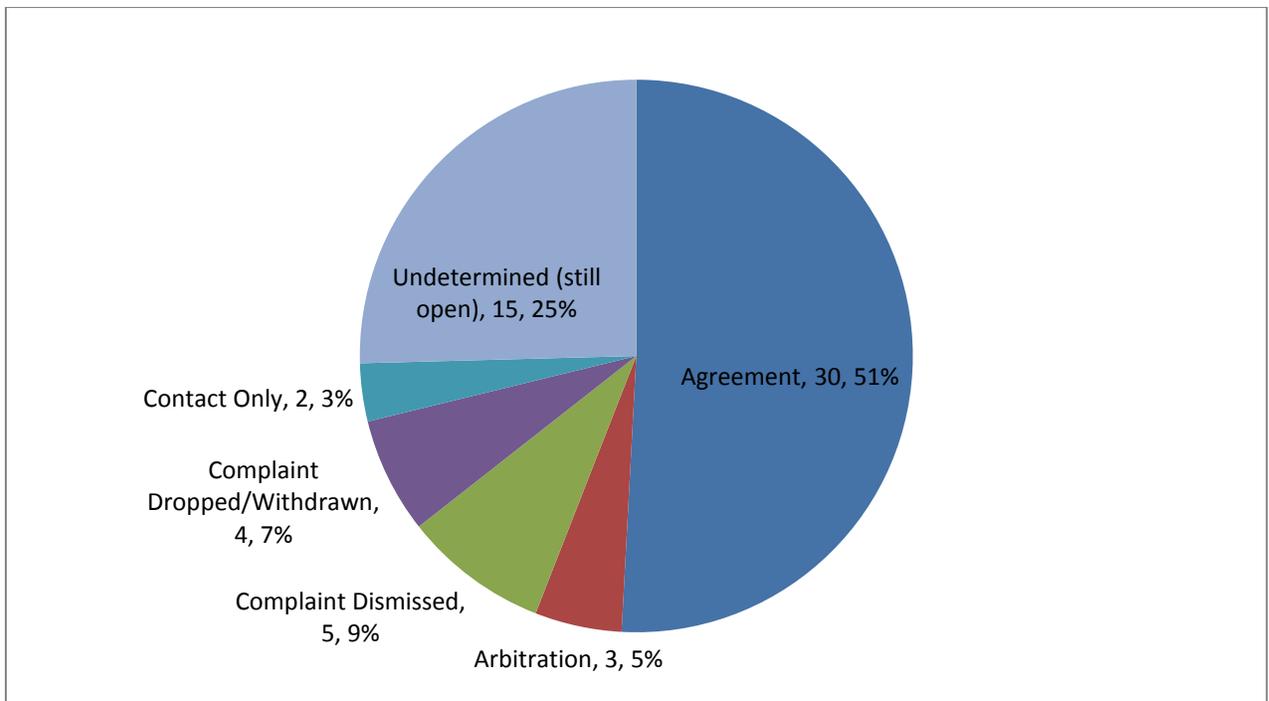
Alleged *Statement* Violations



OSCR's FCR Process

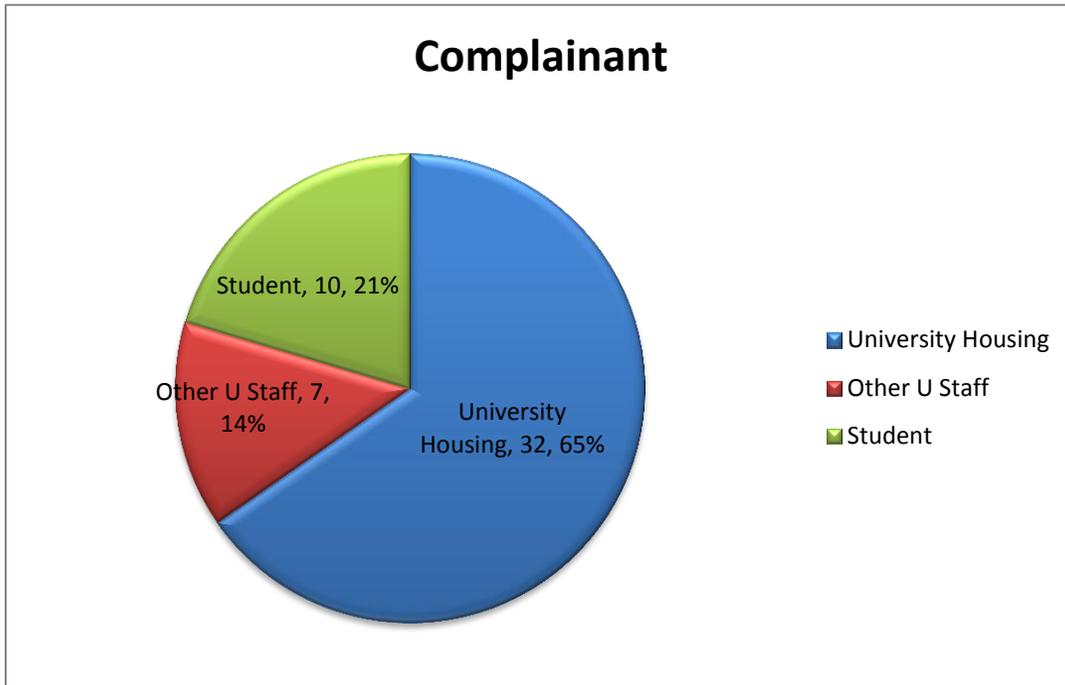
The following data reflects the resolution process used for cases resolved through OSCR's FCR process in 2009--2010 including cases that were jointly handled between ACR/FCR and had an outcome in the FCR process. (As of reporting, 17 cases from 09-10 were still open)

Resolution Process	Number of Cases	Percentage of Closed Cases
Agreement	30	51%
Arbitration	3	5%
Complaint Dismissed	5	9%
Complaint Dropped/Withdrawn	4	7%
Contact Only (still open)	2	3%
Undetermined (still open)	15	25%



Initiators of OSCR FCR Services 2009-2010

Complainant	Number of Cases
University Housing	32
Other U Staff	7
Student	10



Notable Demographics of Respondents

University Housing (which includes complaints from Residence Education, Northwood and Housing Security) includes OSCR's most frequent complainants.

OSCR saw an increase in the number of students who sought services and decided not to file a complaint or utilize ACR (contact only). OSCR also saw an increase in the number of students who started the process, but decided that it was too time consuming, had resolved the issue on their own or sought resolution through another venue (i.e. court system).

Agreed-Upon Educational Measures

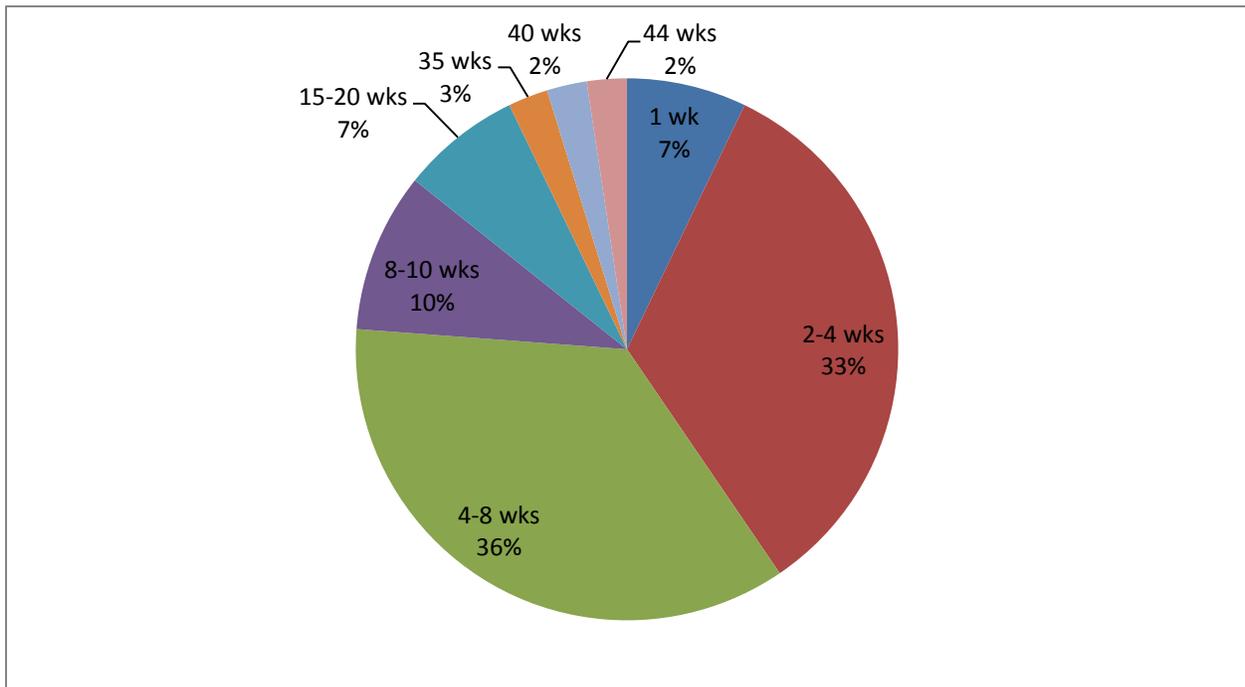
Reflection Essay	17	Recommended Counseling	3
Disciplinary		Res Hall Contract	
Probation	19	Termination	1
Behavior			
Contract/Action Plan	3	Anger Management	3
Assessment of			
Substance Abuse			
Patterns (ASAP)	8	Community Service	3
Individualized			
Marijuana Education			
Program (IMEP)	1	Recommended Apology	2
Brief Alcohol			
Screening and			
Intervention for			
College Students			
(BASIC)	8	No Reapplication to	
Residence Hall		Housing	4
Project	1		
No Contact	2	Trespass from Res Hall	2
Restitution	4	Other	5
Vacate Res. Hall 24		Suspension	1
hours after last final	2	Restorative Measures in	
		Housing	2

Number of Appeals = 1

Length of Conflict Resolution Processes for Cases Resolved through FCR

In 2009-2010, 76% of cases resolved through FCR were resolved within eight weeks, which represented a 4% increase in timely resolution compared to the previous year. Of the three cases that took the longest to reach resolution in FCR, all involved concurrent legal proceedings. Two of the three lengthiest cases were resolved through arbitration.

Time Period (weeks)	No. of Cases	% of Cases
1 week	3	7%
2-4 weeks	14	33%
4-8 weeks	15	36%
8-10 weeks	4	10%
15-20 weeks	3	7%
35 weeks	1	2%
40 weeks	1	2%
44 Weeks	1	2%



Adaptable Conflict Resolution (ACR) Program

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 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.

Non-AOD ACR Program

ACR in Numbers

OSCR's ACR pathways were accessed 24 times during 09-10. Students were the primary initiator of ACR 63% of the time (15 cases). In total, OSCR administered seven Restorative Justice Circles, six Social Justice Mediations, three Conflict Coaching Sessions, four Facilitated Dialogues, and three Shuttle Negotiations, serving a total of 137 participants. The number of participants in a facilitated dialogue ranged from four to 24, and the number of participants in a restorative justice circle ranged from 3 to 25. Mediations typically involved only two disputants, although one mediation was held between 4 students. Additionally, OSCR conducted 40 consultations with people who were interested in learning more about ACR and/or who requested ACR but did not ultimately participate in a pathway. (See additional information about consultations below.)

Number of Times a Conflict was Addressed through ACR

- 7 Restorative Justice Circles
- 6 Social Justice Mediations
- 4 Conflict Coaching Sessions
- 4 Facilitated Dialogues
- 3 Shuttle Negotiations
- 24 Total

Number of Participants in ACR

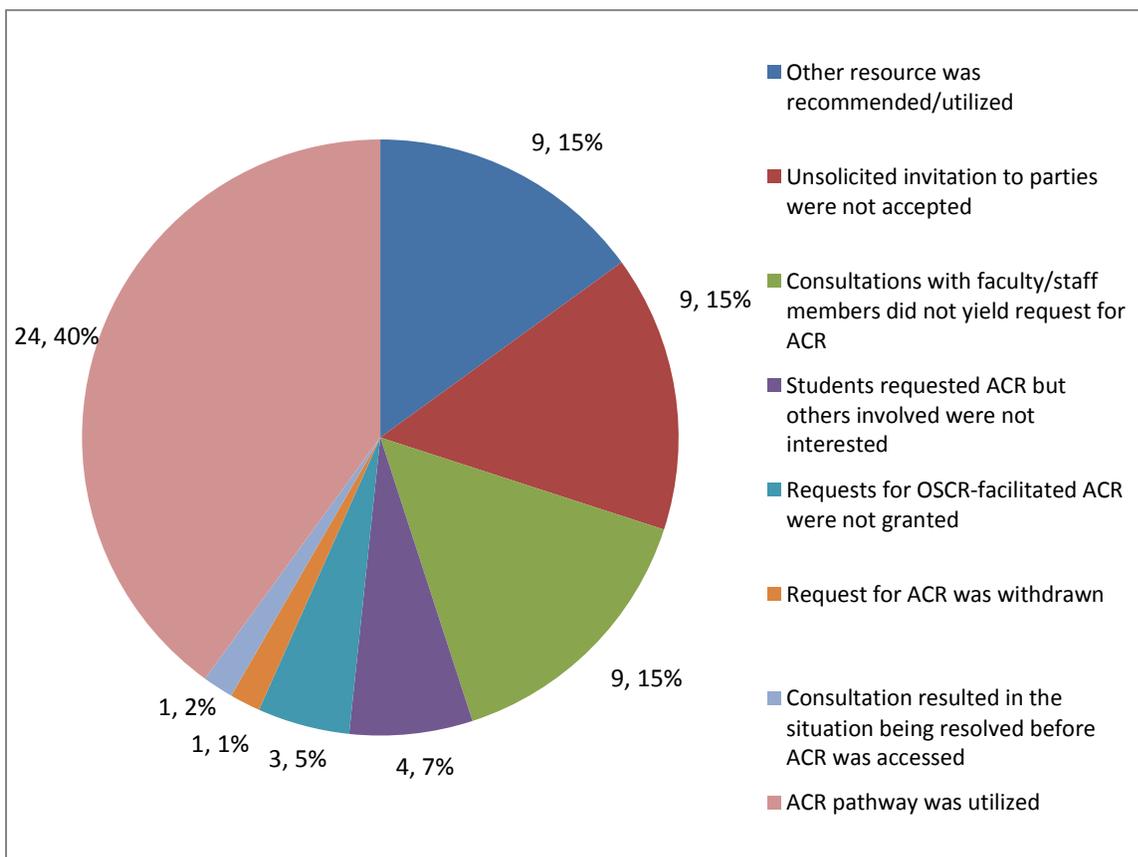
- 76 Restorative Justice Circle
- 37 Facilitated Dialogue
- 14 Social Justice Mediation
- 6 Shuttle Negotiation
- 4 Conflict Coaching
- 137 Total

Consultation Information

9	Consultations with students resulted in another campus resource being recommended and/or utilized, including Ombuds, Office of Institutional Equity (OIE), Department of Public Safety (DPS), Greek Activities Review Panel (GARP), Off-Campus Housing Conflict Resolution, OSCR FCR or an academic unit.
9	Consultations with staff members from outside of OSCR resulted in invitations to students to utilize ACR (the non-OSCR staff member suggested that ACR might be helpful, but that staff member had interest in accessing ACR). None of these invitations to engage in ACR were accepted.
9	Consultations with staff members resulted in information dissemination on OSCR processes / effective approaches to conflict resolution.
4	Students requested ACR whereby the other individuals involved did not reciprocate this interest, so ACR was not utilized.
3	Requests for OSCR-facilitated ACR were not granted.
1	Request for ACR was withdrawn .

1	Consultation with a faculty member resulted in information dissemination on OSCR processes / effective approaches to conflict resolution.
1	Consultation resulted in the situation being resolved before ACR was accessed.
37	Total consultations in which cases did not proceed through OSCR pathways

Of the 61 times in 2009-2010 that OSCR conducted a consultation with a UM affiliate about ACR, ACR was accessed 40% of the time, another resource was recommended or already being utilized 15% of the time, and faculty or staff members sought information about ACR but did not request services 15% of the time. Another 15% of the time staff members thought ACR might be helpful to students, but an invitation to those students did not yield a request for services. Additionally, interest in ACR was unreciprocated by the other relevant parties 5% of the time, and a request for ACR was withdrawn or not granted 3% of the time.



ACR Highlights

The beneficial possibilities inherent in ACR are becoming known across the campus. The Assistant Dean for Student Academic Affairs in the College of LSA as well as the Dean of

Students for the University both referred cases to ACR this year. The staff of an entire residence hall participated in a Facilitated Dialogue, and dozens of members of a large and popular student organization participated in a Restorative Justice Circle. One Facilitated Dialogue this year involved a faculty member, the director of an academic unit, a student, the student's academic advisor, and the student's parents.

While Residence Education has always been a valued OSCR partner and cheerleader of ACR, this year many staff members from additional areas across the University inquired about ACR, requesting advice on best practices in approaching conflict, and even accessing ACR for resolution of conflicts with paid student or volunteer staff.

ACR Assessment Highlights

An assessment of participants in ACR revealed the statistics below.

- 82% of assessment respondents agreed that, "Overall, I was satisfied with my experience with OSCR." 12% of respondents disagreed.
- 72% agreed that "OSCR helped me identify and clarify the conflict(s) or issue(s) that I was facing" while fewer than 6% disagreed (and then only moderately).
- 88% agreed that "my experience with OSCR increased my understanding of other peoples' perspectives, values, beliefs, and/or goals." No respondents disagreed.
- 95% agreed that "when I consider my various social identities, I felt respected and included in my interactions with OSCR." No respondents disagreed.
- 88% agreed that "when I consider my various social identities, I felt able to speak my mind and tell my story in my interactions with OSCR." No respondents disagreed.
- 35% agreed that their experience with OSCR "contributed positively to my overall educational experience at the University." 12% disagreed and 53% were neutral.

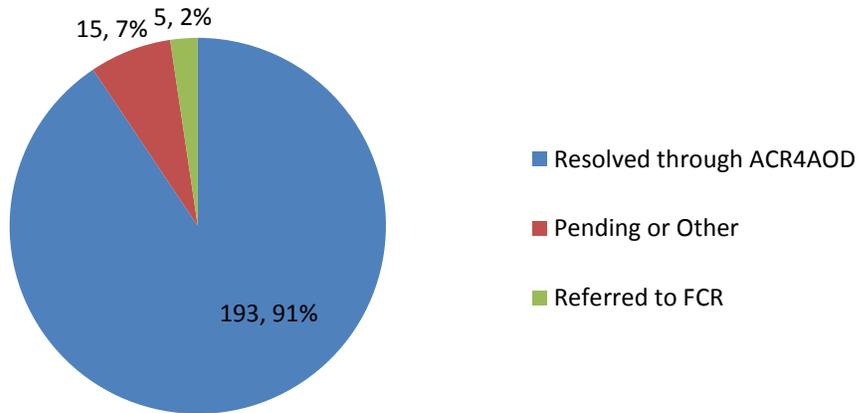
Given that most students do not relish the idea of going to a University office to deal with a conflict, and given the negative associations that normally accompany conflict, this set of statistics is fairly remarkable.

ACR-for-AOD Program Overview

The Office of Student Conflict Resolution (OSCR) offered education to student participants in its ACR-for-AOD program in over 200 cases this year.¹ ACR-for-AOD provides students involved in

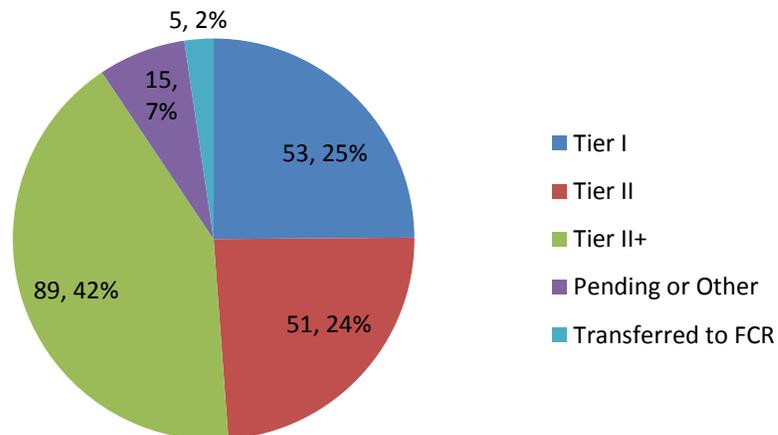
¹ All figures are accurate as of June 22, 2010.

AOD-related incidents with an opportunity to resolve the conflict outside of OSCR’s FCR pathways. There were 213 cases at least partially managed within the ACR-for-AOD pathways during fiscal year 2009-2010. Of these 213 cases, 193 were successfully resolved within the program, 15 are currently pending outcome completions or similar action, and five were transferred to OSCR’s FCR programming. Two of the 213 total cases were initiated during fiscal year 2008-2009, but managed primarily during 2009-2010.

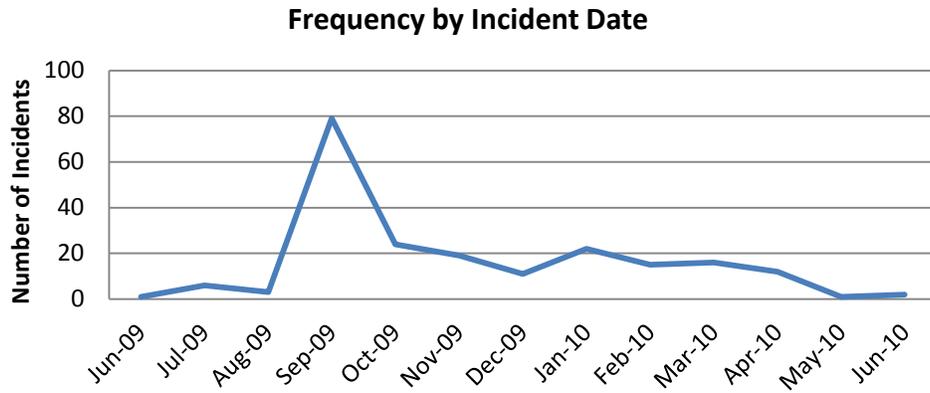


ACR-for-AOD Tiers

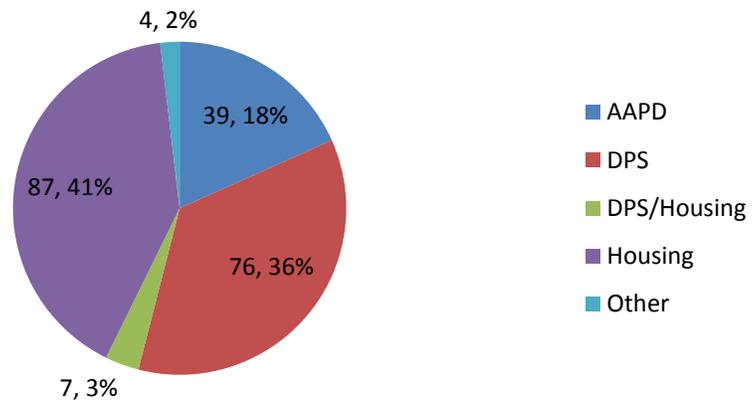
OSCR’s ACR-for-AOD has several tiers or sub-pathways which allow students who are alleged to have been involved in different types of incidents to receive individualized attention and consider the most appropriate combination of educational and restorative outcomes. Tier I designates first-time incidents. Tier II refers to second-time incidents, first-time transports (not in the residence hall), 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. The following chart illustrates the distribution of the cases that were initiated in the ACR-for-AOD program by tier.



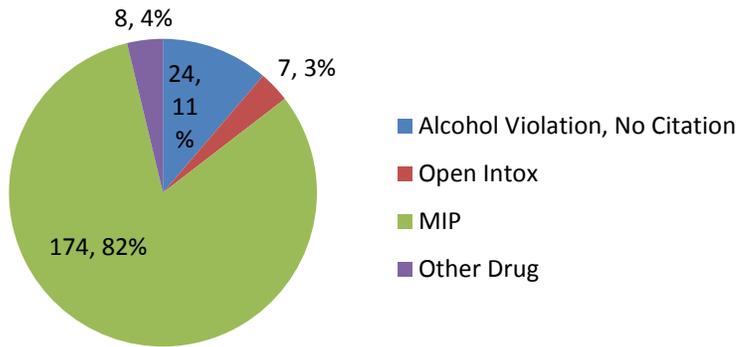
ACR-for-AOD Case Traffic



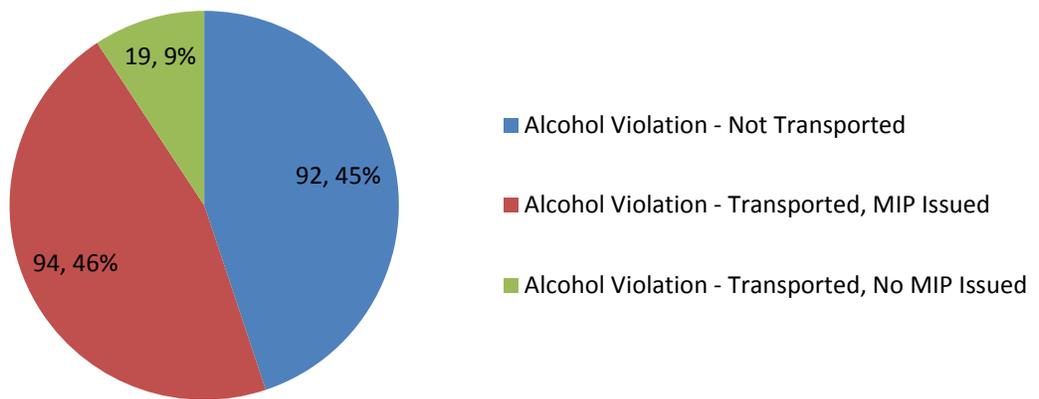
ACR-for-AOD Referral Sources



Incident Type by Alleged Involved Drug and Citation (All Incidents)

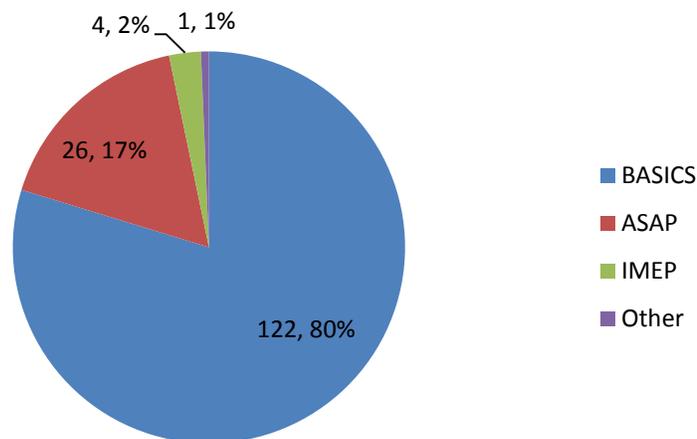


Alcohol Incident Type by Whether Student Was Transported and Issued a Citation



ACR-for-AOD Educational Outcomes

OSCR's ACR-for-AOD program facilitates referrals to a variety of alcohol and/or other drug-related educational and clinical intervention programs, including the University Health Service's Brief Alcohol Screening and Intervention for College Students (BASICS) and Individualized Marijuana Education Program (IMEP), in addition to Counseling and Psychological Services' Assessment of Substance Abuse Patterns (ASAP) program. Students who complete ACR-for-AOD Tier I cases are not required to secure verified completion of such referrals. The following chart illustrates the number of these educational outcomes that were either verified completed during the 2009-2010 fiscal year or are on-track for verified completion. In addition to these outcomes, students involved in 96 (45%) cases also completed a restorative justice component within the University's Residence Halls as an outcome of their ACR-for-AOD program.



ACR-for-AOD Evaluation & Assessment Highlights

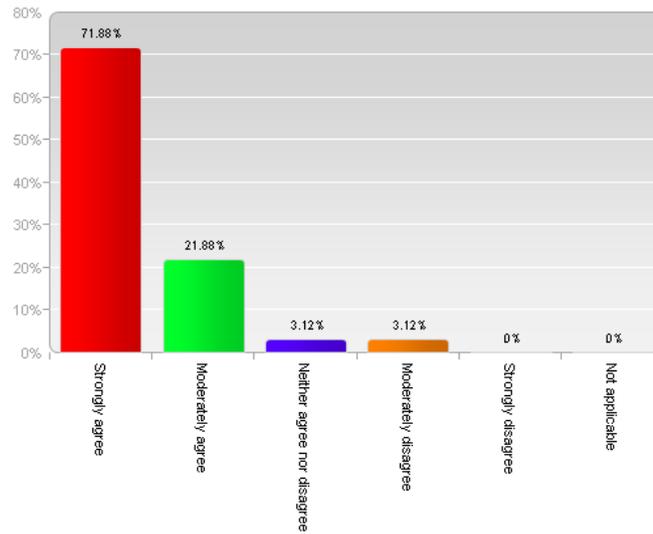
OSCR's ACR-for-AOD program has been assessed and evaluated using two methods, OSCR's ACR/FCR General Assessment, in which all participants in OSCR's processes are invited to participate and the ACR-for-AOD Evaluation Project, which was designed to specifically evaluate the ACR-for-AOD program.

ACR/FCR General Assessment: ACR-for-AOD Results

Thirty-two (15%) of OSCR's ACR-for-AOD program participants elected to provide feedback concerning their experiences with the program via OSCR's ACR/FCR General Assessment, an optional, non-incentivized, web-based survey implemented through Student Voice. Below are some highlights from the quantitative results:

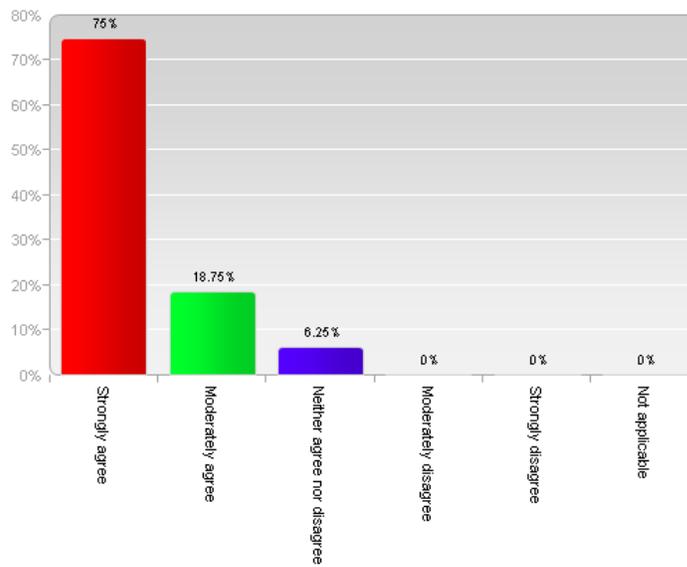
Q12. Please indicate your level of agreement with each of the following statements:

The OSCR staff . . . - Were welcoming and courteous.



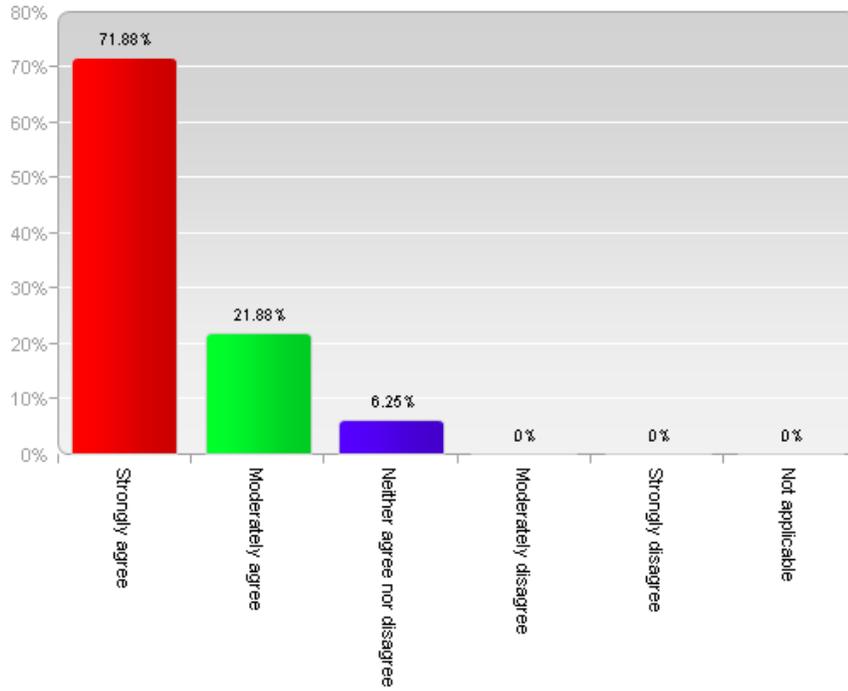
Q13. Please indicate your level of agreement with each of the following statements:

The OSCR staff . . . - Treated me with respect.



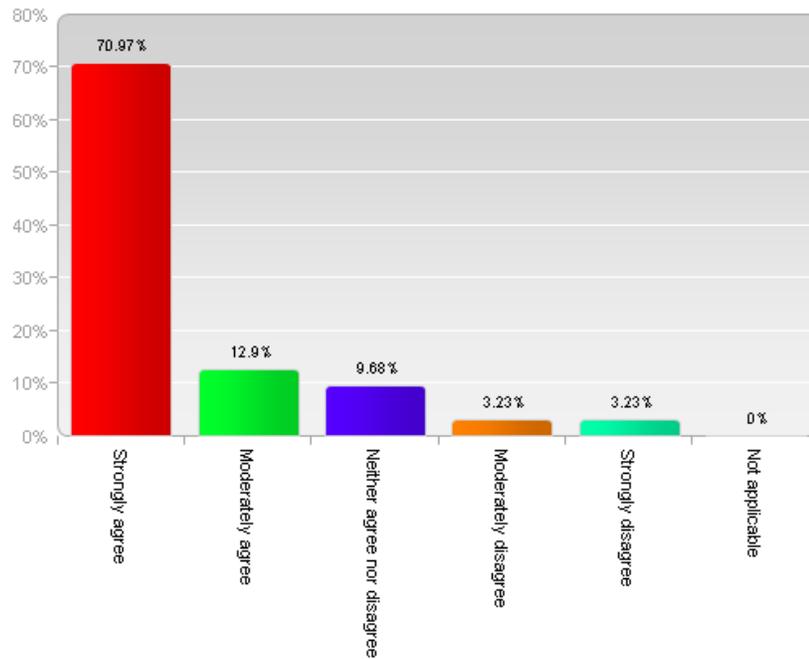
Q15. Please indicate your level of agreement with each of the following statements:

The OSCR staff . . . - Approached my situation with a sense of fairness and integrity.



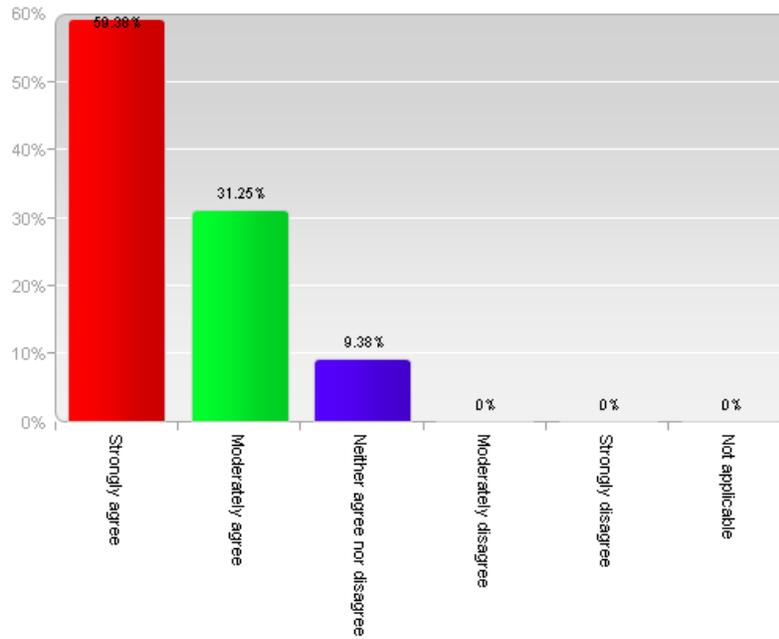
Q18. Please indicate your level of agreement with each of the following statements:

The OSCR staff . . . - Were able to adequately address my questions and concerns.



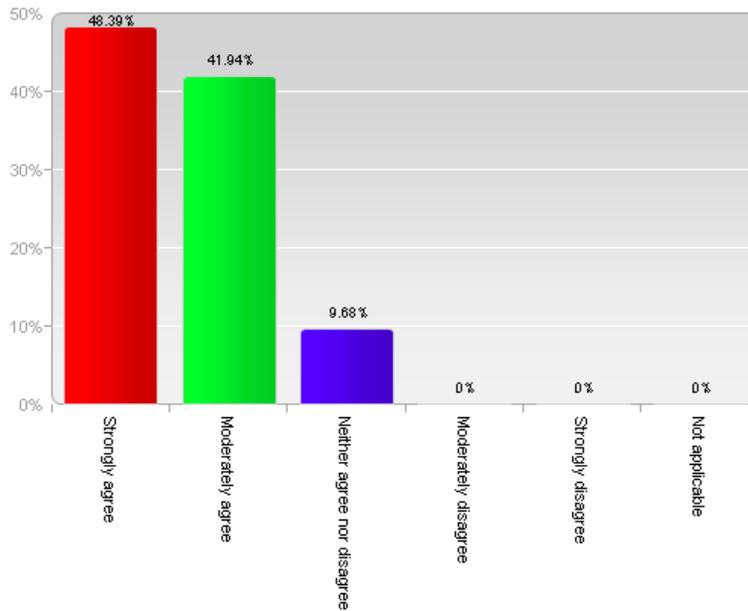
Q19. Please indicate your level of agreement with each of the following statements:

The OSCR staff . . . - Handled my situation in a timely and efficient manner.



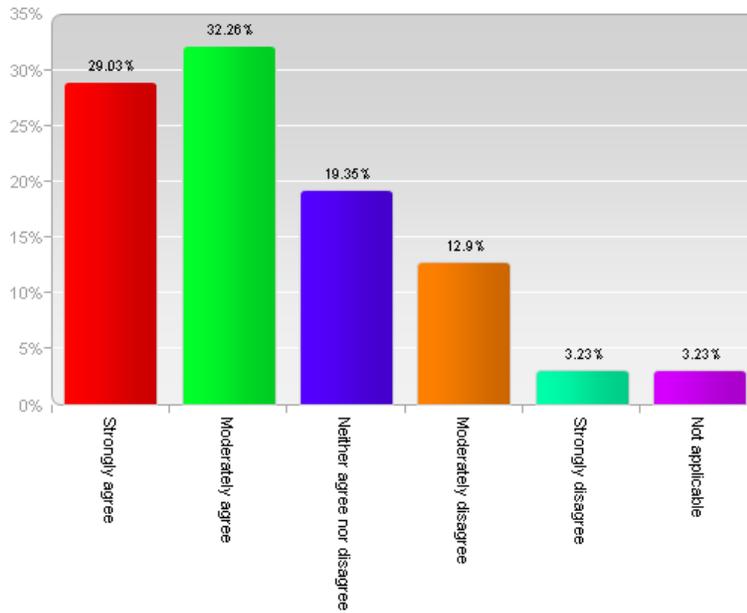
Q23. Please indicate your level of agreement with each of the following statements:

My experience with OSCR . . . - Helped me recognize my rights, responsibilities, and privileges as a member of the University community.



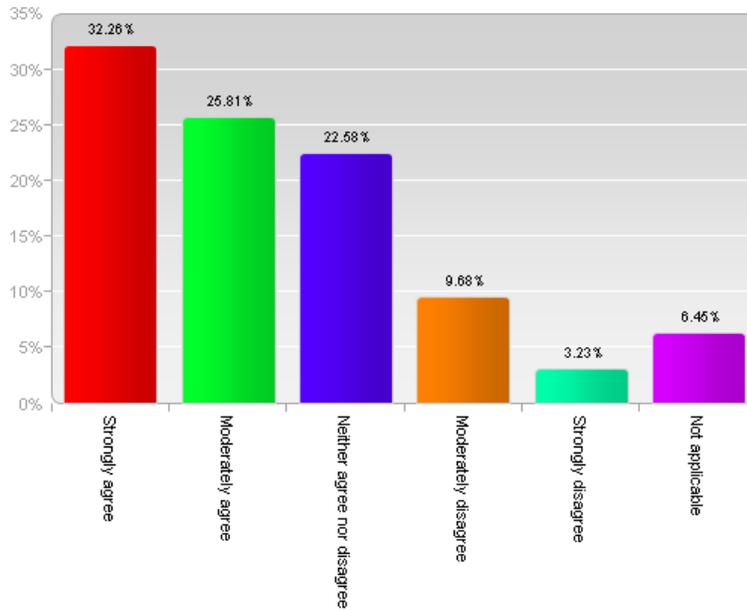
Q25. Please indicate your level of agreement with each of the following statements:

My experience with OSCR . . . - Helped me understand how my choices and actions relate to my values, beliefs, and/or goals.



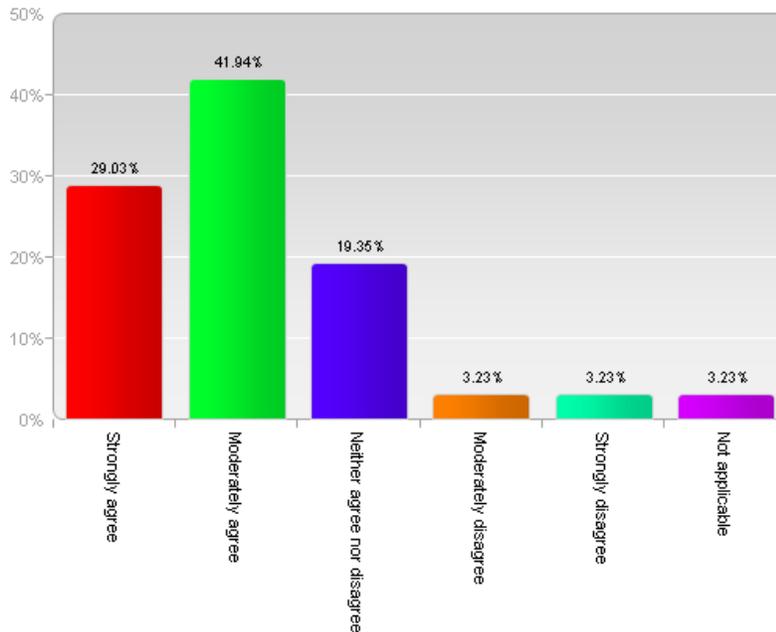
Q26. Please indicate your level of agreement with each of the following statements:

My experience with OSCR . . . - Helped me to take ownership and responsibility for my choices and actions.



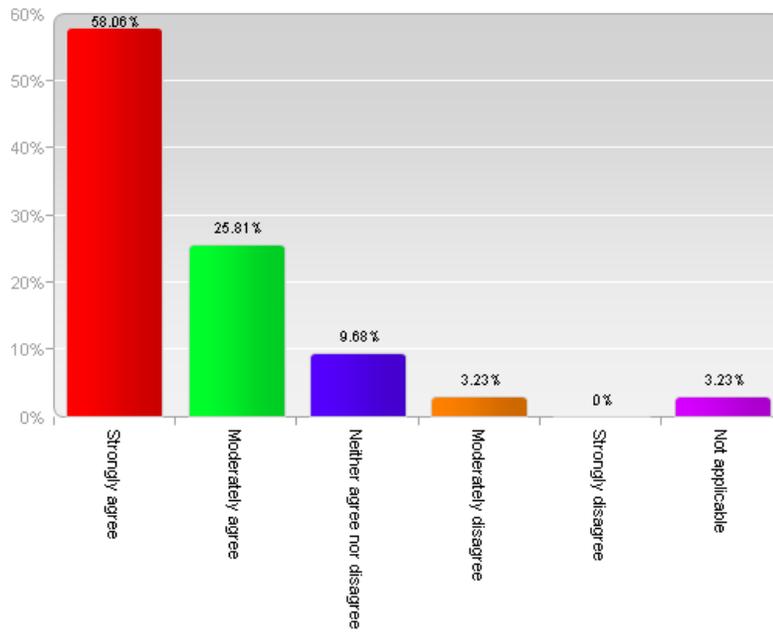
9. Please indicate your level of agreement with each of the following statements:

experience with OSCR . . . - Helped me identify and connect to other campus and community resource

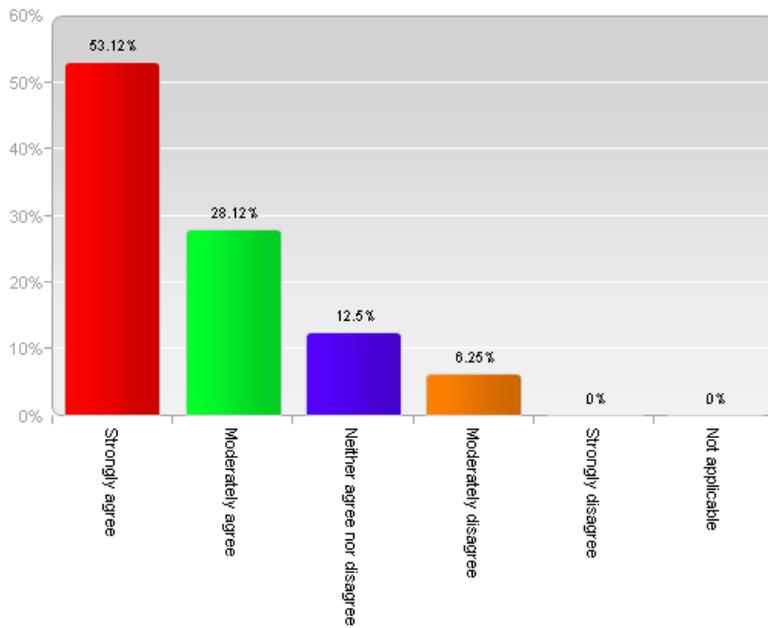


Q32. Please indicate your level of agreement with each of the following statements:

When I consider my various social identities (e.g., economic, racial, fraternity / sorority affiliation, national origin or ancestry) . . . - I felt respected and included in my interactions with OSCR.



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 that was first reviewed and approved by the University of Michigan's Institutional Review Board during the summer of 2008. The project consists of a 19-item pre-intervention questionnaire and a 25-item post-intervention questionnaire administered approximately three months following each student's ACR-for-AOD meeting. To date, 42 (c. 10%) ACR-for-AOD participants have elected to complete both phases of this optional, non-incentivized evaluation project during fiscal years 2008-2009 and 2009-2010. The ACR-for-AOD Evaluation Project was designed to test three principal hypotheses:

- 1) Participants will report a reduction in alcohol-related behaviors via a modified, self-report version of the Alcohol Use Disorders Identification Test (AUDIT; Babor, Higgins-Biddle, Saunders, and Monteiro, 2001), relative to baseline.
- 2) Participants in the ACR-for-AOD program will report a greater knowledge of alcohol, including its effects and consequences, relative to baseline.
- 3) Participants in the ACR-for-AOD program will report a greater knowledge of healthy and appropriate alcohol-related choices and resources, relative to baseline.

Hypothesis 1: AUDIT Scores

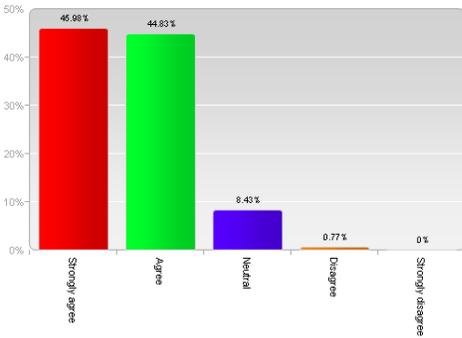
Preliminary results indicate that ACR-for-AOD Evaluation Project Participants who completed both questionnaires reported a decline in mean AUDIT scores; however, this result did not approach statistical significance, even when one outlier was removed. The mean pre-intervention AUDIT score for this group was 15.83 ($SD = 4.36$) and the mean post-intervention AUDIT score was 15.39 ($SD = 4.52$), $t(40) = -0.6778$ $p = 0.251$. That said, this decline in mean AUDIT scores may be considered clinically significant, especially when one considers that hazardous drinking typically increases during college (NIAAA, 2007).

Hypothesis 2: Knowledge of Alcohol Effects

Preliminary results indicate that ACR-for-AOD Evaluation Project Participants who completed both questionnaires reported a statistically significant increase in reported knowledge of the biological effects of alcohol use: pre-intervention mean = 4.24 ($SD = .77$), post-intervention mean was 4.56 ($SD = .5$), $t(40) = 2.1145$ $p = 0.02$.

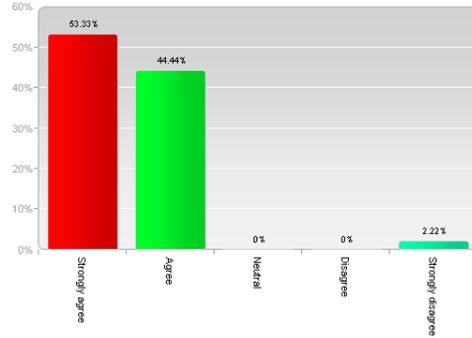
Pre-Intervention Questionnaire:

Q13. Please select the choice that best describes your answer to each question: - I know a lot about how alcohol affects the body and mind of the person who consumes it.



Post-Intervention Questionnaire:

Q11. Please select the choice that best describes your answer to each question: - I know a lot about how alcohol affects the body and mind of the person who consumes it.

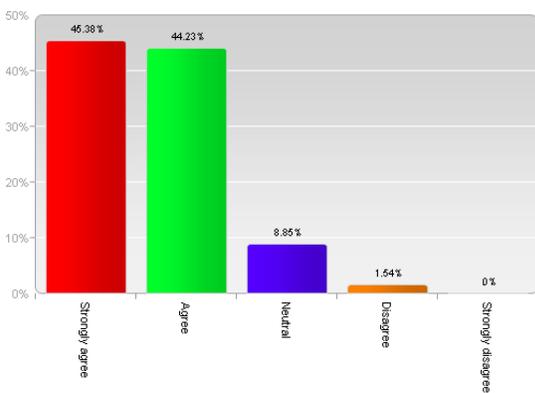


Hypothesis 2: Knowledge of Alcohol Consequences

Preliminary results indicate that ACR-for-AOD Evaluation Project Participants who completed both questionnaires reported a highly statistically significant increase in reported knowledge of the social and legal consequences of alcohol use and abuse: pre-intervention mean = 4.29 ($SD = .75$), post-intervention mean was 4.59 ($SD = .55$), $t(40) = 2.4995$ $p < 0.01$.

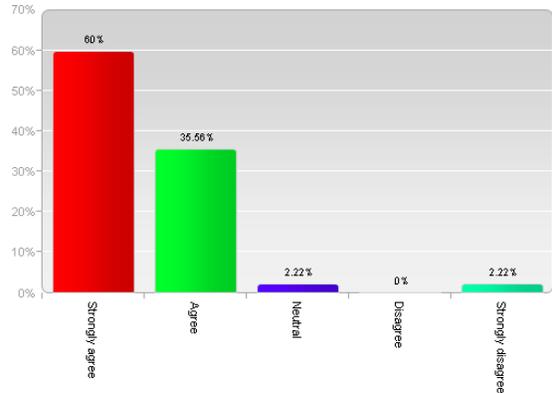
Pre-Intervention Questionnaire:

Q14. Please select the choice that best describes your answer to each question: - I know a lot about the social, legal, and other effects or consequences of alcohol use and abuse.



Post-Intervention Questionnaire:

Q12. Please select the choice that best describes your answer to each question: - I know a lot about the social, legal, and other effects or consequences of alcohol use and abuse.

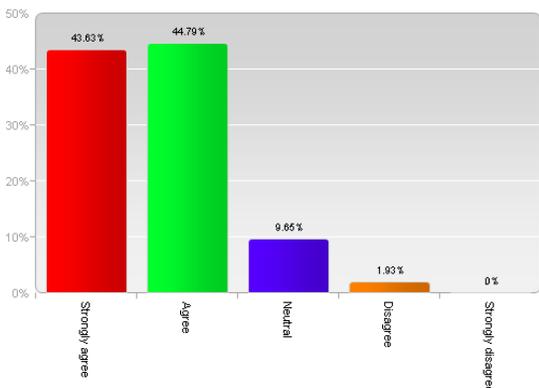


Hypothesis 3: Knowledge of Safe Drinking Practices

Preliminary results indicate that ACR-for-AOD Evaluation Project Participants who completed both questionnaires reported a highly statistically significant increase in reported knowledge of the safe drinking practices: pre-intervention mean = 4.24 ($SD = .73$), post-intervention mean was 4.63 ($SD = .49$), $t(40) = 2.8971$ $p < 0.01$.

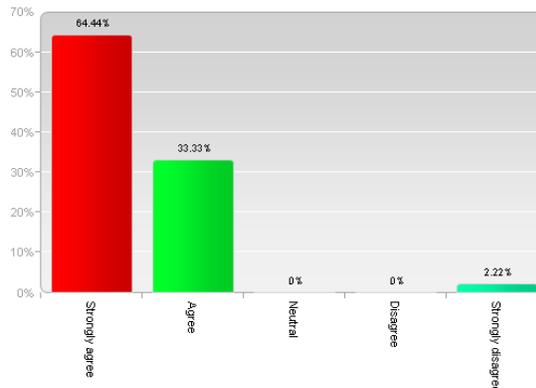
Pre-Intervention Questionnaire:

Q15. Please select the choice that best describes your answer to each question: - If I choose to drink alcohol, I know how to drink safely and avoid harmful effects or consequences.



Post-Intervention Questionnaire:

Q13. Please select the choice that best describes your answer to each question: - If I choose to drink alcohol, I know how to drink safely and avoid harmful effects or consequences.

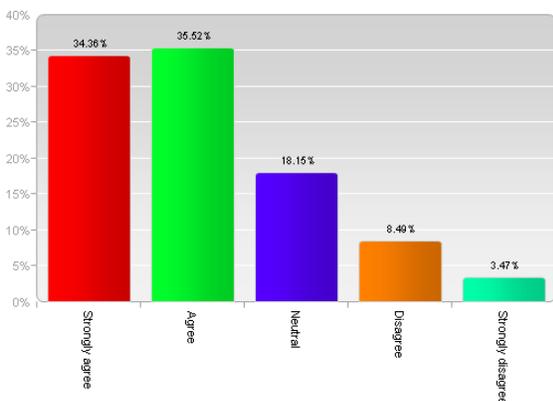


Hypothesis 3: Knowledge of Helpful Resources

Preliminary results indicate that ACR-for-AOD Evaluation Project Participants who completed both questionnaires reported an extremely statistically significant increase in reported knowledge of the alcohol-related health care resources: pre-intervention mean = 3.66 ($SD = 1.11$), post-intervention mean was 4.56 ($SD = .59$), $t(40) = 4.7335$ $p < 0.0001$.

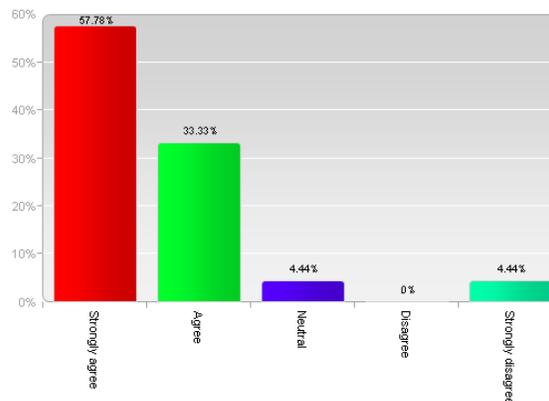
Pre-Intervention Questionnaire:

Q16. Please select the choice that best describes your answer to each question: - If I feel like I or someone I know needs help with an alcohol-related problem, I know where I can find it.



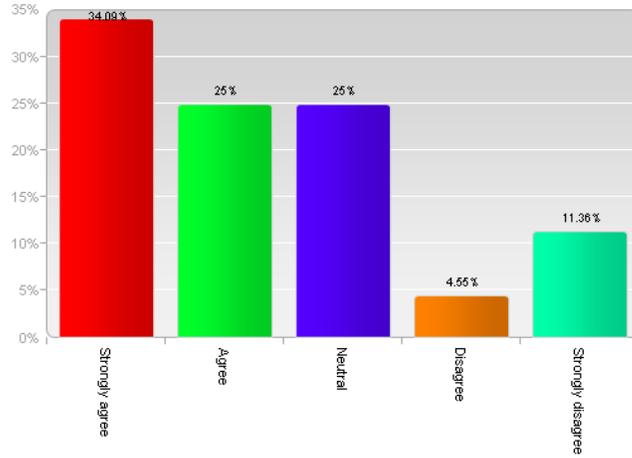
Post-Intervention Questionnaire:

Q14. Please select the choice that best describes your answer to each question: - If I feel like I or someone I know needs help with an alcohol-related problem, I know where I can find it.

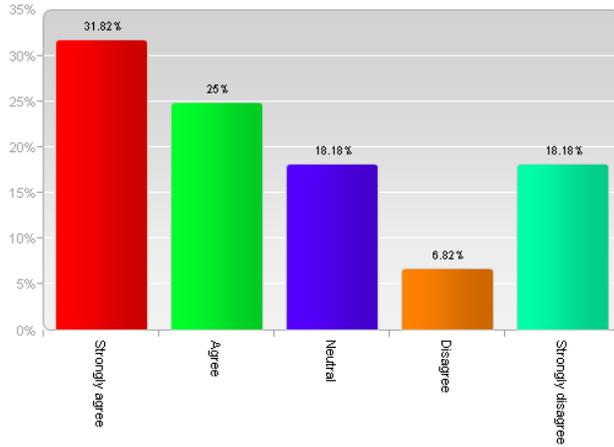


Additional Results: Post-Intervention Participant Evaluation Questions

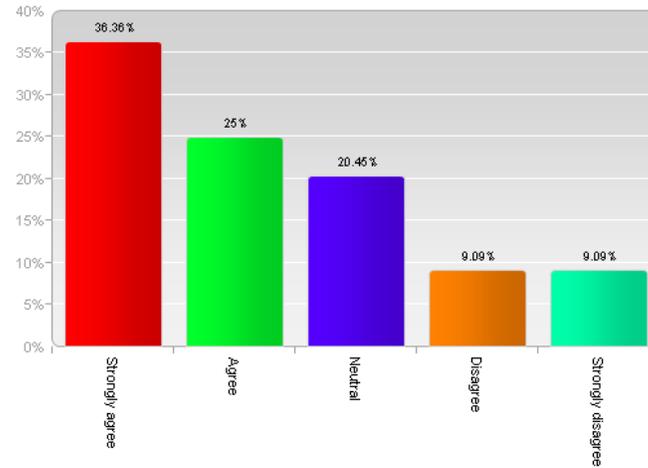
Q17. Please select the choice that best describes your answer to each question: - My meeting with OSCR helped me reflect upon alcohol and/or other drug use and related issues.



Q18. Please select the choice that best describes your answer to each question: - I reduced my alcohol and/or other drug use as a result of my meeting with OSCR.



Q19. Please select the choice that best describes your answer to each question: - My meeting with OSCR helped me identify other educational programs and resources concerning alcohol and other drugs.



References

- Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., & Monteiro, M. G. (2001). *AUDIT: The Alcohol Use Disorders Identification Test: Guidelines for Use in Primary Care, 2nd ed.* Geneva, Switzerland: World Health Organization, Department of Mental Health and Substance Dependence. WHO/MSD/MSB/01.6a. Available online (June 25, 2010): http://whqlibdoc.who.int/hq/2001/WHO_MS_D_MS_B_01.6a.pdf
- National Institute on Alcohol Abuse and Alcoholism (NIAAA, 2007). *Fall Semester-A Time for Parents to Discuss the Risks of College Drinking.* Washington, DC: National Institutes of Health. Available Online (June 25, 2010): http://www.collegedrinkingprevention.gov/media/NIAAA_Back_to_College_Fact_Sheet.pdf

Students contributed some qualitative responses to the ACR-for-AOD program in responding to the ACR/FCR General Assessment. A selection of these responses is provided below. Please note that these responses have not been edited for content, grammar, or spelling:

- Awesome Experience
- OSCR is a great program for resolving conflicts, in which I would recommend it to anyone who chooses to participate.
- I have learned a lot from this program. It is very insightful and their advisors are understanding and willing to help out.
- Alex Casperson made me feel at ease and comfortable enough to open up during our meeting. I felt that she provided a safe and confidential space to talk about my incident.
- great experience...i was surprised and happy to find out that I was meeting with another undergrad student for my meeting. It helped make the experience more comfortable
- I don't know how I would gotten through my situation without OSCR. I am grateful there is such a program here at the University of Michigan.
- OSCR's advisors made me feel completely comfortable during my session. I was able to fully speak my mind and their advisors were there to help me along the way.
- I think the experience is good. I cannot think of any ways to improve the experience.
- This is a very informal program. I came out of my session very satisfied.
- Keep up the good work!

Students who completed the post-intervention questionnaire portion of the ACR-for-AOD Evaluation Program contributed some qualitative responses to the program. These responses are provided below. Please note that these responses have not been edited for content, grammar, or spelling:

Positive Impressions:

- I though the workers were very well educated on the topic and explain the process of going through the steps of completing the program very well.
- I thought that my meetings with OSCR were very beneficial and not intimidating which was definitely a plus.
- OSCR is a great program that I think should continue with issues that come up with alcohol and or other drug use.
- Overall, it helped me to better understand the full consequences of my drinking.
- The individual I met with was very understanding, and also helped me think about the way I look at alcohol.
- The meeting was helpful and gave me lots of information about drinking in general. It made me aware of the dangers associated with drinking and gave me resources if i choose to quit drinking.

The Year Ahead

The 2009-2010 academic year brought many changes to OSCR. Through this time of transition, however, OSCR continued to thrive, implementing new processes, resources and approaches to conflict resolution. Goals for the upcoming 2010-2011 year include continuing to thrive in current initiatives while striving to achieve new accomplishments.

In terms of leadership, in 2010-2011, OSCR hopes to accomplish a major goal by welcoming a new Director and transitioning out of the interim organizational model which utilized Co-General Managers. This will involve transition to a new organizational structure that utilizes an Associate Director/Program Manager model as opposed to two Assistant Directors and Student Conflict Resolution Coordinators.

Several goals for the next year are related to OSCR's organizational systems. OSCR hopes to introduce and maximize efficiency gained by a new student conduct data management system (Advocate), while transitioning away from the previous system (PAVE). In addition, another goal is to launch a new data management system (CARE Network) for tracking student behavior that does not result in a disciplinary record. Such changes will allow OSCR to transition to a paperless data management system thereby saving paper, postage and human capital. OSCR will seek to realign work flow between teams within OSCR to enhance productivity and eliminate duplicative efforts, including streamlining background-check processes to increase efficiency and accuracy, while avoiding duplicative efforts.

Another goal area for the upcoming year is to continue to provide high-quality and innovative training opportunities for the campus community. Specific training goals include the following: facilitation training for staff and students who want to serve as volunteers in OSCR processes other than social justice mediation; motivational interviewing training, which is utilized in OSCR's ACR-for-AOD process; and an annual Social Justice Mediation Training to educate OSCR's constituency on social justice and peace building in a way that recognizes and accounts for differences in power, privilege and identity.