

THE CODE OF STUDENT CONDUCT
ANNUAL REPORT - 1997

THE OFFICE OF STUDENT CONFLICT RESOLUTION
STUDENT AFFAIRS
THE UNIVERSITY OF MICHIGAN
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INTRODUCTION & BACKGROUND

The information in this report summarizes the activities of the Office of Student Conflict Resolution from January 1, 1997 to December 31, 1997.

The Code of Student Conduct (Code) was adopted by the University of Michigan Board of Regents on January 1, 1996. The Code replaced the Statement of Student Rights and Responsibilities, an interim policy in place between January 1, 1993 and December 31, 1995. The Code supports the values of the University of Michigan community and enumerates the types of behaviors that violate these values. The Resolution Coordinator directs the Office of Student Conflict Resolution (OSCR) and ensures that the Code's procedures are equitably carried out.

SUMMARY OF COMPLAINTS & RESOLUTIONS

CONTACTS AND ACTION TAKEN

Between January 1, 1997, and December 31, 1997, the Office of Student Conflict Resolution (OSCR) documented 438 contacts. Table A depicts the response of OSCR staff to each contact. The term 'contact' refers to any form of complaint and includes those resulting in investigations handled under the Code. Table A summarizes each action taken.

Table A
Total Contacts & Actions Taken

Action Taken	Number
No Action Taken by OSCR	
Identity of Accused Student Unknown	5
No Complaint Filed	35
Past Six Month Deadline to File	2
No Violation	33
Referrals	79
Substance Abuse Warning Letter	152
Investigated Allegations	132
Total	438

No Action Taken by OSCR

Identity of Accused Student Unknown

Five (5) people contacted OSCR and stated that a violation of the Code had occurred; however, they were unable or unwilling to name the student(s) they believed responsible for the misconduct. Three (3) of these complaints alleged assault and battery, 1 alleged harassment, and 1 alleged damage and destruction of property. Each complaint was investigated and pursued to the fullest extent possible. For additional assistance, complainants also were referred to appropriate University units (e.g., the Department of Public Safety).

No Complaint Filed

OSCR received 35 complaints from individuals who did not follow through with a formal complaint. Typically individuals contacted the office and described their complaint(s) without providing their name, the alleged perpetrator's name, and/or documentation supporting the alleged misconduct.

Filed after Six Month Deadline

Two (2) individuals sought to file a complaint after the expiration of the six month deadline established by the Code. Both individuals were referred to an appropriate University unit for possible resolution.

No Violation

Thirty-three (33) individuals reported misconduct not addressed by the Code. Typical allegations included: allegations of threats or harassment without substantiated behavioral misconduct, allegations of disorderly conduct, complaints alleging hate speech, roommate disputes, and complaints alleging misconduct by non-students. When appropriate, these individuals were referred to appropriate community agencies or University units for possible resolution.

Referrals

If the Resolution Coordinator determined that an allegation fell within the scope of the Code, but that the dispute would be more effectively resolved elsewhere within the University community, the complainant was referred to the appropriate unit. OSCR referred 79 individuals to University units for assistance. Table B summarizes the number and types of referrals made.

**Table B
Referrals**

Referrals Made To	Number
University Units	
Academic Unit	19
Athletics	2
Dean of Students/VP for Student Affairs	5
Greek Life	5
Housing	41
Information Technology Division	3
Ombuds	2
Student Legal Services	1
University Health Services	1
Total	79

Substance Abuse Warning Letters

OSCR mailed 152 Substance Abuse Warning Letters to students who allegedly violated Section F (alcohol and/or drug violations) of the Code. These letters (see Appendix E) were sent in response to information forwarded to OSCR from the Ann Arbor Police, the Department of Public Safety, or University Housing. Each letter described the information reported to OSCR, included a copy of the Code, and offered support services available in the University/Ann Arbor community. The letter also contained information about free assessment/counseling available through the University and encouraged individuals who thought they might have a problem to utilize the assessment/counseling opportunities.

Students were encouraged to contact OSCR if they believed the letter was sent in error. By not challenging the letter, students accepted it as a warning and understood that any further complaint would result in charges under the Code. One student challenged the warning letter. The student was unable to produce official court documents that indicated that the charges had been dropped; the warning letter remained in effect.

Investigated Allegations

One hundred and thirty-two (132) complaints were investigated by OSCR and are described in the following sections of this report.

INVESTIGATED COMPLAINTS AND OUTCOMES

It is difficult to accurately portray the total number of violations investigated because multiple charges were resolved in almost every arbitration and mediation. One hundred and thirty-two (132) complaints alleging 300 incidents of misconduct were investigated. Forty-one (41, 31%) cases involved a single charge and 91 cases (69%) involved multiple charges. In this report, data are reported by case or by total number of alleged violations.

Table C summarizes the total number of charges and outcomes (responsible, not responsible, and mediated) for alleged violations occurring both on and off campus. Twenty-eight (28) cases, involving 72 potential violations, which are still pending resolution as of December 31, 1997 also are noted and are included in the 132 complaints/300 violations summary.

Nine (9) cases involving 21 alleged violations were pending resolution as of December 31, 1996. These cases were resolved in 1997 and are reported in Appendix F.

The most common complaints included stealing, damaging, or destroying property (49); assault and/or battery (48); and alcohol and drug violations (42). If the Resolution Coordinator's investigation resulted in enough information to forward the complaint to a student resolution panel, resolution officer, or mediator for resolution, the accused student was charged with a violation(s).

A charge letter (see Appendix E) was sent to students who had allegedly violated the Code. The charge letter described the specific incident as well as the section(s) of the Code that the student may have violated. The student was asked to meet with the Resolution Coordinator at a specific day and time based on his or her class schedule. If the student was unable to make the appointed time, the student was directed to call OSCR to arrange an alternate date.

Fifty-four (54, 18%) of alleged violations were either dropped or withdrawn. The Resolution Coordinator dropped an allegation when an investigation did not result in sufficient evidence to forward it for resolution or when subsequent investigation cleared the alleged perpetrator. In some cases, a complainant chose to withdraw the allegation(s).

In 16 cases, all of the charges against a student were dropped. When this occurred, the student's file was destroyed and all personal identification was deleted from the electronic records. A statistical record of the complaint was kept on file for record keeping purposes only. In 14 cases, one or two of the allegations were dropped but the other allegations were fully investigated and resolved.

Table C
Investigated Violations, Charges, and Outcomes in 1997

^a Violation	Charges	Responsible	Not Responsible	Mediated	^b Pending	Dropped
Physically harming another person...such as killing, assaulting, or battering	48	13	0	0	23	12
Sexual assault or sexual harassment	13	1	2	^c 5	3	2
Hazing, stalking, or harassment	25	8	0	^d 3	9	5
Possessing, using, or storing firearms, explosives, or weapons	7	3	0	0	4	0
Tampering with fire or other safety equipment or setting unauthorized fires	3	1	0	0	1	1
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	42	35	1	0	3	3
Intentionally and falsely reporting bombs, fires, or other emergencies	2	1	0	0	0	1
Stealing, vandalizing, damaging, destroying, or defacing property	49	25	7	2	5	10
Obstructing or disrupting classes, research projects or other activities or programs	5	2	0	3	0	0
Making, possessing, or using any falsified University document	32	27	0	0	0	5
Failing to leave University-controlled premises	2	0	0	0	2	0
Violating state or federal law	34	14	0	0	12	8
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	24	17	1	0	2	4
Violating University computer policies	14	2	1	0	8	3
Total	300	149	12	13	72	54

^a The exact wording of some violations has been condensed in this table. For the complete text of the violations please refer to the Code located in Appendix A.

^b Pending violations reflect cases that OSCR was unable to resolve in 1997 due to time constraints or because the accused student withdrew from school before the allegations could be resolved.

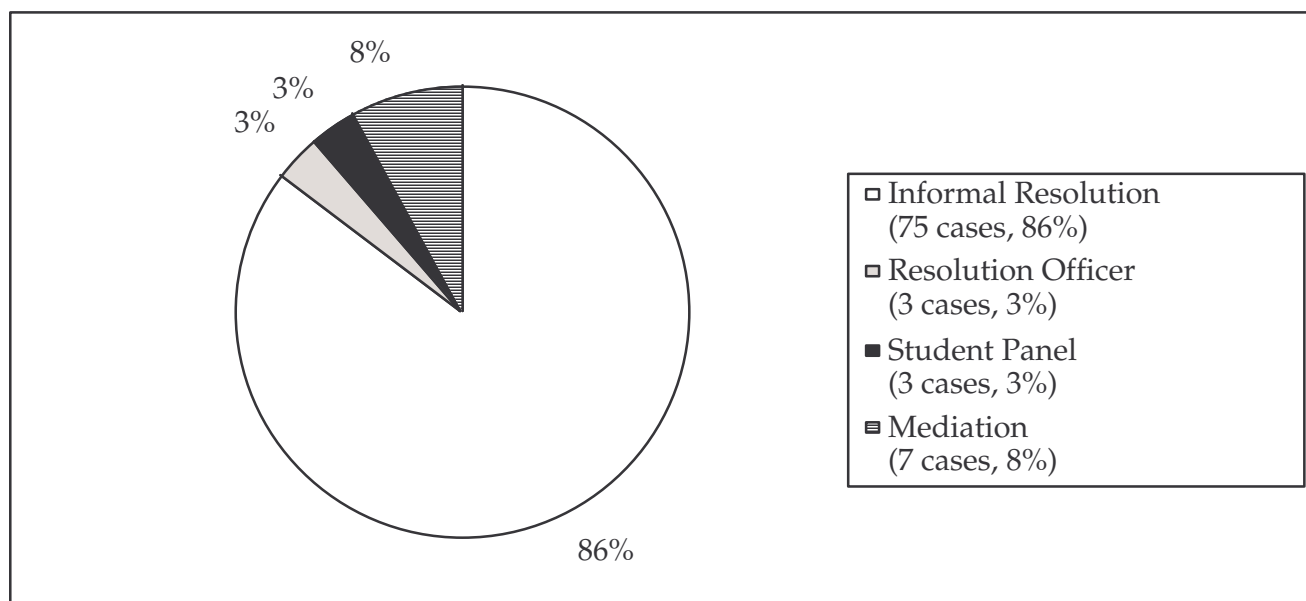
^c Three (3) of these charges were sexual harassment allegations and 2 were sexual assault allegations. In all cases, the complainant asked to mediate the charges.

^d All 3 mediated charges alleged harassment.

PROCEDURES USED TO RESOLVE THE CHARGES

The Code establishes the right of the accused student to choose the type of procedure he or she prefers to resolve the charge(s). Chart A depicts the students' choices per case. Each mediation was conducted by a staff or faculty mediator or by the Student Dispute Resolution Program. Each student panel arbitration was conducted by 5 student panelists and was facilitated by a faculty or staff resolution officer. Each resolution officer arbitration was conducted by a faculty or staff resolution officer. Informal resolutions, resolution officer arbitrations conducted in an informal setting, were conducted by the Resolution Coordinator. Multiple charges were resolved in almost every arbitration and mediation. Eighty-eight (88) cases were resolved in 1997. Appendix C provides further details about procedures followed.

Chart A
Accused Students' Choices of Resolution Procedure per Case



OUTCOMES AND SANCTIONS/RESOLUTIONS

Table C (page 7) also details the outcomes of arbitrations and mediations for each charge. Of the 161 charges considered at arbitrations, there were 149 findings of responsible and 12 findings of not responsible. There were 10 cases that resulted in at least one finding of not responsible for the charge(s). None of these cases resulted in findings of not responsible for all charges. Thirteen (13) charges were resolved by mediation. Each mediation resulted in a written resolution agreed upon by all parties. Table D shows arbitration and mediation outcomes.

**Table D
Arbitration and Mediation Outcomes**

Outcomes by Charge	Number	Percent
Responsible	149	85.6%
Not Responsible	12	6.9%
Mediated	13	7.5%
Total	174	100%

Sanctions

Findings of responsibility by a student panel or a resolution officer resulted in a recommendation of sanctions to the Dean of Students. Frequently, a combination of sanctions was imposed. The Dean of Students had the authority to modify the recommended sanctions but only exercised that authority in one case. Table E summarizes sanctions recommended through the process, imposed by the Dean of Students, and enforced by OSCR.

**Table E
Sanctions**

Sanction	Number
Formal Reprimand	4
Alcohol Assessment	4
Community Service	26
Class/Workshop Attendance	23
Restitution	13
Housing Transfer/Lease Termination	3
Probation	16
Educational Project	27
Recommended Counseling	11
Mentor Relationship	3
No Contact	7
Suspension from a Course or Activity	0
Parking Restriction	1
Computer Account Suspended	1
Complete Court Sanctions	3
Employment Restriction	3
Emergency Suspension	2
Suspension	1
Expulsion	0

Student resolution panels and resolution officers were encouraged to recommend sanctions with the following goals in mind: to protect the safety of the University community, to

educate the student about the inappropriateness of his or her misconduct, and to provide the student with an opportunity to learn new behaviors so that the behavior would not be repeated. Student resolution panels and resolution officers designed sanctions to reflect the needs of the individual student and the impact of the misconduct on the complainant and on the University community. Student resolution panels and resolution officers developed a wide array of unique sanctions for responsible students. For the most egregious violations 'sanction packages' were developed to address the student's misconduct and provide a support system to help the student successfully complete the sanction(s) as well as their academic work. The Public Record, located in Appendix B, provides examples of such sanctions.

The most severe sanction imposed was suspension. One (1) student was suspended by a student panel for two years with additional sanctions required during that time period. The Code allows the Vice President for Student Affairs the authority to emergency suspend a student if his or her actions pose an immediate danger to any member of the University community. The student is suspended pending a meeting with the Resolution Coordinator who may then continue the suspension until an arbitration is scheduled to resolve the charges. Two (2) students were emergency suspended in 1997.

Mediation

Mediation offered the accused student direct involvement in the final resolution of the charge(s). With the assistance of a mediator(s), the accused student and the complainant worked together to discuss their dispute and reach a settlement acceptable to both. Mediation also allowed the participants to consider a wider variety of resolutions than could be imposed through sanctioning. Table F records a total of three accused students who participated in mediation to resolve the charges against them. Similar to arbitrations, some mediations considered more than one charge and some mediations resulted in a combination of mediated resolutions. Thirteen (13) charges were resolved in the 7 mediations conducted under the Code. These 7 mediations resulted in the following mediated outcomes.

**Table F
Mediated Resolutions**

Mediated Resolution	Number
Alcohol Assessment	2
Restitution	4
Acknowledge Responsibility	2
Educational/Research Project	5

RELATED ISSUES

OSCR staff, student panelists, resolution officers, and mediators frequently considered a wide variety of issues indirectly related to each charge. In general, these issues became pertinent as student panelists and resolution officers worked to gain a full understanding of

the circumstances resulting in the charge(s). They became relevant when a student was found responsible and sanctions were discussed. The most common related issues involved the use of alcohol and other drugs. For example, a student panel considering a charge of assault and battery might learn during the arbitration that the accused student had consumed alcohol and was using alcohol to justify his or her behavior. To help the student learn how not to repeat the behavior, the panel might determine that a sanction related to alcohol misuse was appropriate. Table G details the most common issues encountered during the resolution process.

**Table G
Related Issues**

Issue	Number	% of Total Cases
Alcohol	34	25.8%
Drugs	9	6.8%

APPEALS

Of the 88 cases resolved in 1997, 1 case (1.1%) was appealed. Both the accused student and the complainant are given the opportunity to appeal. An Appeals Board, composed of one student selected from the Michigan Student Assembly, one administrator appointed by the University of Michigan President, and one faculty member appointed by the Faculty Senate, heard the appeal. All decisions of the Appeals Board were reached by majority vote and were forwarded as recommendations to the Vice President for Student Affairs as recommendations. Table H presents the violation(s) appealed, the ground(s) for appeal, and recommendations to the Vice President. In this case, the Vice President modified the recommendations made by the Appeals Board.

**Table H
Appeals Board Considerations and Decisions**

Violation	Grounds for Appeal	Original Sanctions	Recommendations to the VP	VP's Modification
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Stalking Harassment	Proper procedures were not followed. The sanctions are excessive relative to the violation.	Two year suspension Completion of courses at another school Community service Counseling No contact Psychological evaluation at the end of the suspension	Suspension and no contact sanctions were upheld with the addition of no trespassing on University property. Community service, completion of courses at another school, counseling, and psychological evaluation were eliminated.	The VP accepted the Appeals Board decisions with the following modifications: Community service and a psychological assessment prior to readmittance are required. Counseling is recommended. All other recommendations were imposed.
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RECIDIVISM

Six students were repeat offenders. Student One initially informally resolved a charge alleging harassment in 1996. The student accepted responsibility and offered to write a letter and apologize for the behavior. Eight months later the student was again charged with harassment. The student withdrew from the University before the second harassment charge could be resolved.

Student Two was initially found responsible for stealing and illegal entry under the Statement of Student Rights and Responsibilities in 1995. Sanctions included a housing transfer, assessment, and academic support. In 1997 the student was charged with stealing property from others under the Code of Student Conduct. The student withdrew from the University before the second charge could be resolved.

Student Three was found responsible for assault and battery by a student panel in 1996. Sanctions included a formal reprimand, participation in a mentorship program, and court imposed sanctions. In 1997 the student was charged with stealing property from others. The charge is currently pending resolution.

Student Four was charged with setting unauthorized fires in a residence hall. Before the charge could be resolved, the student was involved in a second incident that resulted in the following charges: battery, possession of a firearm, use of a firearm, violating state and federal law. All of the charges are currently pending resolution.

Student Five was found responsible for failing to comply with University Housing sanctions in 1996. The student was required to complete an alcohol assessment and an educational project. One year later, the student was charged with an alcohol possession violation. The charge is currently pending resolution.

Student Six was charged with assault and battery. In the course of the investigation, it was discovered that there was a prior incident that led to the assault and battery. Student Six was charged with an additional assault and battery violation as well as an assault, battery, and sexual assault violation. All of the charges are pending resolution.

Three students were charged with failure to comply with their sanctions. Although failure to comply with sanctions is a separate Code violation, these students were not considered repeat offenders.

EVALUATIONS

After each arbitration and mediation, each participant was sent an evaluation form to complete and return to OSCR. Evaluation forms were sent with outcome letters to the accused student and the complainant (see Appendix E). The accused student and the complainant were asked to give feedback and suggestions on the arbitration process and were asked to evaluate their interactions with the Resolution Coordinator. Although only a small number of students returned the evaluation forms, the evaluations that were received were very helpful. Arbitration procedures were updated to incorporate many of the suggestions.

Sample Comments from Arbitrations

- Why did you choose to have your case resolved through an informal arbitration?

I felt more comfortable dealing person-to-person....

Because informal arbitration is an easier and less time consuming process than a formal hearing.

- Were you comfortable asking the Resolution Coordinator questions?

Yes. Mary Louise was a very nice lady. I enjoyed meeting her even under the circumstances.

Yes, she was open and up-front, was not intimidating.

Sample Comments from Mediations

- Why did you choose/agree to participate in the mediation process?

I feel it is the most suitable way to resolve conflict.

This is my preferred method of conflict resolution. I don't see punishment as an effective overall means of change.

- Was the outcome of your mediation agreement reasonable?

Yes, it seems both parties were satisfied with the agreement.

Student panelists and resolution officers were sent evaluation forms after each panel and resolution officer arbitration. They were asked to give feedback on the arbitration process and to suggest areas that needed further clarification in future training sessions. Training sessions for student panelists and resolution officers were modified to incorporate many of the suggestions made by their peers.

Sample Comments from Panelists

- Was your experience positive? If not, why not and how can we improve the situation?

Yes. It seemed to me that all parties appreciated our presence (as a panel).

Mostly positive. Sanctioning was difficult. Everyone had an opinion which is good but the process was dragged on for too long.

- Are there areas in which further training is needed?

With the help of the RC [Resolution Coordinator], further training wouldn't be needed. The RC is an

invaluable resource in answering any questions which should arise during the deliberation process.

Many students who were given sanctions were also asked to write reflection papers about their experiences during the conflict resolution process and during the sanctioning period. Reflection papers were useful to OSCR staff because they presented an opportunity to evaluate how effective the sanctions were in addressing the needs of the accused student and the University community. These students' comments also assisted OSCR in making future sanctioning placements. Several students decided to continue to contribute their time and energy to the placement agencies, even after their required community service hours were completed.

Sample Comments from Reflection Papers

Quote #1

"Our agency appreciates that your student continues to serve as a volunteer even though the required number of hours has been more than accomplished. Whatever work projects were assigned, he responded with enthusiasm and willingly learned new tasks."

(Agency Contact Person)

Quote #2

"My community service placement has given me an opportunity to both give back to the community as well as understand the full implications of my actions."

(Junior student)

Quote #3

"My community service placement was a great learning experience - an experience which has made me choose to continue after the university sanctions have concluded."

(Sophomore student)

Quote #4

"My educational project consisted of writing a reflection paper based on some moral development readings and service at a local non-profit agency. The project has offered me the opportunity to organize my thoughts concerning my growth as a moral individual. More importantly, the project has reminded me that my past actions do not have to foreshadow my future decisions."

(Junior student)

Quote #5

"I learned some important information from the alcohol workshop. These facts were reinforced by both the facilitators and the alcohol video. The peer-facilitated nature of the workshop was helpful because it felt as though the participants were just having a dinner conversation among friends."

(First-year student)

ACCUSED STUDENTS - A PROFILE

ACCUSED STUDENTS

OSCR handled complaints filed against 132 students in 1997. Table I depicts the gender, class year, and school or college of the accused students. Eighty-six percent (86.4%) of the complaints were filed against male students. Forty-one (41) complaints were filed against freshman or sophomore students, representing 31.1% of all complaints. Thirty-five (35) junior and senior students were accused, totaling 26.6% of all complaints. Graduate students were the least likely to be accused of a violation and account for 9.8% of all accused students. One (1) student was a high school senior who had accepted admission to the University of Michigan. Of the complaints filed against undergraduate students, 75.0% of complaints were filed against undergraduate students in the College of Literature, Science, and the Arts or students in the School of Engineering. In 1997, these schools accounted for approximately 82.8% of the University's total undergraduate enrollment and 53.5% of the University's total enrollment.

Table I
Gender, Class Year, and School or College of Accused Students

	Number Accused	Percent
Gender		
Male	114	86.4%
Female	18	13.6%
Total	132	100.0%
Class Year		
High School Senior	1	0.7%
Freshman	41	31.1%
Sophomore	42	31.8%
Junior	20	15.2%
Senior	15	11.4%
Graduate Student	13	9.8%
Total	132	100.0%
School or College		
Architecture & Urban Planning	1	0.7%
Art	5	3.8%
Business Administration	2	1.5%
Dentistry	1	0.7%
Engineering	17	12.9%
Kinesiology	5	3.8%
LS&A	88	66.7%
Medicine	2	1.5%
Music	1	0.7%
NR&E	4	3.0%
Nursing	2	1.5%
Pharmacy	1	0.7%
Horace Rackham	3	2.3%

Total	132	99.8%
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STUDENTS FOUND RESPONSIBLE

There were one hundred sixty-two (162) violations where students were found responsible or mediated their cases. Sanctions were imposed on or accepted by these students. The types of violations for which students were sanctioned or agreed to mediate are documented by class year in Table J.

One trend that seemed to remain consistent for the first two years of the Code was that more first and second year students were found responsible for violations than upper class students and graduate students were the least likely to be found responsible. Stealing and property damage continued as one of the most frequent offenses (27) with most violations committed by first and second year students. An equal number of students (27) were found responsible for making, possessing, or using falsified University documents. In 1996, only 4 students were found responsible for this violation. Graduate students were more likely to be found responsible for acts of harassment and stalking than any other group of students. Although most of the alcohol violations (35 total) were committed by first year students, it is important to note that almost all first and second alcohol offenses for these students were handled within the Residence Halls. Generally, OSCR only became involved in alcohol violations when there was a consistent pattern of substance abuse.

Table J
Responsible Student Violations and Mediated Resolutions
by Class Year

Violations	High School	Fr.	Soph.	Jr.	Sr.	Grad.	Total
Physically harming another person...such as killing, assaulting, or battering	0	6	2	1	0	4	13
Sexual assault or sexual harassment	0	1	3	0	2	0	6
Hazing, stalking, or harassment	0	2	2	1	0	6	11
Possessing, using, or storing firearms, explosives, or weapons	0	2	1	0	0	0	3
Tampering with fire or other safety equipment or setting unauthorized fires	0	1	0	0	0	0	1
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	0	23	8	3	0	1	35
Intentionally and falsely reporting bombs, fires, or other emergencies	0	1	0	0	0	0	1
Stealing, vandalizing, damaging, destroying, or defacing property	0	7	13	4	2	1	27
Obstructing or disrupting classes, research projects, or other activities or programs	0	2	2	1	0	0	5
Making, possessing, or using any falsified University document	3	2	4	8	5	5	27
Failing to leave University-controlled premises	0	0	0	0	0	0	0
Violating state or federal law	0	6	4	0	3	1	14
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	0	12	5	0	0	0	17

Violating University computer policies	1	1	0	0	0	0	2
TOTAL	4	66	44	18	12	18	162

A PROFILE OF COMPLAINANTS

Complaints were filed by students, faculty, and staff from across the University. Of all the complaints OSCR investigated and acted on, students served as complainants in 19 cases, faculty in 4, and staff in 110. One case involved co-complainants, a student and a faculty member. The staff complaints reflect departmental complaints from units which filed complaints on a routine basis (e.g., University Housing, the Department of Public Safety) or from staff members representing their departmental units (e.g., the Information Technology Division). Table K lists the complainants by category.

**Table K
Complainant Status**

Complaints Received From	Number
Student	
Education	1
Engineering	1
Horace Rackham	5
LS&A	9
NR&E	1
Nursing	2
Faculty	4
Staff	
Academic Units	2
Computer Support	1
Department of Public Safety (DPS)	73
Housing	21
Information Technology Division (ITD)	6
Parking Services	1
Office of Student Conflict Resolution	6
Total	133

The gender of complainants filing individual complaints is summarized in Table L. This includes student and faculty complaints. More women than men filed complaints.

**Table L
Gender of Complainants**

Gender*	Number
Male	5
Female	18
Total	23

* Does not include complainants who represented University departments such as Housing, DPS, ITD, or OSCR.

OUTREACH

During the Winter 1997 term, the Office of Student Conflict Resolution created a plan of outreach to connect with the University of Michigan community. The first action step that was implemented during the Winter 1997 term was "Informational Outreach--School Publications." Information pieces were submitted to newsletters and informational sources produced by the schools and colleges that make up the University of Michigan.

The intent of this action step was to educate and inform. The target audience included faculty, administrators, and staff as well as students. However, the primary target was faculty and staff. Releasing information in existing publications was an attempt to inform members of individual schools and colleges about the existence, purpose, and effects of the OSCR and how all members of the University community could become involved in the complaint resolution process. In the Winter 1997 term, information pieces were sent to ten (10) of the nineteen (19) schools and colleges and appeared in thirteen (13) publications.

The Outreach Plan that guides OSCR in making connections with the University community and in providing information and education to its members called for improvement of the Office of Student Conflict Resolution's internet resources. The purpose of this action is to increase accessibility of information about the office and the Code of Student Conduct. Web access reduces barriers to individuals who would like more information but are hesitant to contact the office, including those who are unsure of their decision to file charges, those who are curious, and those who may know of someone going through the complaint resolution process.

Over the Summer 1997, the web page, located at <http://www.umich.edu/~oscr/>, was expanded to include the following:

- a description of the office, including contact information and office hours,
- an indexed version of the Code of Student Conduct,
- on-line versions of the brochure series: The Complaint Resolution Process, Mediation through the Code of Student Conduct, Information for Families, and Advisors and the Code of Student Conduct,
- on-line versions of the brochure series: The Complaining Witness Q&A, The Accused Student Q&A, The Advisor Q&A, and The Witness Q&A,
- links to U of M web resources related to conflict resolution,
- a link to a FERPA website.

In addition, the location of the website was changed from ~ssrr to ~oscr, to reflect the change from the interim policy to the permanent one. Accessibility through the University's gateway was improved by relocating links to OSCR and the Code to more accurate positions and by adding keywords to simplify a web user's search.

What was originally conceived as an action step to support residence staff resulted in the use of a new medium, Resource Fairs, to get information out to the U-M community. The Office of Student Conflict Resolution staffed a table at three Resource Fairs at the start of the 1997-1998 academic year: the Residence Staff Resource Fair on August 25, 1997, the Rackham Graduate School Orientation Resource Fair on August 29, 1997, and A Student Affair on September 2, 1997.

The intent of this action step was to inform the community of OSCR and the Code and to increase the office's visibility. New students and Residence Staff were the target audience. Staffing the Resource Fairs gave students a positive introduction to the Code and a context in which to place OSCR. It helped to increase the awareness of the Code of Student Conduct and of the resources and support available through the office. The tables were staffed by an OSCR Graduate Student Intern. The Resolution Coordinator and Assistant to the Resolution Coordinator attended the Residence Staff Fair and the Clerk for OSCR attended the Rackham Fair. A Student Affair was held during OSCR's Resolution Board Training Program and was staffed for half of the event by a Graduate Student Intern.

At all Resource Fairs, OSCR used a display board featuring important visual details and handed out brochures and copies of the Code to attendees. At the Residence Staff Resource Fair, additional information regarding the role of residence staff in conflict resolution was made available through flyers. Residence staff were asked to sign up if they were interested in offering educational programming by OSCR to their residents. For the thirteen residence staff members who expressed interest, OSCR plans to coordinate an educational program for the staff's residents during the 1997-1998 academic year. At the Rackham and A Student Affair Resource Fairs, colorful business cards were passed out to new students. The business cards had pertinent address and resource information printed on them including the web address.

OSCR staff reached out to the University community in a variety of other ways as well as those listed above. The Office of New Student Programs and ResRep Theater incorporated a skit about OSCR and the Code in their presentation to incoming students. An executive summary of the 1996 Annual Report was provided to the Michigan Daily and the Resolution Coordinator met with Daily's Editor in Chief to discuss issues affecting students on campus. An advertising campaign was begun in 1997 and during the Fall term, two informational advertisements were placed in the Daily. The Resolution Coordinator and other OSCR staff members met with a number of individuals and groups throughout the year to discuss the Code, the conflict resolution process, and community values.

PUBLICATIONS

OSCR published four new brochures this year to answer frequently asked questions from students, faculty and staff, parents, and advisors (see Appendix D). All of the brochures were arranged in a question and answer format. The *Accused Student: Questions and Answers* brochure addresses questions about the appeals process, what to do if there are concurrent criminal charges, who will know about that student's involvement in the process, and how to find an advisor. The *Complaining Witness: Questions and Answers* brochure provides information for those who are thinking about filing a complaint and for those who are going through the resolution process as the complainant. The *Advisor: Questions and Answers* brochure expands on last year's Advisor brochure and addresses questions and concerns about the role of advisors within the process. The *Witness: Questions and Answers* brochure responds to the most common concerns and questions from those who are asked to be witnesses during an arbitration. This brochure addresses the difficulties some students face when asked to be witnesses and discusses why their participation in the conflict resolution process is so important.

FIPSE GRANT

In September, 1996 the Division of Student Affairs was awarded a 28-month grant from the Fund for the Improvement of Postsecondary Education (FIPSE) to pilot and evaluate a recently developed Alcohol Workshop and to develop, pilot, and evaluate an Aggression Management Workshop. Maureen Hartford, the Vice President for Student Affairs, is the Project Director and Mary Louise Antieau, the Resolution Coordinator, is the designated Participating Investigator. Students found responsible for violating University or Housing norms relative to the misuse of alcohol and/or aggressive behavior may be referred to these workshops. Students may also be referred to the workshops by the court system. The workshops allow students to learn that binge drinking and aggressive behavior are choices which produce negative consequences and that other options which produce more positive consequences are available to them.

Piloting of the Alcohol Workshop began at the end of 1996. University units and community agencies began to refer students to the workshop in the Winter term, 1997. Twenty-six students attended the five workshops offered in 1997. Referrals came from University Housing, OSCR, the 15th District Court, and other court systems. A number of students heard about the workshop through other sources and participated as self referrals.

The workshop was led by two graduate students and consisted of one Saturday morning group session and one individual follow-up meeting approximately three weeks later. The focus of the Alcohol Workshop was to identify stressors in each participant's life which may lead to the misuse of alcohol and the consequences of that misuse. The group session had both individualized and interactive components. The individualized follow-up allowed the

facilitators to talk with the students about the successes they experienced reaching their goals. The Alcohol Workshop will continue in 1998.

The Aggression Management Workshop continues to be in the development stage. Several students participated in mock workshops during 1997 and offered feedback. The Aggression Management Workshop will be more fully developed and piloted during the Winter term, 1998 and will be offered to students in the Fall of 1998.

TRAINING

THE RESOLUTION BOARD

The Resolution Board (Board) for the Code was composed of student panelists and staff and faculty resolution officers. All members of the Board received at least 14 hours of training before becoming eligible to conduct arbitrations or mediations. The training for student panelists and resolution officers was the same. The following sections summarize the training provided to Board members.

Student Panelists and Resolution Officers

The Code charges the school and college governments to select 60 students to serve as panelists for each academic year. The number of student panelist positions available from each school is roughly proportionate to its share of the total University enrollment. The Code does not establish a specific method for appointment of student panelists, however, student government representatives were encouraged to consider a broad range of eligible students which would result in a diverse and representative Board. The Deans of each school and college were encouraged to assist the student government representatives during the appointment process.

OSCR increased efforts to inform student government representatives of their responsibility to appoint panelists. Information was mailed to the student government representatives one month earlier than previous years and the number of student panelist positions appointed increased dramatically. Fifty (50) students were trained as Board members for the Fall 1997 - Winter 1998 academic year.

Resolution officers were appointed by the Senate Advisory Committee on University Affairs, by the Deans of their schools and colleges, and by the Vice President for Student Affairs. Thirty (30) resolution officers were selected for the Fall term, 1997 and were asked to serve a two year appointment. Prior to the training program, resolution officers participated in a 2 hour introductory session which acquainted them with arbitration procedures. This introduction prepared the resolution officers to better assist the student panelists during the training.

New Board members participated in a day-long training program which addressed the following topics: The Code and its procedures, legal issues, how to read a case file, how to evaluate information, forming and asking questions, communication awareness, deliberating responsibility, and sanctioning. Returning panelists and resolution officers attended a panel discussion on victim response and assisted in the sanctioning portion of the training program. The following week each new Board member participated in a simulated arbitration. Returning student panelists as well as volunteers from the Center for the Study for Higher and Postsecondary Education acted as role players.

OSCR STAFF

The Office of Student Conflict Resolution was staffed with two professional and administrative staff members, the Resolution Coordinator and an Administrative Assistant. In addition, a full time receptionist handled the front desk responsibilities and four graduate students and two undergraduate students worked on a variety of projects.

The Resolution Coordinator

Mary Louise Antieau continued in her role as the Resolution Coordinator of the Code. Ms. Antieau has 19 years experience in Student Affairs Administration and a Master's degree and doctoral work in Education. She completed a J.D. in December, 1993 and was admitted to the Michigan Bar in May, 1994. Ms. Antieau is a member of the Association for Student Judicial Affairs and the National Association of Student Personnel Administrators and served as the Nominations Committee Chair for the Association for Student Judicial Affairs. Ms. Antieau continued her professional development by attending the annual Association for Student Judicial Affairs conference and the Stetson Law and Higher Education conference. This past year, Ms. Antieau has presented to local, regional, and national professional organizations on the following topics: Gang Members on College Campuses, Sexual Harassment, Responding to Alcohol Misuse on Campus, and Due Process in Campus Discipline Procedures.

The Assistant to the Resolution Coordinator

Gwyn Hulswit continued in her role as the Assistant to the Resolution Coordinator. As part of her professional development, Ms. Hulswit received training as a University Sexual Harassment Designated Complaint Receiver. In 1997, Ms. Hulswit attended the following seminars: "How to Design Attention-Grabbing Brochures, Catalogs, Ads, Newsletters, and Reports," "Your Changing Role as an Outstanding Assistant," "Assertiveness Skills for Managers," and "How to Supervise People." She also attended the five day Donald D. Gehring Campus Judicial Affairs Training Institute in Notre Dame, Indiana and the Michigan Consortium on Substance Abuse Education Annual Conference on CyPeerVention: Hotlinking Cyberspace, Peer Education, and Prevention. Ms Hulswit is a member of the Association for Student Judicial Affairs.

Secretarial/Clerk Position

In February, 1997, a full-time secretarial position was created. Justin Ebright, who had worked in this position as a temporary employee since November, 1996, was hired as a permanent employee. The position's responsibilities include handling case management, contacting student governments for panelist appointments, and coordinating all arbitration and mediation arrangements. Mr. Ebright attended one seminar this year on computer skills.

Graduate Student Interns

OSCR offers graduate student internships to students in the School of Social Work, Public Policy, and the Center for the Study for Higher and Postsecondary Education of the School

of Education. The energetic and dedicated work accomplished by these students was integral to the continued outreach administration of the Code. In 1997, four graduate students worked in OSCR on a variety of projects including sanction placement opportunities, outreach efforts, legal research, development of presentation materials, case work, and the alcohol workshop. Many of these students were involved in campus committees and represented OSCR through their committee work and outreach. One student entered and won the Association for Student Judicial Affairs case competition. Together, these graduate students held 2 FTE (full time employment) positions.

Undergraduate Students

Undergraduate students continued to play an important role in the day to day operation of OSCR. The undergraduate students were responsible for the daily coordination of office materials and routine office tasks. Some of the more experienced students assisted with the coordination of substance abuse letters and research materials.

SUMMARY

The second year of the Code provided an opportunity to develop and strengthen a set of procedures and practices needed to resolve non-academic complaints. The number of incidents reported to OSCR, 438 contacts in the second year, reinforced the need and purpose of the Code and the Office of Student Conflict Resolution.

In 1996, 66 students were charged under the Code; the case load for OSCR doubled in 1997. One hundred and thirty-two (132) students were formally charged under the Code this year. Students who were found responsible were sanctioned with the following goals in mind: to educate them about the inappropriateness of their behavior, to provide them the opportunity to learn new behaviors, and to protect the safety of the campus community.

The staff from the Office of Student Conflict Resolution wishes to thank all the members of the University community for their continued support, participation, and constructive criticism. Their observations and suggestions are invaluable and continue to lead to improvements in OSCR's procedures.