STUDENT LIFE
OFFICE OF STUDENT CONFLICT RESOLUTION
UNIVERSITY OF MICHIGAN

Annual Report
2018-2019

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Table of Contents_____

The Year_____

Directors Reflection on the Year:

During the 2018-2019 academic year, services and support provided by the Office of Student Conflict Resolution (OSCR) remained in high demand with increasing focus on sexual misconduct policy, both investigative resolution and adaptable resolution. Working in partnership with the Office for Institutional Equity and other campus partners, we implemented new policy ensuring compliance and with attention given to enhanced process communication and student support.

In keeping with our educational mission and mandate the Office of Student Conflict Resolution continues to provide services tailored to meet the ever-changing needs of the campus community. OSCR services have long been 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 2018-2019 academic year OSCR continued to 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.

It remains true that the highest area of service delivery within our core work is related to high-risk behavior around alcohol and other drugs. The 2018-2019 academic year saw similar caseload numbers to previous years. However, this continues to be balanced out through steady increase (18%) in Adaptable Conflict Resolution (ACR) pathways which continues to increase.

Workshop requests remained high and steady in 2018-2019. The OSCR team facilitated 56 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. Workshop requests were highest in August (8), October (12), and February (7). Individuals/groups requesting OSCR training ranged from colleges to departments to student clubs, groups and organizations. Group sizes ranged in participation, but overall approximately 1900 individuals participated in an OSCR educational experience.

OSCR continues to see demand for our expertise nationally. OSCR staff continued to provide multi-day onsite training experiences for higher education institutions. Training was tailored to the needs of the 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.

It remains true from previous years that the year(s) to follow will require OSCR to continue innovate as we lead the field of Student Conduct and Conflict Resolution. This will be particularly apparent and

important through adaptable resolution pathways under both the Statement of Student Rights and Responsibilities and the Student Sexual Misconduct Policy. Further, the University's Diversity, Equity and Inclusion plan and the Student Life DEI strategic priorities present an 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 2019-2020 and the years to come we will continue to seek and to promote experiences of conflict as educational opportunity.

Sincerely,

Erik S. Wessel, D.Ed.

The Mission_____

The Office of Student Conflict Resolution (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 menu of conflict resolution pathways. 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 Team_____

Robbie Abdelhoq, Program Manager

Haya Abusway, Program Manager

Joel Ashley, Practicum Student (Fall 2018)

Alex Bakhaus , Practicum Student (Winter 2019)

Claudette Brower, Case Manager (Retired Winter 2019)

Dillon Cathro, MSW Intern & Michigan Men Project Coordinator

Emily Chang, Conflict Resolution Facilitator

Yvonne Combs, Conflict Resolution Facilitator

Matthew Dargay, Conflict Resolution Facilitator

Carly Friedrich, Administrative Operations Lead

Joshua Greenberg, Volunteer (Winter 2019)

Reese Havlatka, Assistant Director

Emilie Helmbold, Conflict Resolution Facilitator (Fall, 2018)

Rasha Jawad, Conflict Resolution Facilitator

Carrie Landrum, Assistant Director

Sandy Lymburner, Clery Compliance Coordinator and OSCR Database Lead

Patrick McEvilly, Case Manager

Anthony Mercurio, Program Assistant (Fall 2018 - May 2019)

Ilhan Onder, Conflict Resolution Facilitator (Winter, 2019)

Nithya (Elsa) Ramesh, Program Coordinator

Ryan Rich, Conflict Resolution Facilitator

Alina Rosales, Conflict Resolution Facilitator

Maryellen Ryan, Title IX Intake Process Coordinator (Joined the team in February 2019)

The Team, continued_____

Eboni Sawyer, Conflict Resolution Facilitator (Summer 2018)

Allie Vansickle, Conflict Resolution Facilitator

Vennela Vellanki, Volunteer (Spring 2019)

Erik Wessel, Director

Kevin Xu, Program Coordinator

Joe Zichi, Associate Director

The Programs and The Numbers_____

The *Spectrum Model*

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 a conflict, rather than a potential policy violation, drive the conflict resolution process.
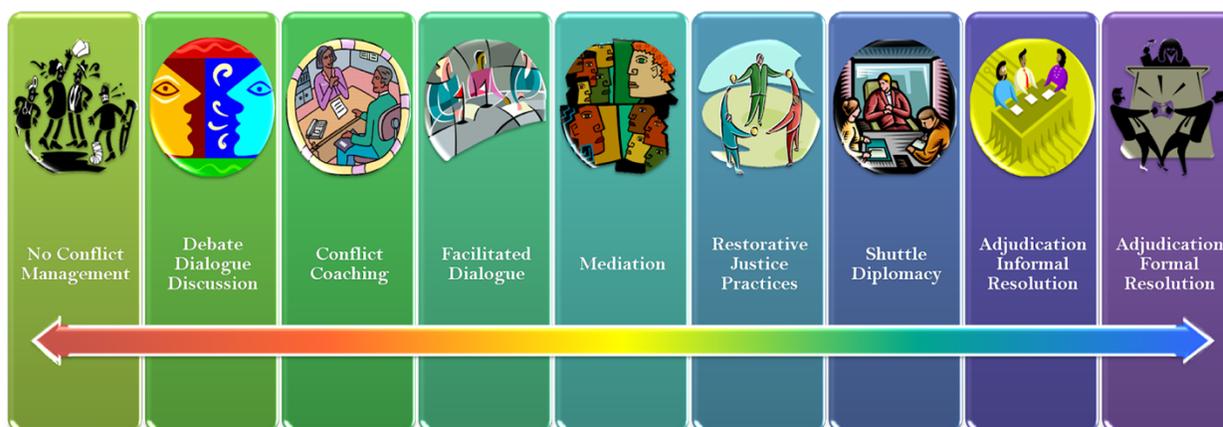
*Figure developed by Schrage & Thompson, 2008.

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 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 2018-2019 academic year, 26 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 C below. Details regarding the number/type of sanctions applied in those matters are shown in Table E below.
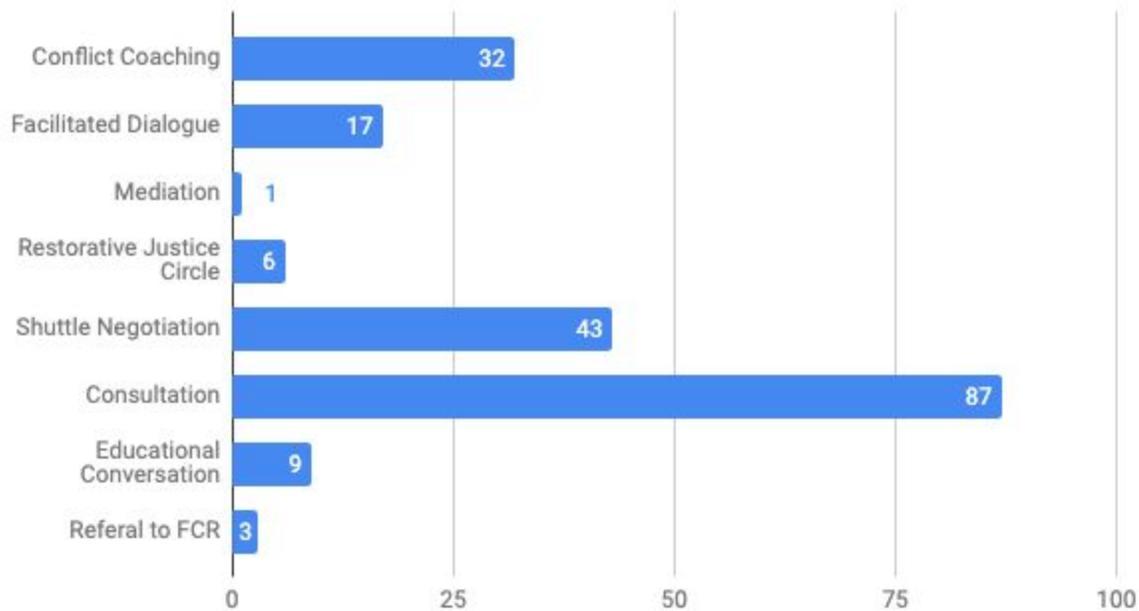
Adaptable Conflict Resolution (ACR)

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 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 Dialogue, Shuttle Negotiation, Social Justice Mediation, and Restorative Justice Circles. During the 2018-2019 academic year, 158 matters were managed under the ACR program. Those matters involved a total of 339 students and 11 student organizations.

Table A.[1]

Adaptable Resolution Pathway Utilization

Pathway	Count
Conflict Coaching	32
Facilitated Dialogue	17
Mediation	1
Restorative Justice Circle	6
Shuttle Negotiation	43
Consultation	87
Educational Conversation	9
Referal to FCR	3

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. Tier I is reserved for a first-time AOD incident. 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. Tier II+ includes first-time transports from a residence hall and second time

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[1] *Note: Numbers may be greater than the total number of matters addressed because some matters utilized more than one pathway.

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 2018-2019 academic year, 376 (table B numbers and SSRR J totals) matters were managed under the ACR-for-AOD program as described in Table B below. Details regarding the number/type of sanctions applied in those matters are shown in Table E on pages 20-21. You will notice a difference in the number reflected below as Table B does not include the other drug matters that were managed as part of this program.

Table B.[2]

ACR for AOD: Utilization by Tier

TIER II+	5.5%
TIER II	18.7%
TIER I	75.8%

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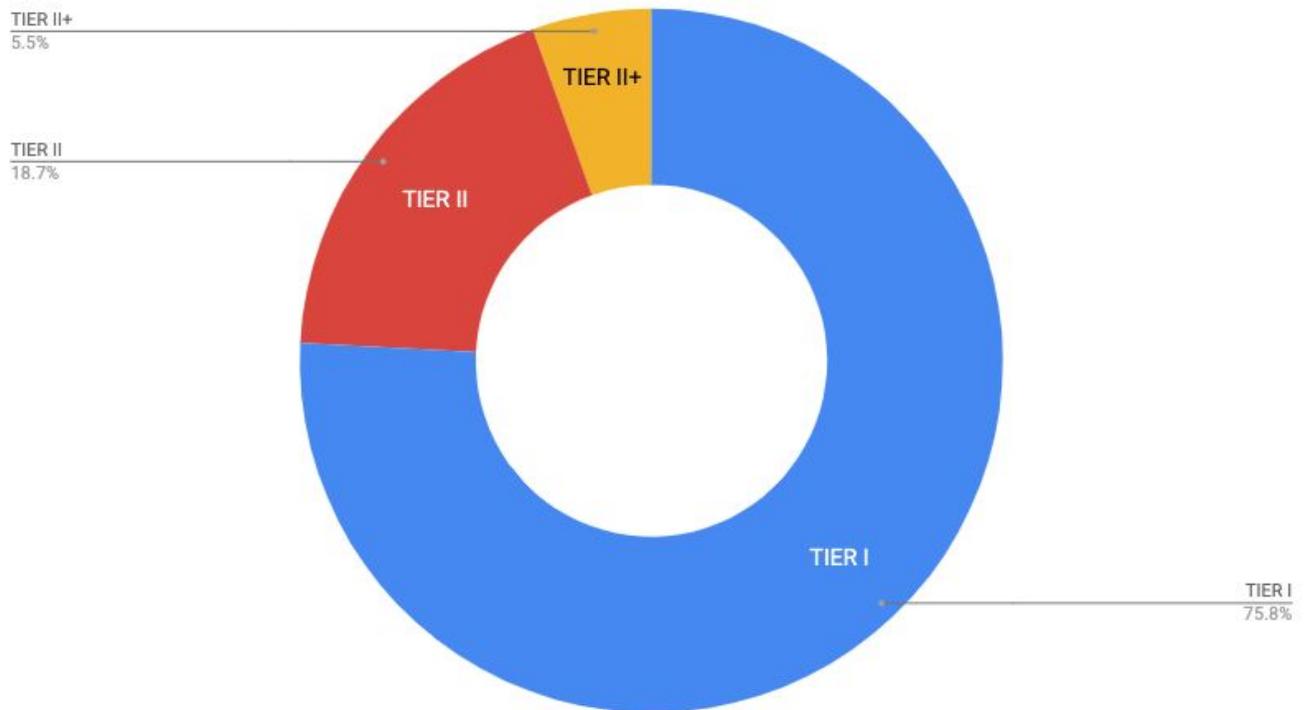
[2] *Note: totals does not equal the total below because the numbers above only reflect alcohol or SSRR Violation H.

*Statement Violation Statistics[3]*_____

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*"(page 1). During the 2018-2019 academic year, OSCR received and processed 444 reported violations of the *Statement* as described in Table C below.

Table C.

Reported Violations of the *Statement of Student Rights and Responsibilities*	Total
A. Physically harming another person including acts such as killing, assaulting or battering ● 1 Referred to ACR	1
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. [4]	see Student Sexual Misconduct Annual Report
C. Hazing[5]	0
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..	0
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 outlined in the University of Michigan Policy and Procedures on Student Sexual and Gender-based Misconduct and Other Forms of Interpersonal Violence.	0

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[3] Data statistics in this section are for the Statement of Student Rights and Responsibilities only. These do not include violations under the Community Living At Michigan document. Additionally, all data regarding sexual misconduct is reported through the Office for Institutional Equity.

[4] Still listed as a violation under the Statement, however all sexual and gender-based violence is deferred to the policy and procedures under the Student Sexual Misconduct policy.

[5] For Organizational contexts, hazing is covered at an institutional level through the GARP, SOAR processes and the University of Michigan Hazing policy.

F. Harassing or bullying another person –physically, verbally, or through other means. ● 1 (FCR) Responsible ● 1 Referred to ACR	2
G. Tampering with fire or other safety equipment or setting unauthorized fires. ● 1 Not Responsible	1
H. Illegally possessing or using alcohol** ● 166 (Tier I) Responsible ● 41 (Tier II) Responsible ● 155 (Tier II+) Responsible ● 7 Case Dismissed by Court No Violation ● 1 Referred to ACR ● 18 FCR Responsible ● 9 Referred to ACR4AOD ● 1 Refer to FCR	399
I. Illegally distributing, manufacturing or selling alcohol	0
J. Illegally possessing or using drugs** ● 1 (Tier I) Responsible ● 1 (Tier II) Responsible ● 12 (Tier II+) Responsible ● 2 (FCR) Responsible	16
K. Illegally distributing, manufacturing or selling drugs	0
L. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official	0
M. Stealing, vandalizing, damaging, destroying or defacing University property or the property of others ● 7 Referred to ACR ● 1 Complaint Withdrawn ● 1 (FCR) Responsible	9
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) ● 3 Referred to ACR ● 1 (FCR) Responsible ● 1 Complaint Withdrawn	5
O. Making, possessing or using any falsified University document or record; altering any University document or record, including identification cards and meal cards ● 6 Referred to ACR	6

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 ● 1 FCR-Formal Arbitration Responsible ● 2 Referred to ACR	3
Q. Failing to leave University controlled premises when told to do so by a police or security office with reasonable cause ● 1 (FCR) Responsible	1
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 of federal court if the underlying behavior impacts the University community	0
S. Misusing, failing to comply with, or jeopardizing Statement procedures, sanctions, or mediated agreements, or interfering with participants involved in the resolution process ● 1 Unresolved	1
T. Violating University computer policies	0
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).	0
TOTAL Reported Violations Received and Processed by OSCR in 2018-2019	444

*All data related to Sexual Misconduct Violations is captured in the *UM Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence* Annual Report published by the Office for Institutional Equity.

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

Table D.

OTHER	Total
Cases determined to be beyond OSCR purview ● 3 Complaints Dismissed ● 1 No Charges ● 3 Not a SSRR Violation Educational Conversation	74

● 1 Educational Conversation however student did not attend ● 1 Not a SSRR Violation Student 21+ Educational Conversation ● 10 Not a SSRR Violation Students 21+ ● 17 Not A Student at Time of incident ● 17 Not a SSRR Violation Fraudulent ID ● 16 Not a SSRR Violation Littering ● 1 No Violation - Disorderly conduct ● 1 No Complaint Submitted ● 1 Unresolved ● 2 Referred to ACR	
OSCR conducted outreach ● 9 UIPs	9
Managed by Academic Unit ● 6 MOU LAW School ● 1 U of M Dearborn ● 2 Social Work will address ● 2 Ross MOU	11
Total Other	94

Educational & 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 2018-2019 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 E.

Sanction/Intervention Type	Total
A. Formal Reprimand: A formal notice that the *Statement* has been violated and that future violations will be dealt with more severely.	0
B. Disciplinary Probation: 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. ● 16 Disciplinary Probation ● 1 SM Disciplinary Probation	17
C. Restitution: Reasonable compensation for loss, damage, or injury to the appropriate party in the form of community service or service learning, money, or material replacement. ● 19 Apology ● 1 Restitution	20
D. Restriction from Employment at the University: Prohibition or limitation on University employment. ● 1 SM Restriction from Employment of the University	1
E. Class/Workshop Attendance: Enrollment and completion of a class or workshop that could help the student understand why certain behavior was inappropriate. ● 179 ACR4AOD Wellness Coaching: Alcohol and Other Drugs (formerly BASICS) ● 35 Assessment for Substance Abuse Patterns (ASAP) ● 5 Individual Marijuana Education Program (IMEP) ● 1 ACR4AOD Community expectations ● 1 Conflict Coaching ● 1 Community Impact Meeting ● 1 Community Circle Agreement ● 9 Wellness Coaching ● 6 Counselor Meeting	256

• 1 Meeting with Resident Advisor • 6 Other • 2 SM Recommend Counseling • 1 SM Wellness Coaching • 4 SM STARRSA • 1 SM Notify Claimant that STARRSA was complete • 1 SM Educational Assignment • 1 SM E-Chug • 1 SM Alcohol Essay	
F. Educational Project: Completion of a project specifically designed to help the student • 7 Educational Project • 1 SM Person Values Reflection Project • 12 Reflection Project • 8 General Reflection Project • 1 SM General Reflection Project • 1 ACR4AOD Check in Meeting • 2 Meet with impacted parties • 1 SM Meet with Impacted parties • 7 Check in Meeting with OSCR Staff • 3 Meet with U of M Stakeholder • 1 SM Suspension Review and Eval Meeting • 1 SM Roommate Agreement • 1 SM Check in with OSCR Staff	46
G. Service: Performance of one or more tasks designed to benefit the community and help the student understand why certain behavior was inappropriate. • 144 Community Connection Meeting with Hall Director • 139 Restorative Measures Through Community Connection Meeting	283
H. University Housing Transfer or Removal: Placement in another room or housing unit or removal from University housing. • 1 Housing Warning • 1 No Reapp Housing	2
I. Removal from Specific Courses or Activities: Suspension or transfer from courses or activities at the University for a specified period of time.	0
J. No Contact: Restriction from entering specific University areas and/or all forms of contact with certain person(s). • 1 SM No Contact • 1 Restriction from Contact with Certain Person(s)	2
K. Suspension: Separation from the University for a specified period of time or until certain conditions are met. • 1 SM Suspension INVOLUNTARY • 1 SM Notification to Future School or Employer • 1 SM Susp Transcript Notation	3
L. Expulsion: Permanent separation from the University.	2

● 1 SM Expulsion ● 1 SM Expulsion Transcript Notation	

Build Trust. Promote Justice. Teach Peace.