

# **THE CODE OF STUDENT CONDUCT**



**ANNUAL REPORT  
2000 - 2001**

**THE OFFICE OF STUDENT CONFLICT RESOLUTION  
DIVISION OF STUDENT AFFAIRS  
THE UNIVERSITY OF MICHIGAN  
6040 FLEMING BUILDING  
ANN ARBOR MI 48109-1340  
(734) 936.6308**



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## INTRODUCTION & BACKGROUND

**The information in this report summarizes the activities of the Office of Student Conflict Resolution, July 1, 2000 to June 30, 2001.**

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 July 1, 2000, and June 30, 2001, the Office of Student Conflict Resolution (OSCR) documented 671 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>	<b>104</b>
Identity of Accused Student Unknown	1
No Complaint Filed	83
Past Six Month Deadline to File	0
No Violation	20
<b>Referrals</b>	<b>230</b>
<b>Substance Abuse Warning Letter</b>	<b>258</b>
<b>Investigated Allegations</b>	<b>79</b>
<b>Total</b>	<b>671</b>

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

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

One (1) person 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. This complaint alleged that the unknown student(s) were involved in destruction of University property. This complaint was investigated and pursued to the fullest extent possible.

##### *No Complaint Filed*

OSCR received eighty-three (83) 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*

No one sought to file a complaint after the expiration of the six month deadline established by the Code.

##### *No Violation*

Twenty (20) individuals reported misconduct not addressed by the Code. Typical allegations included allegations of threats or harassment without substantiated behavioral misconduct, allegations of disorderly conduct or inappropriate behavior, 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 229 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>	<b>229</b>
Academic Unit	5
Ann Arbor Tenants Union	1
Dean of Students/VP for Student Affairs	1
Greek Life	2
Housing	198
Information Technology Division	2
Off Campus Mediation	3
Ombuds	4
Sexual Harassment Policy Office	2
Student Mediation Services	5
<b>Non-University Units</b>	<b>1</b>
UM Dearborn Ombuds	1
<b>Total</b>	<b>230</b>

**Substance Abuse Warning Letters**

OSCR mailed 258 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**

Seventy-nine (79) 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. Seventy-nine (79) complaints alleging 131 incidents of misconduct were investigated. Fifty (50) complaints (63%) involved a single charge and twenty-nine (29) cases (37%) 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. Twenty-three (23) cases, involving thirty-four (34) potential violations, which are still pending resolution as of June 30, 2000 also are noted and are included in the 79 complaints/131 violations summary.

The most common complaints included alcohol and drug violations (58), stealing, damaging or destroying property (23), and physically harming another person (14). 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.

Twelve (12, 16%) 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 twelve (12) cases, involving seventeen (17) 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 four (4) cases, one of the allegations was dropped (for a total of 4 dropped violations) but the other allegations were fully investigated and resolved.

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

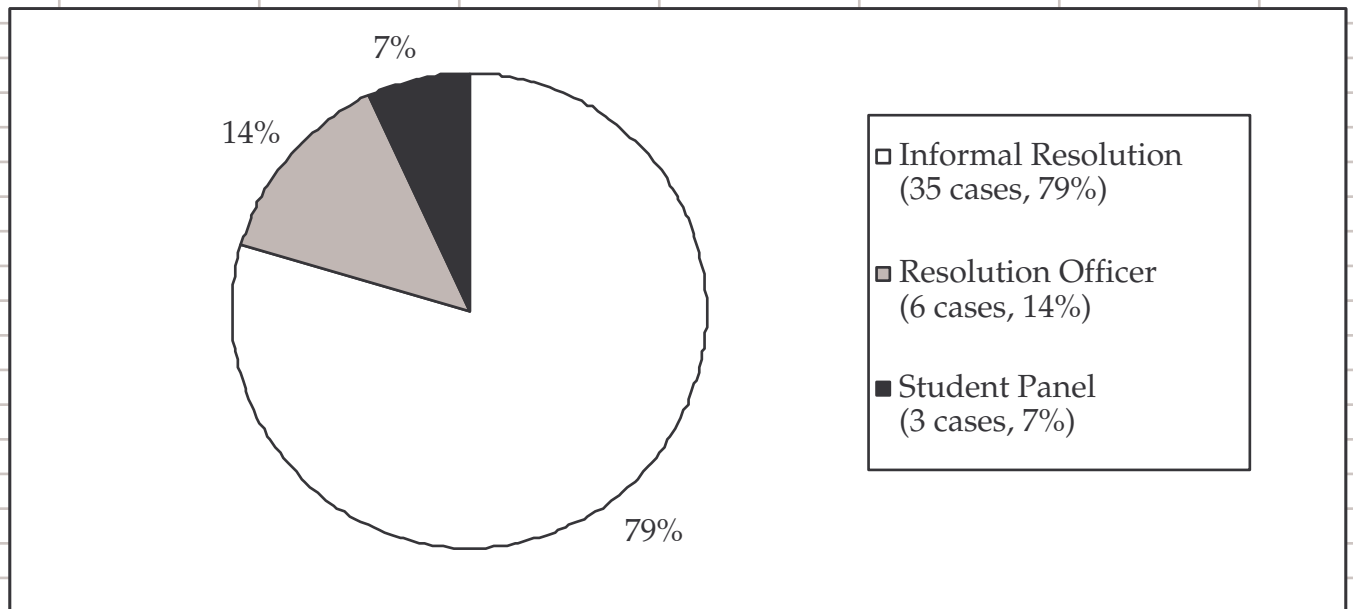
<sup>a</sup> Violation	Charges	Responsible	Not Responsible	<sup>b</sup> Pending	Dropped
Physically harming another person...such as killing, assaulting, or battering	14	7	2	2	3
Sexual assault or sexual harassment	5	1	1	2	1
Hazing, stalking, or harassment	6	4	1	0	1
Possessing, using, or storing firearms, explosives, or weapons	0	0	0	0	0
Tampering with fire or other safety equipment or setting unauthorized fires	6	5	1	0	0
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	58	30	0	19	9
Intentionally and falsely reporting bombs, fires, or other emergencies	0	0	0	0	0
Stealing, vandalizing, damaging, destroying, or defacing property	23	13	1	5	4
Obstructing or disrupting classes, research projects or other activities or programs	0	0	0	0	0
Making, possessing, or using any falsified University document	10	7	0	3	0
Failing to leave University-controlled premises	0	0	0	0	0
Violating state or federal law	4	1	0	2	1
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	1	0	0	0	1
Violating University computer policies	4	2	0	1	1
<b>Total</b>	<b>131</b>	<b>70</b>	<b>6</b>	<b>34</b>	<b>21</b>

<sup>a</sup> 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.

<sup>b</sup> 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. Forty-four (44) cases were resolved between July 1, 2000 and June 30, 2001. 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 seventy-six (76) charges considered at the forty-four (44) arbitrations, there were seventy (70) findings of responsible and six (6) findings of not responsible. There were three (3) cases that resulted in at least one finding of not responsible for the charge(s). Of the 3 cases, one (1) case 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	70	90.5%
Not Responsible	6	9.5%
Total	76	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
Assessment of Substance Abuse Patterns	6
Class/Workshop Attendance	8
Community Service	12
Counseling Assessment	2
Disciplinary Probation	27
Educational Project	25
Formal Reprimand	1
Housing Transfer/Lease Termination	5
No Contact	8
No Trespass	3
Prohibited from Living in University Housing	1
Recommended Counseling	2
Restitution	13
Restricted enrollment from Course/Activity	1
Suggested Apology	1
Transfer from Course/Activity	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. One (1) student was suspended between July 2000 and June 2001 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 between July 2000 and June 2001.

### **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 between July 1, 2000 and June 30, 2001. 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 forty-four (44) cases resolved between July 2000 and June 2001, no cases were 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, hear appeals. All decisions of the Appeals Board are reached by majority vote and are forwarded to the Vice President for Student Affairs as recommendations.

## Recidivism

Five students were repeat offenders. Student one was involved in the Complaint Resolution Process for charges of alcohol possession and drug possession. Prior to resolving this complaint, the student was charged with another drug possession violation. The student accepted responsibility for both cases. The student was sanctioned with an educational project, placed on disciplinary probation for one year, and prohibited from living in University housing for the remainder of the student's academic career.

Student two was initially charged with failure to comply with sanctions in 1998. The student subsequently withdrew from the University. Prior to resolving the complaint, the student reenrolled for the Fall 2000 semester and was charged with assault. The student accepted responsibility for both cases. The sanction assigned to the student included: completion of the original sanction from the 1998 case, community service, disciplinary probation, an educational project, no contact, suggested counseling, and a suggested apology.

Student three admitted responsibility for an alcohol charge during the Fall 2001 semester. The student was sanctioned with a University Housing transfer, a no trespass, an alcohol assessment, and disciplinary probation. During the Winter 2001 semester, the student was charged with two other alcohol charges (which are being handled as one case). These charges are currently pending resolution.

Student four was charged with violating University computing policies during the Winter 2000 semester and was found responsible by a Resolution Officer. The student was sanctioned with community service and two educational projects. The student was charged with harassment, stealing the property of others, and destroying the property of others during the Fall 2000 semester and was found responsible for harassment and destroying the property of others by a student panel. The panel found the student not responsible for stealing the property of others. The sanctions assigned to the student included: removal from University Housing, no contact, an educational project, a counseling assessment, and restitution.

Student five was charged twice during the Winter 2001 semester; once for drug use and once for alcohol possession. Both cases are currently pending resolution.

## 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 that there was no need for a hearing. I knew that the University would be fair in determining a course of action.*

*I chose informal arbitration because I know that the charges against me are true and I wanted to solve this as soon as possible.*

Were you comfortable asking the Resolution Coordinator questions?

*Yes I was comfortable. She was very helpful and understanding. She never treated me in a manner unbecoming.*

*Yes. He respected me, regardless of my accusations, and he was very understanding.*

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?

*As positive as it could be for a case of this nature.*

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

Do you have any general comments regarding the arbitration process?

*The process went quite well in terms of (a) the RC doing a good job of keeping the RO and the SRP informed of 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.

**Sample Comments from Reflection Papers:**

#1

“as I look back on my actions against \*\*\*, I realize that there were alternative courses of action that I could and should have taken... The course of events as a result of this incident has affected me greatly... I have grown tremendously from my mistakes and am now a better man after going through what I have.”

#2

I recognize this as a mistake that will not be repeated again, and I hope that it has not hindered my academic or personal growth to any degree. I am well aware that the probationary period puts me in poor standing with the university, but I feel secure that this temporary status insures my safety and that it will have no permanent effects.”

#3

#I realize that my actions were totally unethical and wrong and I am doing everything that I can to correct the wrong that I have done...Enforcing these behavior changes would allow me to productively add to the University of Michigan and attain all of my educational goals here.’

#4

In my case, I became dependent on the drug and so I am actually happy that I was caught. The experience stopped me from smoking and put me on a better path. I feel more sharp, intelligent, and diligent.”

#5

“I am in a way happy that I have to go through this whole ordeal because it made me

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.

## ACCUSED STUDENTS - A PROFILE

### Accused Students

OSCR handled complaints filed against 79 students between July 1, 2000 and June 30, 2001. Table I depicts the gender, class year, and school or college of the accused students. About eighty-seven percent (87.3%) of the complaints were filed against male students. Fifty-four (54) complaints were filed against freshman or sophomore students, representing 68.3% of all complaints. Twenty-four (24) junior and senior students were accused, totaling 30.4% of all complaints. Graduate students were the least likely to be accused of a violation and account for 1.3% of all accused students. Of the complaints filed against undergraduate students, 79.7% 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 63.6% 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	69	87.3%
Female	10	12.7%
<b>Total</b>	<b>79</b>	<b>100.0%</b>
<b>Class Year</b>		
Freshman	28	35.4%
Sophomore	26	32.9%
Junior	13	16.5%
Senior	11	13.9%
Graduate Student	1	1.3%
<b>Total</b>	<b>79</b>	<b>100.0%</b>
<b>School or College</b>		
Art	3	3.8%
Architecture & Urban Planning	1	1.3%
Business Administration	2	2.5%
Engineering	11	13.9%
Kinesiology	3	3.8%
Law	1	1.3%
LS&A	52	65.8%
Music	1	1.3%
Nursing	3	3.8%
Residential College	2	2.5%
<b>Total</b>	<b>79</b>	<b>100.0%</b>

## Students Found Responsible

Students were found responsible for seventy (70) violations. 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. However, between July 1, 2000 and June 30, 2001, upper class students (34) were found responsible as often as first and second year students (35). Stealing and property damage continued as one of the more frequent offenses (13) with most violations committed by second and third year students. Although more of the alcohol violations (23) 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	4	0	2	1	0	7
Sexual assault or sexual harassment	0	0	0	1	0	1
Hazing, stalking, or harassment	1	1	2	0	0	4
Possessing, using, or storing firearms, explosives, or weapons	0	0	0	0	0	0
Tampering with fire or other safety equipment or setting unauthorized fires	0	1	0	4	0	5
Illegally possessing, using or distributing, manufacturing, or selling alcohol or other drugs	17	6	4	2	1	30
Intentionally and falsely reporting bombs, fires, or other emergencies	0	0	0	0	0	0
Stealing, vandalizing, damaging, destroying, or defacing property	1	2	4	6	0	13
Obstructing or disrupting classes, research projects, or other activities or programs	0	0	0	0	0	0
Making, possessing, or using any falsified University document	0	0	4	3	0	7
Failing to leave University-controlled premises	0	0	0	0	0	0
Violating state or federal law	0	0	1	0	0	1
Misusing, failing to comply with, or jeopardizing Code procedures, sanctions, etc.	0	0	0	0	0	0
Violating University computer policies	0	2	0	0	0	2
<b>TOTAL</b>	<b>23</b>	<b>12</b>	<b>17</b>	<b>17</b>	<b>1</b>	<b>70</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 four (4) cases, faculty in none, and staff in seventy-five (75). 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>4</b>
Art	1
LS&A	3
<b>Faculty</b>	<b>0</b>
<b>Staff</b>	<b>75</b>
Academic Units	0
Ann Arbor Police Dept.	2
Department of Public Safety (DPS)	20
Housing	50
Information Technology Division (ITD)	2
ResComp	1
<b>Total</b>	<b>79</b>

The gender of students who filed complaints is summarized in Table L. An equal number men and women filed complaints.

**Table L - Gender of Complainants**

Gender*	Number
Male	2
Female	2
<b>Total</b>	<b>4</b>

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

## OUTREACH

Between July 1, 2000 and June 30, 2001, the Office of Student Conflict Resolution continued outreach efforts by giving presentations and assisting with training for various groups and departments across campus. OSCRC staff conducted training for incoming Hall Directors and Assistant Hall Directors. Additional training was provided to the Greek Activities Review Panel and ITD student employees and staff. OSCRC also presented information about the Code to the Zeta Phi Beta Sorority and the 15<sup>th</sup> District Probation Department. The intent of these outreach efforts was to inform the community of OSCRC and the Code in order to increase the office's visibility.

OSCR further continued its outreach efforts between July 1, 2000 and June 30, 2001 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 between July 1, 2000 and June 30, 2001: the Housing Resource Fair, "A Student Affair," Festifall, and both Fall 2000 and the Winter 2001 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 OSCRC. 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 Housing Liaison, Intake and Investigation Coordinator, Systems Analysis, and a graduate student staffed the fairs.

At all resource fairs, OSCRC 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 OSCRC 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 contact and resource information. At Festifall, OSCRC encouraged students to become involved in the University community by serving as a student panelist.

The Outreach Plan that guides OSCRC in making connections with the University community and in providing information and education to its members called for continued improvement of OSCRC'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.

Between July 1, 2000 and June 30, 2001, various online forms and informational updates were added to the OSCR the web page (located at <http://www.umich.edu/~oscr/>) in order to make it more informative and interactive.

OSCR staff reached out to the University community in a variety 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. In addition, OSCR staff collaborated with New Student Programs on the Res Rep Summer Orientation skit that introduces new students to University offices and services. The Director met with The Michigan Daily staff to discuss the Code Amendment Process. OSCR staff also met with News and Information Services. In collaboration with News and Information Services, OSCR developed a media request policy.

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.

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.

## 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 2000 term to prepare for training taking place in January 2001. Fourteen (14) students were trained as Board members for the 2001 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. Six (6) resolution officers were selected for the 2001 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 that 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. The second week following training, new board members attended an in-service program. The in-service featured the movie, *12 Angry Men*. Returning board members also attended the in-service and helped to lead a discussion about important aspects of the arbitration process.

## 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 administrative assistant position handled the front desk responsibilities; four graduate students and three undergraduate students worked on a variety of projects.

### **The Director**

#### **Housing Liaison**

Brian Jones continued to serve in this position on an interim basis. Dr. Jones was awarded an Education Doctorate in Higher Education Administration in August 2000. As part of his continuing professional development throughout the year, Dr. Jones attended Big 10 CIC Judicial Conference and a FERPA Teleseminar. Dr. Jones chaired the Housing/OSCR Judicial Database Committee and served on the OSCR Administrative Assistant Search Committee. He also assisted with the University Housing Resident Staff Selection Process and with the University Housing Staff Class Instructor Selection Process. Dr. Jones

conducted presentations to Residence Education staff and ITD Campus Computing Site staff. Dr. Jones is a member of the Association for Student Judicial Affairs.

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

Gwyn Hulswit continued in her role as the Intake and Investigation Coordinator. Ms. Hulswit attended the annual Association for Student Judicial Affairs conference in Florida. Ms. Hulswit was a member of several committees, including: the Substance Abuse Education Network, the Academic Discipline Officers Committee, the Housing and OSCR Judicial Database Committee, the OSCR Education, Outreach, and Training Coordinator Committee, and the OSCR Associate Director Search Committee.

Ms. Hulswit is a member of the Association for Student Judicial Affairs (ASJA) and is a member of the ASJA Mediation/Dispute Resolution Committee and the ASJA Bylaws Committee. She is also a University Sexual Harassment Policy Office Liaison.

### **Systems Analyst**

Brianna Williams continued in her role as Systems Analyst and also began to assist with the management of office projects. Ms. Williams continued to address the Information Technology needs of the office, and provided additional assistance on specific projects such as the media request policy.

### **Administrative Assistant**

This was a new position filled by Mary Gibbons starting January 2, 2001. The position's responsibilities include handling case management and managing the day-to-day operation of the office. Ms. Gibbons attended several M-Pathways training courses including Purchasing, P-Card, and Human Resources modules on hiring and the new payroll system. She also attended ITD Courses in HTML and Web design.

### **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 database entry and the coordination of substance abuse letters. One of the undergraduate students coordinated the office's Alcohol Workshop.

## SUMMARY

Between July 1, 2000 and June 30, 2001, 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, 671 contacts between July 1, 2000 and June 30, 2001, 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, increased again in 1998 to 161, and decreased in 1999 to eight-six (86). Between July 1, 2000 and June 30, 2001, seventy-nine (79) students were formally charged under the Code this year; about the same as last 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.