STUDENT LIFE
OFFICE OF STUDENT CONFLICT RESOLUTION
UNIVERSITY OF MICHIGAN

Annual Report
2019-2020

OSCR

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The Year_____

Director's reflection on the year:

The 2019-2020 academic year is set apart from others that have come before it. With the imposition of COVID-19 in the Winter term of 2020 - what followed brought ongoing disruption to the University, to OSCR core work, and most importantly to the student experience. In this time the staff of the Office of Student Conflict Resolution (OSCR) have remained resolute in providing exceptional services, resources, and educational outreach for the University community. I couldn't be more proud of the professional and student staff who have tirelessly and selflessly contributed to the work through embodying University our values of civility, dignity, diversity, education, equality, equity, freedom, honesty, and safety.

Extending ongoing trends, resources available through OSCR remained in high demand. Focusing broadly on student wellness and high risk harm reduction, OSCR staff managed steady case loads. Campus partnerships remained strong and opportunity for early interventions continued to make a difference in our community.

As the first full year of implementation of the revised interim student sexual misconduct policy, the opportunity existed to further refine our partnership and procedures under the existing policy. One such example has been our focus on extending the impact and reach of Adaptable Resolution as an important option for the University of Michigan community. Providing survivors of sexual and gender-based violence are not monolithic in their felt needs - for either process or desired outcome. In this year the Office of Student Conflict Resolution has continued its efforts to return agency to those most deeply impacted by individual and community harm.

Deep expertise in delivering intervention, including intervention for sexual and gender-based violence, has been an expanding and nation-leading endeavor. OSCR continues to pioneer the STARRSA psychoeducational intervention model and has started to provide requested on-site training for other institutions nationally. Additionally, OSCR continues its furtherance of critical restorative competencies through several on-site training experiences prior to the start of the pandemic. OSCR staff continue to be actively engaged in the national dialogue through ASCA conferences and training by participation in and delivery of a panel discussion, two well-received presentations, and the coordination of a Gehring institute track. Many more contributions were made - both nationally and at our own University - by each of the exceptional and talented OSCR team members.

The Office of Student Conflict Resolution remains a critical component to the overarching educational mission of the University of Michigan. The Office of Student Conflict Resolution saw over one thousand student contacts across our varied conflict resolution educational workshops and offerings. This year we have seen the transition of much educational delivery to virtual platforms. It is anticipated that this will continue and although a return to in-person delivery of educational offerings and services is expected, this moment provides us with the expertise to expand our reach.

As we move into 2020-2021 OSCR will continue to build upon a solid foundation in new ways. It will continue to be imperative that our community remains adaptable and OSCR will remain ready to walk the road ahead in partnership and solidarity with our community.

Sincerely,

Erik Wessel

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

Neha Bhat, Case Manager (Summer 2019) and Adaptable Resolution Coordinator (Fall 2019)

Sebastian Capp, Michigan Men's Project Intern

Emily Chang, Conflict Resolution Facilitator

Yvonne Combs, Conflict Resolution Facilitator

Matthew Dargay, Conflict Resolution Facilitator

Bridget Donnolly, MSW Intern

Carly Friedrich, Administrative Operations Lead

Dominic Gattozi, Practicum Student from Bowling Green State University

Reese Havlatka, Assistant Director

Carrie Landrum, Assistant Director

Sandy Lymburner, Clery Compliance Coordinator and OSCR Database Lead

Maiya Moncino, Conflict Resolution Facilitator

Patrick McEvilly, Case Manager

Ilhan Onder, Conflict Resolution Facilitator

Claire Purdy, Conflict Resolution Facilitator

Nithya (Elsa) Ramesh, Program Coordinator

Ryan Rich, Conflict Resolution Facilitator

Maryellen Ryan, Program Specialist for Title IX and AOD

Andrea Sell, Case Manager

J. Stephenson, Conflict Resolution Facilitator

Samantha Swamy, Conflict Resolution Facilitator

The Team, continued_____

Vennela Vellanki, Conflict Resolution Facilitator

Claire Webb, Intern from Bennington College

Erik Wessel, Director

Kevin Xu, Program Coordinator

Ashley Yong, Intern from Ohio State University

Joe Zichi, Associate Director

The Accomplishments_____

Although OSCR team accomplishments are many, the following is a small sampling from the 2019-2020 academic year:

In addition to managing consistently high student case contacts and responding to over 4000 requests for background checks, OSCR continues to be in high demand for conflict education workshops and resources. OSCR staff also contributed broadly to University-wide efforts to build more inclusive communities through efforts such as IDI QA sessions with members of the University of Michigan community.

OSCR also continues to demonstrate its value in providing robust revenue-generating training resources for external requestors. Nearly half of the OSCR team were involved in one of three external training requests during this academic year. Simultaneously, the OSCR team was well-represented in presentations at a national level, providing training experiences, serving as faculty at the Gehring conduct academy and representing the University on expert panels.

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.

| No Conflict Management | Debate Dialogue Discussion | Conflict Coaching | Facilitated Dialogue | Mediation | Restorative Justice Practices | Shuttle Diplomacy | Adjudication Informal Resolution | Adjudication Formal Resolution |

*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.
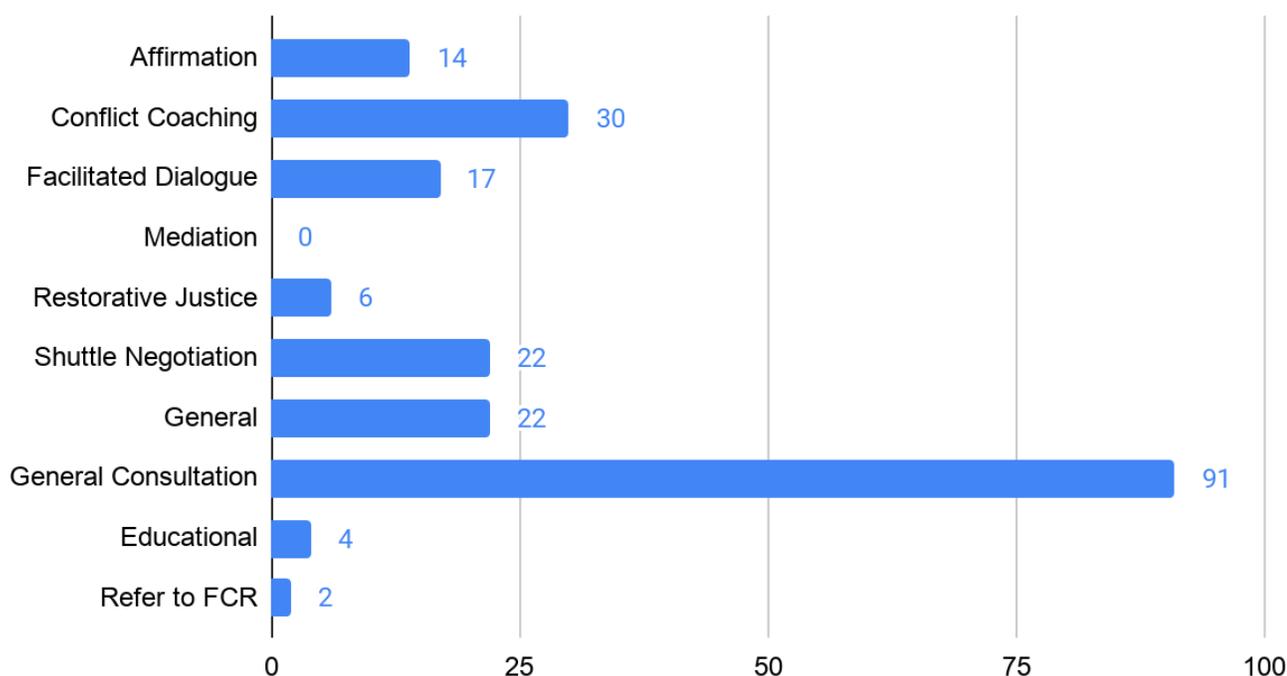
During the 2019-2020 academic year, 9 matters were managed under the FCR program (which includes both resolution by agreement and the formal arbitration hearing process). Details regarding the number/type of reported violations, along with information about the number of instances in which a student was found responsible for the reported violation, are shown in Table C below. Details regarding the number/type of sanctions applied in those matters are shown 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, Educational Conversation and Restorative Justice Circles. During the 2019-2020 academic year, 182 matters were managed under the ACR program. Those matters involved a total of 283 students and 8 student organizations.

Figure A.

ACR Pathway Utilization*

Pathway	Value
Affirmation	14
Conflict Coaching	30
Facilitated Dialogue	17
Mediation	0
Restorative Justice	6
Shuttle Negotiation	22
General	22
General Consultation	91
Educational	4
Refer to FCR	2

*The sum is greater than the total number of matters addressed because some matters utilized more than one pathway.

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 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 2019-2020 academic year, 175 matters[1] (Violation H: Alcohol, Violation J: Other Drugs) were managed under the ACR-for-AOD program as described below [figure B]. Details regarding the number/type of sanctions applied in those matters are shown in Table E on pages 17-19.

Figure B.
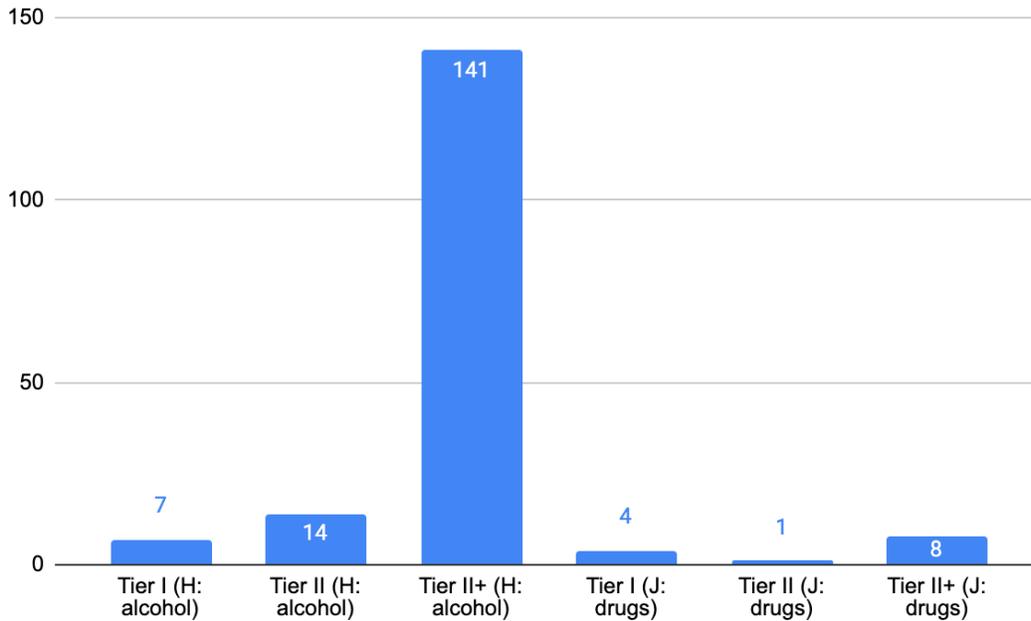
Report of Actions_____

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 2019-2020 academic year, OSCR received and processed 196 reported violations of the *Statement* as described in Table C below.

Table C.

Reported Violations of the *Statement of Student Rights and Responsibilities*	Total

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[1] Tier totals in the chart above relate to total violations for each category. Matters may fall into multiple tier categories if they involve both alcohol and drugs.

A. Physically harming another person including acts such as killing, assaulting or battering	2
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.[2]	see Student Sexual Misconduct Annual Report
C. Hazing	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.	see Student Sexual Misconduct Annual Report
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.	see Student Sexual Misconduct Annual Report
F. Harassing or bullying another person—physically, verbally, or through other means.	4
G. Tampering with fire or other safety equipment or setting unauthorized fires.	1
H. Illegally possessing or using alcohol[3]	168
I. Illegally distributing, manufacturing or selling alcohol	0
J. Illegally possessing or using drugs[4]	16
K. Illegally distributing, manufacturing or selling drugs	0
L. Intentionally and falsely reporting bombs, fires, or other emergencies to a University official	0

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[2] 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.

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

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

M. Stealing, vandalizing, damaging, destroying or defacing University property or the property of others	3
O. Making, possessing or using any falsified University document or record; altering any University document or record, including identification cards and meal cards	0
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	0
Q. Failing to leave University controlled premises when told to do so by a police or security office with reasonable cause	0
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	2
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 2019-2020	196

Table D.

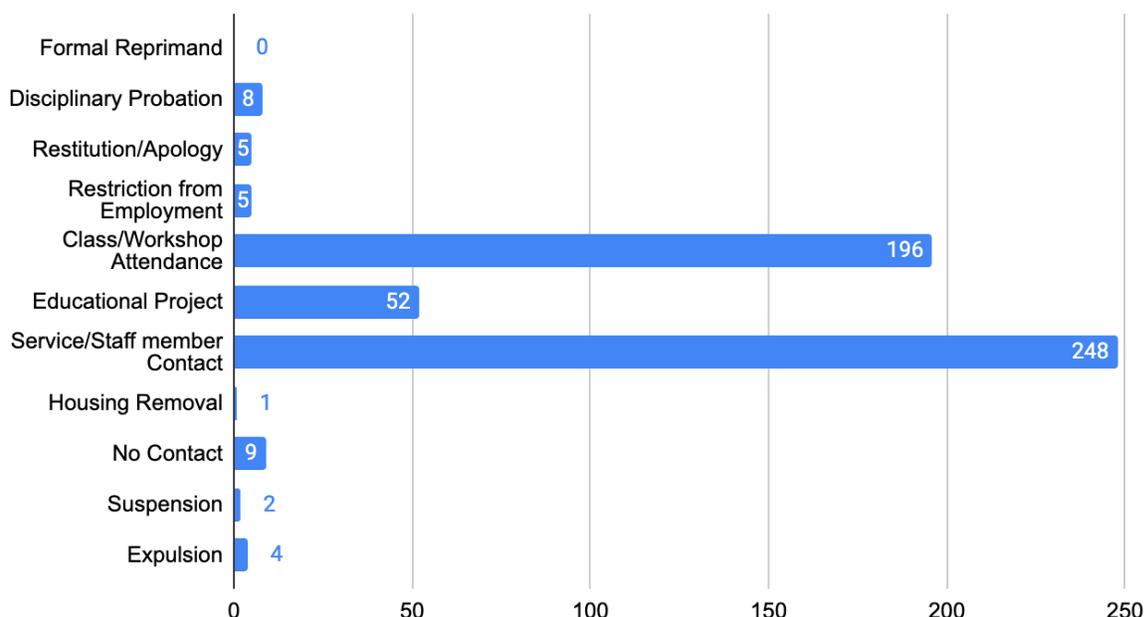| OTHER	Total
Cases determined to be beyond OSCR purview	45
Total Other	45

Sanctions, Interventions & Process Outcomes _____

As described in the *Statement*, sanctions, interventions and voluntary outcomes that are designed to promote the University's educational mission are applied to students who accept responsibility for a reported violation, who are found responsible for a violation through a *Statement* process, or voluntarily accept responsibility to repair harm and voluntarily agree to negotiated outcomes.

"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 2019-2020 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.*

Figure C.[5]

Educational & Restorative Measures*

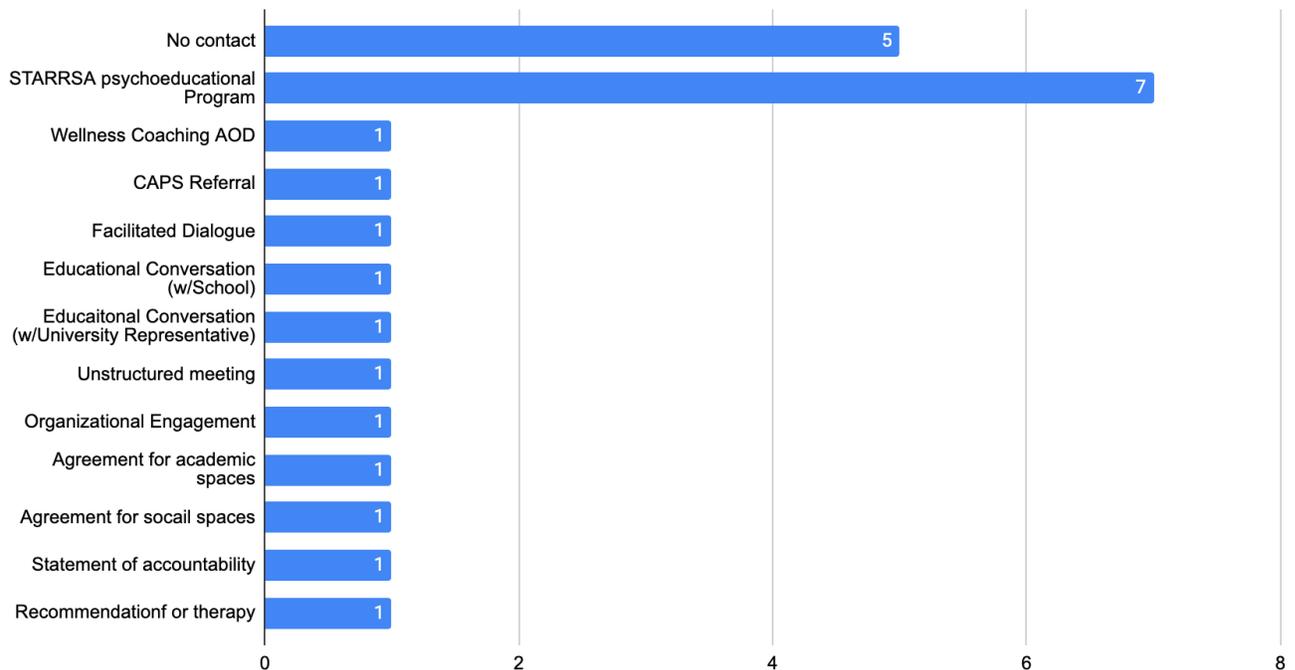| Measure	Value
Formal Reprimand	0
Disciplinary Probation	8
Restitution/Apology	5
Restriction from Employment	5
Class/Workshop Attendance	196
Educational Project	52
Service/Staff member Contact	248
Housing Removal	1
No Contact	9
Suspension	2
Expulsion	4

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[5] *OSCR is responsible for sanctioning under the SGBM policy. Numbers are inclusive of OSCR's sanctioning work and all suspensions/expulsions applied have come under that policy. In most cases of suspension/expulsion a transcript notation has also been applied (either temporarily or indefinitely).

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.	8
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.	5
D. Restriction from Employment at the University: Prohibition or limitation on University employment.	6
E. Class/Workshop Attendance: Enrollment and completion of a class or workshop that could help the student understand why certain behavior was inappropriate.	196
F. Educational Project: Completion of a project specifically designed to help the student	52
G. Service: Performance of one or more tasks designed to benefit the community and help the student understand why certain behavior was inappropriate.	248
H. University Housing Transfer or Removal: Placement in another room or housing unit or removal from University housing.	1
I. Removal from Specific Courses or Activities: Suspension or transfer from courses or axticities at the University for a specified period of time.	3
J. No Contact: Restriction from entering specific University areas and/or all forms of contact with certain person(s).	9
K. Suspension: Separation from the University for a specified period of time or until certain conditions are met.	4
L. Expulsion: Permanent separation from the University.	11

New for this year's annual report we are including a brief snapshot of outcomes related to ten (10) Adaptable Resolution agreements reached under the Student Sexual and Gender-Based Misconduct Policy and its related procedures. Important to note is the variety of negotiated outcomes which speaks to the variability of interests and needs. With very little variability, however, is the strong interest in a robust educational experience (STARRSA) for students who are taking responsibility for repairing harm.

Adaptable Resolution Voluntary Outcomes

Outcome	Count
No contact	5
STARRSA psychoeducational Program	7
Wellness Coaching AOD	1
CAPS Referral	1
Facilitated Dialogue	1
Educational Conversation (w/School)	1
Educaitonal Conversation (w/University Representative)	1
Unstructured meeting	1
Organizational Engagement	1
Agreement for academic spaces	1
Agreement for socail spaces	1
Statement of accountability	1
Recommendationf or therapy	1

The Year Ahead_____

The 2020-2021 year will be marked by unprecedented uncertainty and the need for adaptability to the changing landscape presented by the COVID-19 pandemic and the enduring and co-occurring social crises of racism in society. In the coming year OSCR will be tasked with addressing community accountability to health and safety guidelines in keeping with our community values; including equity, civility, dignity, and safety. At the same time it will continue to be important to further inclusive policies and practices across the spectrum of our shared work.

Build Trust. Promote Justice. Teach Peace.