

# **THE CODE OF STUDENT CONDUCT**



**ANNUAL REPORT  
1999**

**THE OFFICE OF STUDENT CONFLICT RESOLUTION  
DIVISION OF 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, January 1, 1999 to December 31, 1999.**

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 Director oversees the Office of Student Conflict Resolution (OSCR) and ensures that the Code's procedures are equitably carried out.

### **Mission Statement**

The Office of Student Conflict Resolution (OSCR) supports and contributes to the Missions of both the University of Michigan and the Division of Student Affairs. We strive to support an academic community that promotes student learning and growth and develops responsible leaders and citizens. To this end, OSCR upholds the University's essential values in the Code of Student Conduct: civility, dignity, diversity, education, equality, freedom, honesty, and safety. The Code describes possible behaviors which are inconsistent with the essential values of the University community; it outlines procedures to respond to such behaviors; and suggests possible sanctions intended to educate and to safeguard members of the University community. To achieve this mission, OSCR:

- \* Develops and supports conflict resolution programs
- \* Conducts, assesses, and evaluates its programs
- \* Trains students, faculty, and staff in mediation and conflict resolution
- \* Promotes professional development
- \* Participates in a national colloquy
- \* Nurtures a relationship with the University, the Ann Arbor community, and external organizations

### **Principles**

The staff and members of the Office of Student Conflict Resolution abide by the Principles of Practice set forth by the Association for Student Judicial Affairs (ASJA). These principles include but are not limited to:

- \* Developing standards for student disciplinary processes
- \* Providing student disciplinary processes that are positive, educational, and developmental
- \* Applying appropriate legal standards of substantive and procedural due process
- \* Involving and training students in the development and enforcement of disciplinary standards

\* Continuing professional education for student judicial affairs administrators and staff

## SUMMARY OF COMPLAINTS & RESOLUTIONS

### Contacts and Action Taken

Between January 1, 1999, and December 31, 1999, the Office of Student Conflict Resolution (OSCR) documented 505 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
<b>No Action Taken by OSCR</b>	113
Identity of Accused Student Unknown	8
No Complaint Filed	64
Past Six Month Deadline to File	2
No Violation	39
<b>Referrals</b>	28
<b>Substance Abuse Warning Letter</b>	278
<b>Investigated Allegations</b>	86
Total	505

#### **No Action Taken by OSCR**

##### *Identity of Accused Student Unknown*

Eight (8) 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. Two (2) of these complaints alleged assault and battery, three (3) alleged harassment, two (2) alleged alcohol or drug possession, and one alleged hazing and stealing property. Each complaint was investigated and pursued to the fullest extent possible.

##### *No Complaint Filed*

OSCR received sixty-seven (67) 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. One individual had graduated and the other had not been registered at the University for several years.

##### *No Violation*

Thirty-nine (39) individuals reported misconduct not addressed by the Code. Typical allegations included allegations of threats or harassment without substantiated behavioral misconduct, outstanding warrants, allegations of disorderly conduct or inappropriate behavior, 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 twenty-seven (27) individuals to University units for assistance and one individual outside the University. Table B summarizes the number and types of referrals made.

**Table B - Referrals**

Referrals Made To	Number
<b>University Units</b>	
Academic Unit	5
Ann Arbor Tenants Union	2
Dean of Students/VP for Student Affairs	1
Greek Life	4
Housing	5
Human Resources	1
Information Technology Division	2
Student Mediation Services	3
Ombuds	3
Undergraduate Library	1
Total	27
<b>Non-University Units</b>	
Off Campus Mediation	1

### Substance Abuse Warning Letters

OSCR mailed 278 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 able to produce official court documents that indicated that the charges had been dropped; the database information was cleared and the letter

was dropped. Two Letters were dropped from the database due to graduation or other timing issues.

**Investigated Allegations**

Eighty-six (86) 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 complaint. Eighty-six (86) complaints alleging 162 incidents of misconduct were investigated. Forty-three (43) complaints involved a single charge and forty-three (43) cases (50%) involved multiple charges. In this report, data is reported by case or by total number of alleged violations.

Table C summarizes the total number of charges and outcomes (responsible, not responsible) for alleged violations occurring both on and off campus. Twelve (12) cases, involving twenty-nine (29) potential violations, which are still pending resolution as of December 31, 1999 also are noted and are included in the 86 complaints/162 violations summary.

Thirty (30) cases involving sixty-four (64) alleged violations were pending resolution as of December 31, 1998. These cases were resolved in 1999 and are reported in Appendix F.

The most common complaints included alcohol and drug violations (39), stealing, damaging or destroying property (28), and physically harming another person (25). 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.

Twenty-four (24, 14.8%) 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 eleven (11) cases, involving twenty (20) violations, 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 six (6) cases, one or two of the allegations were dropped (for a total of 10 dropped violations) but the other allegations were fully investigated and resolved.

**Table C - Investigated Violations, Charges, and Outcomes in 1999**

<sup>a</sup> Violation	Charges	Responsible	Not Responsible	<sup>b</sup> Pending	Dropped
Physically harming another person...such as killing, assaulting, or battering	25	10	0	7	8
Sexual assault or sexual harassment	7	3	1	3	
Hazing, stalking, or harassment	16	7	1	6	2
Possessing, using, or storing firearms, explosives, or weapons	5	5	0	0	0
Tampering with fire or other safety equipment or setting unauthorized fires	2	0	0	1	1
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	39	35	1	1	2
Intentionally and falsely reporting bombs, fires, or other emergencies	0	0	0	0	0
Stealing, vandalizing, damaging, destroying, or defacing property	28	16	1	7	4
Obstructing or disrupting classes, research projects or other activities or programs	3	1	0	1	1
Making, possessing, or using any falsified University document	15	11	1	0	3
Failing to leave University-controlled premises	0	0	0	0	0
Violating state or federal law	6	3	0	2	1
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	5	2	0	2	1
Violating University computer policies	11	9	1	0	1
<b>Total</b>	<b>162</b>	<b>102</b>	<b>6</b>	<b>30</b>	<b>24</b>

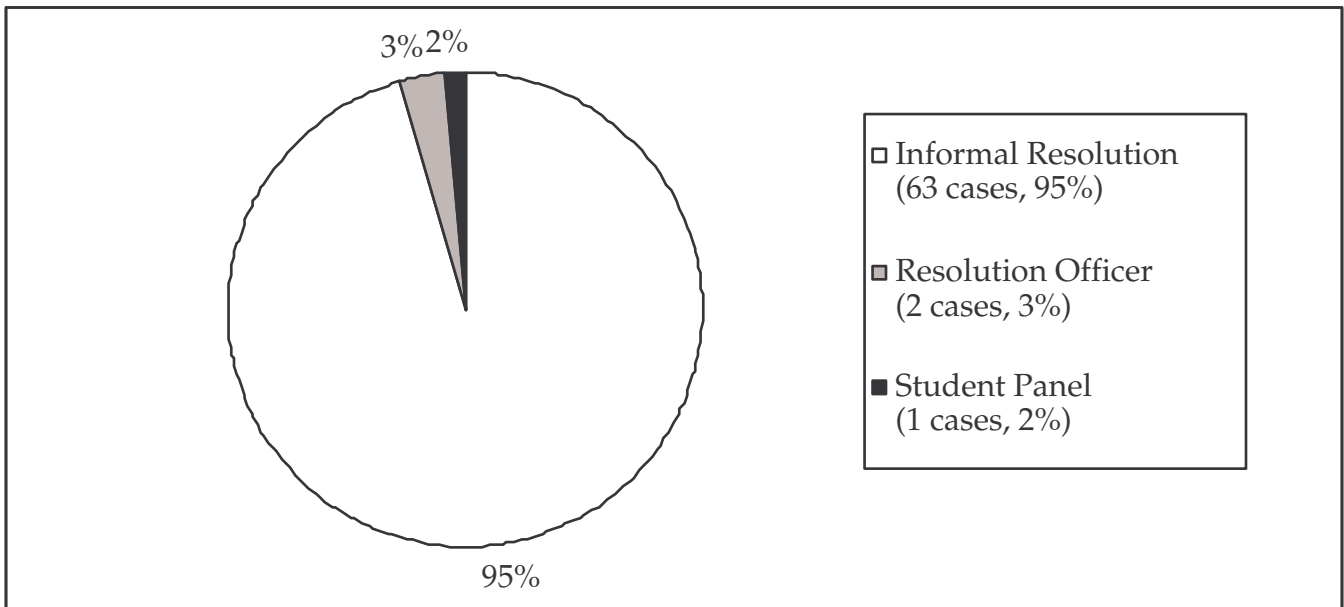
**a** The exact wording of some violations has been condensed in this table. For the complete text of the violations please refer to the Code located in Appendix A.

**b** Pending violations reflect cases that OSCR was unable to resolve in 1999 due to time constraints or because the accused student withdrew from school before the allegations could be resolved.

## Procedures Used to Resolve 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 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. Sixty-six (66) cases were resolved in 1999. 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 for each charge. Of the one hundred nine (109) charges considered at the sixty-six (66) arbitrations, there were one hundred three (103) findings of responsible and six (6) findings of not responsible. There were five (5) cases that resulted in at least one finding of not responsible for the charge(s). Of the 5 cases, two (2) cases resulted in findings of not responsible for all charges. When a student was found not responsible for all charges, the case file was destroyed and the office database was redacted to remove any personally identifiable information. Table D shows the arbitration outcomes.

**Table D - Arbitration Outcomes**

Outcomes by Charge	Number	Percent
Responsible	103	94.5%
Not Responsible	6	5.5%
Total	109	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 did not do so for any cases. Table E summarizes sanctions recommended through the process, imposed by the Dean of Students, and enforced by OSCR.

**Table E – Sanctions**

Sanction	Number
Class/Workshop Attendance	22
Community Service	7
Disciplinary Probation	43
Educational Project	35
Formal Reprimand	7
Housing Transfer/Lease Termination	2
Meeting with Housing Official	1
No Contact	9
No Trespass	1
Recommended Counseling	9
Restitution	14
Substance Abuse Treatment Program	1
Emergency Suspension	0
Suspension	2
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. Two (2) students were suspended in 1999. One student was suspended by a Resolution Officer and the other student was suspended as the result of an informal resolution.

The Code provides the Vice President for Student Affairs with 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. No students were emergency suspended in 1999.

### **Mediation**

Mediation offers the accused student direct involvement in the final resolution of the charge(s). With the assistance of a mediator, the accused student and the complainant can work together to discuss their dispute and reach a settlement acceptable to both. Mediation also allows the participants to consider a wider variety of resolutions than could be imposed through sanctioning.

Although the OSCR staff encouraged mediation when it was appropriate to do so, no mediations were successfully completed in 1999. For a mediation to be successful, both parties must agree to mediate the charges. Also, the nature of some complaints, especially those involving violence, made mediation an inappropriate option.

## Appeals

Of the sixty-three (63) cases resolved in 1999, one case (1.5%) 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 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 accepted and imposed the recommendations made by the Appeals Board.

**Table H - Appeals Board Considerations and Decisions**

<b>Violation</b>	<b>Grounds for Appeal</b>	<b>Original Sanctions</b>	<b>Recommendations to the VP</b>
Assault Battery Sex Assault Sex Harassment Disrupt Class Harassment	Proper procedures were not followed. Sanctions were excessive/insufficient.	Suspension No Contact Counseling	Suspension and Counseling were upheld. No contact was expanded and strengthened.

## Recidivism

Three students were repeat offenders. Student one was initially found responsible for possession of beer bottles and empties in his residence hall room in 1998. The student accepted responsibility and was sanctioned with an educational project and placed on disciplinary probation for one year. Five months after probation ended, the student was again charged with alcohol possession in 1999. The student attended an alcohol workshop as his sanction.

Student two was initially charged with assault, battery, sexual assault, sexual harassment, harassment, alcohol possession and state law violation in 1998. An arbitration was held, the complainant filed an appeal, and it was decided that the case should be re-arbitrated. The student faced additional charges in 1999 for assault, battery and damaging property. The student withdrew from the University before charges could be resolved and both cases are currently pending resolution.

Student three was initially found responsible for assaulting another student in 1998. Sanctions included attendance at an Aggression management workshop, community service and an educational project. In 1999 the student was charged with harassment, sexual harassment and state law violation. These charges are currently pending resolution.

Five 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 thought that... an informal arbitration would be the quickest and most effective way of resolving the issue.*

*I admitted guilt and accepted responsibility for my actions, so I felt an informal session was all that was necessary.*

Were you comfortable asking the Resolution Coordinator questions?

*Yes. The process was very speedy, and very just. The process exceeded my expectations.*

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?

*Overall I was very encouraged by the discussions my fellow students and I had. I felt that everyone took their responsibilities very seriously, and that we reached the best possible decision given the circumstances.*

*For the most part, it was an excellent panel and that made everything go more smoothly! We worked well together and there were some clear thinkers there – almost all the questions were good ones, in my estimation.*

### **Sample Comments from Resolution Officers**

Do you have any general comments regarding the arbitration process?

*I was very pleased with the outcome. I did not think the student panel would view the charge seriously but they did. I was impressed by the level of maturity of the freshmen. The selection process must be exceptional.*

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

#1

"Overall, I understand now that I was wrong for the way in which I purchased my parking permit. This was a case of me being ignorant; me being ignorant of street knowledge. I hope that no other student will have to experience this. Through preventative action taken by the University of Michigan, other students will not have to go through these processes."

#2

"I am sure that alcohol was the key ingredient in the reason for my behavior. It was inexcusable, and now that I realize the dangers of alcohol, I am sure that it will never happen again."

#3

"...I realized that I had violated other people's rights by smoking marijuana in what was meant to be a community. I am sure that there were people in my hallway who mind the smell of marijuana and the way people act under its influence, and I did not consider them. As a result, I would have to say that my behavior was selfish and regrettable."

#4

"By sending an email to my friends as if from the Housing Department, I caused needless grief not only for them, but also for myself as well as members of the University Administration...I realize that this charge was completely justified. ITD provides students with a variety of services to make communications easier...it was not worth the few laughs that I got out of it."

#5

"My behavior was disrespectful to the students who paid \$60 for a real permit, to DPS for having to go through the process of writing me a ticket and reporting me to OSCR, to OSCR for having to deal with petty violations like this, and to \*\*\* whose pass was copied to make mine."

#6

"College students across the country have a responsibility to their classmates. They must first respect each other. This means that people who like to drink and be loud must realize that many neighbors may be affected by their lifestyle. Students must refrain from violent and destructive acts."



## ACCUSED STUDENTS - A PROFILE

### Accused Students

OSCR handled complaints filed against 86 students in 1999. Table I depicts the gender, class year, and school or college of the accused students. About eighty-five percent (84.9%) of the complaints were filed against male students. Fifty-five (55) complaints were filed against freshman or sophomore students, representing 64% of all complaints. Twenty-nine (29) junior and senior students were accused, totaling 33.7% of all complaints. Graduate students were the least likely to be accused of a violation and account for 2.3% of all accused students. Of the complaints filed against undergraduate students, 82.6% of complaints were filed against undergraduate students in the College of Literature, Science, and the Arts or students in the School of Engineering. In 1999, these schools accounted for approximately 82.8% of the University's total undergraduate enrollment and 63.7% of the University's total enrollment.

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

	Number Accused	Percent
<b>Gender</b>		
Male	73	84.9%
Female	12	13.9%
Unknown	1	1.2%
Total	86	100.0%
<b>Class Year</b>		
Freshman	19	22.1%
Sophomore	36	41.9%
Junior	19	22.1%
Senior	10	11.6%
Graduate Student	2	2.3%
Total	86	100.0%
<b>School or College</b>		
Architecture & Urban Planning	1	1.2%
Business Administration	5	5.8%
Engineering	16	18.6%
Kinesiology	5	5.8%
LS&A	55	63.9%
NR&E	1	1.2%
Horace Rackham	1	1.2%
Residential Colleges	2	2.3%
Total	86	100.0%

## Students Found Responsible

There were one hundred two (102) 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 four 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 more frequent offenses (16) with most violations committed by second and third year students. Although more of the alcohol violations (35) were committed by first and second 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	Fr.	Soph.	Jr.	Sr.	Grad.	Total
Physically harming another person...such as killing, assaulting, or battering	2	4	0	2	2	10
Sexual assault or sexual harassment	0	0	1	2	0	3
Hazing, stalking, or harassment	1	1	1	4	0	7
Possessing, using, or storing firearms, explosives, or weapons	0	5	0	0	0	5
Tampering with fire or other safety equipment or setting unauthorized fires	0	0	0	0	0	0
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	12	11	10	2	0	35
Intentionally and falsely reporting bombs, fires, or other emergencies	0	0	0	0	0	0
Stealing, vandalizing, damaging, destroying, or defacing property	2	9	5	0	0	16
Obstructing or disrupting classes, research projects, or other activities or programs	0	0	0	1	0	1
Making, possessing, or using any falsified University document	0	8	3	0	0	11
Failing to leave University-controlled premises	0	0	0	0	0	0
Violating state or federal law	0	1	0	1	1	3
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	0	1	1	0	0	2
Violating University computer policies	0	3	2	4	0	9
<b>TOTAL</b>	<b>17</b>	<b>43</b>	<b>23</b>	<b>16</b>	<b>3</b>	<b>102</b>

## COMPLAINANTS - A PROFILE

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 seven (7) cases, faculty in one, and staff in seventy-eight (78). 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
<b>Student</b>	<b>7</b>
Engineering	1
LS&A	6
<b>Faculty</b>	<b>1</b>
<b>Staff</b>	<b>78</b>
Academic Units	1
Ann Arbor Police Dept.	1
Department of Public Safety (DPS)	47
Housing	18
Information Technology Division (ITD)	3
Interfraternity	6
Office of Student Conflict Resolution	2
<b>Total</b>	<b>86</b>

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	1
Female	7
Total	8

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

## OUTREACH

During 1999, the Office of Student Conflict Resolution continued outreach efforts by giving presentations and assisting with training for various groups and departments across campus. OSCR staff conducted training for incoming Hall Directors and Assistant Hall Directors. Additional training was provided to the sexual harassment complaint receivers. Throughout the year, OSCR also presented information about the Code to various student groups. Among these student groups were SAPAC (Sexual Assault Prevention and Awareness Center), the Romance Languages Department and the School of Education. The intent of these action steps was to inform the community of OSCR and the Code in order to increase the office's visibility.

OSCR further continued its outreach efforts during 1999 through participation in various resource fairs at which presentations and distribution of the Code and other informational materials to students sought to increase contact with the university community.

OSCR staff attended 4 resource fairs during 1999: the Housing Resource Fair, "A Student Affair," and both the winter and fall 1999 Rackham Graduate School Orientation Resource Fairs. These resource fairs allowed staff members to interact with the campus community and disseminate information about the Code.

New students and residence staff were the target audience. The resource fairs' purpose was to give students a positive introduction to the Code and to provide a framework through which to view OSCR. It further aided in increasing awareness of the Code of Student Conduct as well as awareness of the resources and support available through the office. The Assistant to the Resolution Coordinator staffed the fairs.

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 Housing Resource Fair, additional information regarding the role of residence staff in conflict resolution was made available through flyers. Residence staff members were asked to sign up if they were interested in offering educational programming by OSCR to their residents. At the Rackham and at "A Student Affair" Resource Fairs, business cards were passed out to students. The business cards exhibited pertinent contacted and resource information.

The Outreach Plan that guides OSCR in making connections with the University community and in providing information and education to its members called for continued improvement of OSCR's Internet resources. The purpose of this action is to increase accessibility of information about the office and the Code. 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.

During 1999, various online forms were added to the OSCR the web page (located at <http://www.umich.edu/~oscr/>) in order to make it more interactive.

OSCR staff reached out to the University community in a variety of ways other than those listed above. For incoming students, OSCR once again published "University Policies Affecting Students," a comprehensive booklet with policies and procedures all students need to know. The Michigan Daily was provided with an executive summary of the 1998 Annual Report. The Resolution Coordinator and the Assistant to the Resolution Coordinator met with The Michigan Daily editors and administrative beat reporter to discuss issues affecting students on campus. The Assistant to the Resolution Coordinator also met with News and Information Services. In a further effort to make OSCR more visible to the campus community, the Assistant Resolution Coordinator attended meetings of the Michigan Student Assembly.

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.

In 1999, OSCR made strides in conducting outreach efforts outside the University of Michigan community. The office co-hosted a high school field trip with Student Mediation Services to discuss conflict resolution programs in high schools. The Resolution Coordinator met with Ann Arbor Police detectives and the Assistant to the Resolution Coordinator participated in a "ride-along" with the Ann Arbor Police in an effort to construct a partnership of mutual understanding.

OSCR published a pair of newsletters for the members of the Resolution Board. The purpose of the newsletters was to ensure that the Resolution Board was kept up-to-date on Code developments as well as OSCR staff development. An undergraduate student intern contributed an article for "Consider" magazine, and the OSCR staff worked closely with the Penn State Daily Newspaper, The Michigan Daily, and the Ann Arbor Observer in presenting information about the Code of Student Conduct and the Office of Conflict Resolution as a whole.

## FIPSE GRANT

In September, 1996 the Division of Student Affairs was awarded a 28-month grant from the Fund for the Improvement of Post-secondary Education (FIPSE) to pilot and evaluate a recently developed Alcohol Workshop and to develop, pilot, and evaluate an Aggression Management Workshop. 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 attempt to teach students 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-eight (28) students attended the four workshops offered in 1999. 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 students, one graduate and one undergraduate, 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 that may lead to the misuse of alcohol, as well as 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 2000.

The Aggression Management Workshop is close to being finished. Several students participated in the pilot workshop during 1999 and offered feedback. The Aggression Management Workshop will be more fully developed during the Fall term, 2000 and will be offered to students in the Winter of 2001.

## 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 17 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 in the fall 1998 term to prepare for training taking place in January 1999. Thirty-four (34) students were trained as Board members for the 1999 calendar 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. Forty (40) resolution officers were selected for the 1999 calendar year and were asked to serve a two-year appointment. Prior to the training program, resolution officers participated in a two 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 various University of Michigan Units acted as role players.

## OFFICE STAFF

The Office of Student Conflict Resolution was staffed with four professional and administrative staff members, the Director of the Office, the Intake and Investigation Coordinator, a Housing Liaison and a Systems Analyst. In addition, a full time secretarial/clerk position handled the front desk responsibilities; four graduate students and three undergraduate students worked on a variety of projects.

### **The Director**

Sean Esteban McCabe continued in his role as Resolution Coordinator for OSCR, and also acted as interim Director for the office through July, 1999. Mr. McCabe continued his professional development by attending the Association for Student Judicial Affairs conference and the Donald D. Gehring Campus Judicial Affairs Training Institute. He was a member of the Association for Student Judicial Affairs, the American Educational Research Association, and the American College Personnel Association. J. Silva Goncalves became interim Director in August, 1999 and continued to address the needs of the office.

### **The Intake and Investigation Coordinator**

Gwyn Hulswit continued in her role as the Assistant to the Resolution Coordinator until July 1999. In August 1999 Ms. Hulswit applied for and received a new staff position: Intake and Investigation Coordinator. As part of her continuing professional development throughout the year, Ms. Hulswit received in-service training as a University Sexual Harassment Designated Complaint Receiver. She also attended the annual Association for Student Judicial Affairs conference in Florida and a 40-hour mediation training at Wayne State University. Ms. Hulswit attended two professional workshops this year: Computer Forensics and Powerful PowerPoint Presentations. Ms. Hulswit was a member of several committees, including: the Code Area Reorganization Task Force, the Substance Abuse Education Network, the Student Affairs Strategic Data planning committee, the ITD User Advocate Search Committee, the OSCR Director Search Committee, the OSCR Systems Analyst Search Committee, and the OSCR Administrative Assistant Search Committee.

Ms. Hulswit conducted presentations to Graduate Student Instructors, Residence Education staff, Sexual Harassment Designated Complaint Receivers, the Sexual Assault Prevention and Awareness Center, and the Romance Languages Department. She also worked closely with the new OSCR staff members and provided orientation and training. Ms. Hulswit is a member of the Association for Student Judicial Affairs (ASJA) and is a member of the ASJA Mediation/Dispute Resolution Committee.

### **Housing Liaison**

This was a new position designed to enhance communication and foster collaboration between the Office of Student Conflict Resolution and University Housing. Brian Jones served in this position on an interim basis beginning in August, 1999. Mr. Jones has 16 years experience in Student Affairs Administration. Mr. Jones focused his professional development activities on completing his Education Doctorate in Higher Education

Administration, which will be awarded in August, 2000. Mr. Jones is a member of the Association for Student Judicial Affairs.

### **Systems Analyst**

This was another new position created to address the technological and database needs of the Office of Student Conflict Resolution. Brianna Williams accepted this position in September, 1999. Ms. Williams came from a software development company and had considerable technical knowledge. She took the necessary steps to bring the office current with technology, and then spent the remainder of her time preparing the office for y2k and any possible difficulties.

### **Secretarial/Clerk Position**

This position's responsibilities include handling case management, contacting student governments for panelist appointments, and coordinating all arbitration and mediation arrangements. Arianne Shell, who had held this position since August, 1998, left OSCR in August, 1999. She was replaced by Rory Mueller, who was on loan to the Unit by the Office of the Vice President for Student Affairs.

### **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 Post-secondary 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 1999, 4 graduate students worked in OSCR on a variety of projects including the resolution of cases, 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. Together, these graduate students held 1 FTE (full time employment) position.

### **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 sanctioning placements and the coordination of substance abuse letters.

## SUMMARY

The 1999 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, 504 contacts in the 1999 year, reinforced the need and purpose of the Code and the Office of Student Conflict Resolution.

In 1996, sixty-six (66) students were charged under the Code; the case load for OSCR doubled in 1997 to 132, and increased again in 1998 to 161. Eighty-six (86) students were formally charged under the Code this year; smaller numbers were due to a time of transition within the unit and within several other units and . 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.