Abstract discussion will be held on Wed 4/12 at 6.30pm in the DC Faculty Dining Room.

Firefly: 
An Honor Council Joint
Student/Administrative Panel
Released Spring 2017

This abstract was not released in accordance to the timeline specified by the Students’ Association Constitution. The confronting party consented to the release of the abstract. The confronted party consented to the release of the abstract.

Key:
Confronted student: Zoe
Confronting student (on behalf of the community): Kaylee
Campus Safety officers involved: Officers Reynolds and Washburne, and Officer Cobb over the phone

Summary/Pre-Trial:
This case involved a student, [Zoe], driving dangerously and verbally abusing Campus Safety Officers [Reynolds] and [Washburne]. Zoe had been under a lot of pressure throughout the semester, including having just had a pregnancy scare. Honor Council was notified of the case by the Dean of the College and [Kaylee], a member of Honor Council, proceeded to confront Zoe on behalf of the community, since Honor Council felt it did not make sense for Reynolds and Washburne to confront a student in the way another student would. Honor Council then decided to send the case to a joint student/administrative panel, consisting of two administrative staff members and six students, since the issue involved college staff and this seemed more respectful to them. The panel came to a set of resolutions to help Zoe educate other students about Campus Safety’s roles and responsibilities as members of the Haverford community, as well as to address some of the stress she was dealing with.

Fact Finding:
The panel held a number of of fact-finding sessions in order to speak with all the parties: one each with Officers Washburne and Reynolds, one with Zoe and Kaylee, and finally another
with just Zoe in order to clear up some remaining questions. The officers met with the panel separately partly because of their unusual availability due to shift work, and partly because they preferred not to meet with Zoe present.

As the officers recounted, they had arrived at Carter Road around 3am a few days after a big snowstorm, where Zoe was “going off” about the roads not being clear. Zoe’s car was stuck in a parking space, and she was very angry, shouting and swearing at the officers. They offered her a shovel to help dig her car out (though shoveling is not part of Campus Safety’s job), and went to get some salt to help with traction. During this time, Zoe had called Campus Safety again and yelled at a third officer, Officer Cobb. After using the shovel and salt, Zoe had gotten her car out of the spot, but it was blocking part of the road. She said she wanted to just leave it there instead of going to the South Lot to park, since she had to drive it again in a few hours’ time. The officers informed her that she could not leave the car there since it would block the Blue Bus, and offered to drive her back up campus from the South Lot. Zoe refused, and then started driving the wrong way down Carter Road. The officers told her she couldn’t do this, but she said “f*** you, dude.” She then swerved her car towards Officer Reynolds, passing about 1.5 yards from him. While Officer Washburne did not want to speculate on Zoe’s motivation, he did check the road afterwards and there was no ice to have caused her to swerve.

The panel asked both officers if there were things Zoe could do that would help them regain trust in her and in Haverford students as a whole. Officer Washburne felt that she needed to be sincerely sorry and that she could become a better advocate for treating Campus Safety well. Officer Reynolds expressed that the incident had somewhat soured the idea of the Haverford community for him, and he felt it was important for there to be some repercussion for Zoe. However, he also expressed wanting to be there for students and the importance of Campus Safety always being approachable. He wanted Zoe to have a productive learning experience from the Honor Council process.

In the meeting with Zoe and Kaylee, Zoe talked about how her car had been stuck for about 10 minutes before she called Campus Safety, which had contributed to her being in a bad mood. In addition, she had had a pregnancy scare that morning and had taken Plan B, so she was both very emotional from the stress of the scare as well as the hormones in the Plan B. When she called, she said that she had actually wanted to cry on the phone, but instead had acted mean and rude. She then got stuck in that behavior, and while she could see herself being more and more obnoxious, she felt too proud to stop and just apologize. She had also had a hard time saying sorry since then, although she said she felt very bad and wanted to make things right again. Zoe stated firmly that she had not swerved towards the officers.

After the incident, she had spoken with her dean about what had happened and this conversation had helped her realize she was extremely overcommitted and busy, and she had since decided to cut back. One part of the officers’ written statements that the panel had been particularly concerned about was a part where Zoe, in her anger, had told them she was “not one of these regular Haverford students.” She clarified to the panel that this was in reference to the
fact that she worked a lot of hours each week and had a very full life outside of academics. Kaylee reiterated what Zoe had said, and pointed out that Zoe had seemed very apologetic during their confrontation.

Panel Deliberations Part I:

After this meeting, the panel felt they were unsure about some details, and were concerned in particular about the discrepancy between Zoe’s and the officers’ accounts around the swerving. There was a general sense that Zoe had violated the Honor Code, though panel members did express that the circumstances seemed very severe. One panel member expressed feeling that there were two somewhat separate issues at hand: the rudeness towards the officers and the swerving. The panel decided to speak with Zoe again to clear up a few points about why she had called Campus Safety a second time after the officers had already arrived, what steps she had already taken to rectify the situation, and how her conversation with her dean had begun.

Fact-Finding Part II:

In regards to calling Campus Safety a second time, Zoe said she had called again because she thought the officers had left, when they had actually been going to get salt to help her get her car unstuck. As for what she had done afterwards, she said she had emailed with director of campus safety [the head of Campus Safety] a little bit and tried unsuccessfully to talk to him in person (he had been busy) but in general had a lot of trouble apologizing, especially in a sincere way. She said as a child what she had been taught was that if you hurt someone, you should just leave them alone after that, so apologizing to people was very difficult. Finally, her dean had informed her that her parking privileges had been revoked because of the incident.

Panel Deliberations Part II and Statement of Violation:

The panel at this point felt unanimously that a violation had occurred. They felt that there had been a breach of community standards and a lack of concern, as displayed by the disrespect, belligerence, and verbal abuse to staff of the college. The panel felt that not only had Zoe treated the officers badly, she hadn’t at the time even considered them as part of the community. In addition, Zoe had not taken accountability for what she had done and instead offered an insincere apology to the director of campus safety. Ultimately, the panel felt that the disrespect, lack of concern, and reluctance to take accountability were all part of the breach of community standards. The panel then consented to the following statement of violation, with one panel member having to leave early but being comfortable with the content of the statement:

[Zoe] violated the Honor Code by failing to act in accordance with community standards: through verbal abuse and aggressive behavior, she exhibited a lack of trust, concern and respect toward Campus Safety officers; she further failed to take steps to repair this breach of trust. (7 panel members consent, 1 stands outside in absentia)
Circumstantial Portion:

This meeting was with only Zoe. She talked about a number of circumstances in her life that had contributed to the violation. One was that she had been under an enormous amount of pressure, partly from school and the pregnancy scare but also from working over 40 hours each week in paid jobs. She had started doing this because she had had to take out a lot of student loans but it had also become a way of filling up parts of her life that she felt empty about, or that she found stressful. Zoe also had an anxiety disorder and a recurring eating disorder, which had not been helped by the stress of college. She had also been drinking a lot recently and she was worried about this as she could tell it wasn’t a healthy way of dealing with her stress.

Growing up, Zoe felt she had learned to deal with conflict in very different ways from the expectations of the Honor Code and the Haverford community. In particular, she had been taught that she should not talk about her problems, and that arguments were solved either through screaming or through silence. As a result, she had been very afraid of apologizing to the officers because she thought they would be angry with her. However, when arriving for one of the fact-finding meetings, she had run into Officer Reynolds who was leaving the meeting room. She had apologized to him at that time, which she said had felt somewhat like having a panic attack, but that she had felt better about it afterwards. She still wanted to apologize to Officer Washburne.

Zoe also expressed feeling very alienated from the Haverford community. She came from a relatively low-income background, and her parents were more conservative than most Haverford students and their families. Zoe mentioned feeling sometimes that she was “barely here” and that she felt like her views and opinions were not welcome in the community. She had very few friends at the college, and her relationship with her family had been somewhat stressful in the past few years.

As for changes she had experienced since the violation, Zoe talked about how it had been a sort of “breaking point” for her and that it had generated a lot of self-reflection. She had realized how overcommitted she was with her paid work and had cut back to about 20 hours a week, which she said had been really hard for her to do but she could tell was healthier. In terms of suggested resolutions, she mentioned wanting to go to CAPS, and feeling that it was very important that she apologize to Officer Washburne. Zoe also mentioned that she wanted to do something to make the officers’ lives better or easier, such as doing some unpaid work for them. She also suggested meeting more with her dean to make sure she was staying on track with her still very busy life. In response to a question from the panel, Zoe said she would be happy to write a letter to the community.

Panel Deliberations Part I:

After meeting with Zoe for Circumstantial, the panel briefly shared their reactions to the meeting and their initial thoughts about possible issues to address in the resolutions. One concern
that a number of panel members shared was that Zoe seemed not to be holding herself particularly accountable, and they weren’t sure if the apologetic nature of how she presented herself was entirely sincere. Other panel members, however, felt she had been very sincere, and that her story had given them powerful context to understand her violation. As a whole, the panel felt that Zoe seemed very unhappy at Haverford, and this was concerning to them. One panel member thought that perhaps separation would be appropriate given how little Zoe seemed to feel she fit in at the college, but others felt that, conversely, resolutions should be more targeting towards the community and its failure to include students like Zoe whose backgrounds or family’s opinions did not mirror most other people’s.

**Panel Deliberations Part II:**

During this meeting, the panel discussed Zoë’s suggested resolutions as well as proposing their own. In terms of working for Campus Safety, the panel initially thought that a project in which she met some officers face-to-face, got to know them a bit, and did something helpful in promoting better awareness of their roles and responsibilities would be beneficial. It was thought that she could interview some officers, asking things like “what would you most want Haverford students to know about Campus Safety?” She could then create a document that would be displayed on first-year halls to disseminate this information to the community. Ultimately the decision was to have Zoe create a flyer after meeting with at least three officers, so that she could start to put faces to the officers and treat them with empathy and respect. This would be an educational experience for the community as well as a restorative one for Zoe.

The panel agreed with Zoë’s idea to do some unpaid work for Campus Safety, feeling this was a good accountability measure. They settled on 6 hours of work to reflect the combined hours that the officers had spent dealing with her, writing their security reports, and attending the fact-finding meeting.

As for meeting with her dean, the panel felt that this would best serve Zoe if it were also an avenue for her to access anger management resources, since this was something they were concerned about. They felt that regular meetings would be less useful without a framing purpose, and so decided to have Zoe and her dean work together to find those resources in ways that would work for Zoe.

The panel also discussed Zoe writing a letter to the community. They felt it might be helpful to attach the letter to the flyer she would create, so as to contextualize it. However, they ultimately decided that it would be better to only include the letter in the abstract. This also left the letter’s contents more open to allow Zoe to reflect and apologize as well as explain what happened. The panel decided that this letter would be most reflective and restorative if it were written after Zoe had already completed some of her resolutions, so that she could write about those experiences too.

Both the panel and the officers wanted Zoë’s apology to be sincere. They decided that a possible way to achieve this would be to have Zoe write a series of reflections, and then to write
a letter of apology. After that, she would follow up with an in-person meeting. However, the panel wanted the apology to happen before the end of the semester (as soon as possible), and so ultimately decided not to include the series of reflections. Instead, they simply said that she would engage in a “period of reflection.”

The panel also discussed Zoe’s feelings of non acceptance and distance from the community, and the resulting “self separation” she had engaged in. It was suggested that she could join a club or be a peer tutor. The peer tutoring idea seemed very appropriate as it would be a way of engaging with the community where she could also earn some money. The panel briefly discussed the idea of separation, given that Zoe did not seem to be happy at Haverford and perhaps separation could be good for her mental health. However, they ultimately felt that separation would be detrimental, because Zoe would have no resources for mental health at home, and would likely feel that was being punished.

The panel also wanted to address Zoe’s drinking and the fact that she felt so alienated from the community. For the drinking, they decided it would be beneficial for her to meet with Haverford’s substance abuse educator. As far as feeling rejected by the community for her background and her political views, the panel did not feel that fixing this divide was Zoe’s responsibility. However, one panel member suggested that Honor Council could hold a discussion about being inclusive of people with different political views, or that the panel could recommend that Customs groups hold a session about it. It was decided that the resolution about this would be targeted mainly at Honor Council to ensure that such a discussion would actually happen, but that it would also include Customs groups.

The last issue that the panel talked about was Zoe’s mental health and that she said she wanted to go to CAPS. They felt this would be very beneficial for her and decided to support it in the resolutions. As for whether or not the proceeding should be considered disciplinary, the panel unanimously felt that it should not. They did not think a similar thing would have been brought to a disciplinary board at another school, and they felt that there were many extenuating circumstances around the violation. One panel member had to leave before consensus but felt comfortable with all the resolutions and the recommendation not to report.

**Tentative Resolutions:**

1. *After a period of reflection, [Zoe] will write a letter of apology to [Officer Reynolds] and [Officer Washburne]. She will then apologize to both officers in person by the end of the [semester]. (7 panel members consent, 1 stands outside in absentia)*

2. *[Zoe] will create a resource to educate students on the role of Campus Safety. She will do this by interviewing at least 3 Campus Safety officers and then creating a flyer that can be displayed on first-year halls. She will do this by the start of Customs [year]. (7 panel members consent, 1 stands outside in absentia)*

3. *[Zoe] will perform 6 hours of unpaid work for Campus Safety by the end of the [following] semester. (7 panel members consent, 1 stands outside in absentia)*

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4. [Zoe] will write a letter to the community to be released with the abstract. She will write this letter after completing resolutions 1, 2, and 3, and by the start of the [second following] semester. (7 panel members consent, 1 stands outside in absentia)

5. [Zoe] will work closely with her dean to help her explore and access resources for issues related to stress and anger management. (7 panel members consent, 1 stands outside in absentia)

6. The panel strongly encourages [Zoe] to meet with [the Substance Abuse Educator] as soon as possible to discuss healthier ways of managing stress. (7 panel members consent, 1 stands outside in absentia)

7. The panel recommends [Zoe] apply to work as a peer tutor. The goal of this resolution is to encourage involvement in the community. (7 panel members consent, 1 stands outside in absentia)

8. The panel supports [Zoe]’s intentions to use CAPS. (7 panel members consent, 1 stands outside in absentia)

9. Honor Council will hold a community discussion about how to have conversations across different political beliefs and values. The panel encourages Customs groups to hold similar discussions. (7 panel members consent, 1 stands outside in absentia)

Resolutions as a whole: 7 panel members consent, 1 stands outside in absentia

Statement on reporting to other institutions of higher learning:

The panel recommends that this proceeding not be considered disciplinary. (7 panel members consent, 1 stands outside in absentia)

**Finalizing Resolutions:**

Zoe expressed feeling very positive about the resolutions, and was looking forward to completing them. The panel discussed the intent of a few resolutions with her, then consented to essentially unchanged final resolutions (fixing only the wording and spelling of two of them):

1. After a period of reflection, [Zoe] will write a letter of apology to [Officer Reynolds] and [Officer Washburne]. She will then apologize to both officers in person by the end of the [semester]. (8 panel members consent)

2. [Zoe] will create a resource to educate students on the role of Campus Safety. She will do this by interviewing at least 3 Campus Safety officers and then creating a flyer that can be displayed on first-year halls. She will do this by the start of Customs [year]. (8 panel members consent)

3. [Zoe] will perform 6 hours of unpaid work for Campus Safety, if they are willing, by the end of the [following] semester. (8 panel members consent)
4. [Zoe] will write a letter to the community to be released with the abstract. She will write this letter after completing resolutions 1, 2, and 3, and by the start of the [second following] semester. (8 panel members consent)

5. [Zoe] will work closely with her dean to help her explore and access resources for issues related to stress and anger management. (8 panel members consent)

6. The panel strongly encourages [Zoe] to meet with [name], the Substance Abuse Educator, as soon as possible to discuss healthier ways of managing stress. (8 panel members consent)

7. The panel recommends [Zoe] apply to work as a peer tutor. The goal of this resolution is to encourage involvement in the community. (8 panel members consent)

8. The panel supports [Zoe]’s intentions to use counselling services. (8 panel members consent)

9. Honor Council will hold a community discussion about how to have conversations across different political beliefs and values. The panel encourages Customs groups to hold similar discussions. (8 panel members consent)

Resolutions as a whole: 8 panel members consent

The panel also consented to an unchanged statement about reporting the proceeding as disciplinary:

The panel recommends that this proceeding not be considered disciplinary. (8 panel members consent)

Post-Trial:
The resolutions were not appealed.

Zoe’s Letter to the Community:
Dear Haverford College,

I am writing this letter as a general apology to the Haverford Community for my behavior towards campus safety after a snowstorm in [date]. I was driving back to my dorm and my car got stuck in the ice while I was trying to park it. I behaved in a way that was rude, belligerent, and aggressive towards the campus safety officers when they were trying to help me get my car out of the ice. The purpose of this letter is really to express how important it is be respectful to Haverford’s campus safety officers and that, regardless of the stressful situation, it is important to remember that respect for others always comes as a first priority. I was in a state of distress due to personal issues at the time and exhaustion, but that is really no excuse to treat someone in a way that is aggressive or rude. I want the Haverford community to understand that I am sorry
for my behavior. I also want the community to understand that the campus safety officers who we see everyday, who work night shifts and day shifts, who deal with every type of issue that may arise for the student body in regards to safety, are really imperative at Haverford. Without these officers we would not have anyone to turn to when we are in trouble, without their kind attitudes and understanding actions towards students, we would not be able to function as a safe, healthy society. I am sorry for my behavior but in a way some good came out of it I learned just how important it is to remain respectful, even under stress or extenuating circumstances, and I learned that campus safety officers are a vital part of the Haverford community. I also learned that it is important to learn how to manage the stress of college and life before your emotions get out of hand. I hope that other students reading this can learn from my lessons and remember these three points when they are faced with a difficult situation.

To conclude my statement, I would like to recant that I am sorry for my behavior towards the officers and how that negative behavior reflects upon the entire Haverford community. I would also like to say that I hope anyone reading this letter can remember that respect, kindness towards others, and stress management in appropriate ways are some of the most imperative components of one’s time at Haverford.

**Discussion Questions:**

1. Who is a member of the Haverford community? Are there particular people or groups who are forgotten as parts of the community?
2. How can students create a culture of trust, concern, and respect towards staff at Haverford? What are some of the ways students consistently fail to treat staff in these ways?
3. Is Haverford an inclusive community when it comes to political backgrounds? How so? How can we make it more inclusive?
4. How can Haverford better support students who are working many hours each week? How can we make this issue more visible on campus?
5. What sort of styles of conflict resolution does the code privilege? How can the Haverford community best accommodate community members used to different styles of conflict resolution?