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Overview of the Office of the Dean of Students

Our Purpose
The Office of the Dean of Students (ODOS) coordinates the Student Accountability processes, Support for students who exhibit concerning behaviors, Threat Assessment across campus, and Student Athlete Advocacy. In addition to our core functions, the ODOS serves as an advocate for students facing challenges to their success as students and works to empower students to know and understand their rights and responsibilities through policy interpretation and behavioral coaching. We have staff ready to assist students, staff, faculty, family members, and community members with student issues and concerns.

Our Values

- **Creative Problem-solving**: We will bring new ideas and innovative solutions to facilitate creative problem-solving.
- **Leadership**: We mentor, educate, and train students to become effective leaders and responsible citizens.
- **Responsibility**: We encourage students to make responsible choices and be accountable for their decisions, actions, and academic success.
- **Collaboration**: We endeavor to demonstrate cooperative, responsive, and timely service to our constituents and have mutually beneficial relationships with campus and community partners.
- **Inclusion**: We value the growth and learning that comes from the exchange of thoughts and ideas among individuals with diverse abilities, beliefs, cultures, experiences, and intellectual backgrounds.
- **Fairness**: We will consistently apply community standards in all we do.
### Our Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Lori McDonald</td>
<td>Associate Vice President and Dean of Students</td>
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<tr>
<td>Brian Burton</td>
<td>Associate Dean of Students and Director of Student Accountability</td>
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<tr>
<td>Jo Des Roches</td>
<td>Assistant Dean of Students for Behavioral Education &amp; Intervention</td>
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<tr>
<td>Allison Frost</td>
<td>Case Manager for Behavioral Intervention</td>
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<tr>
<td>Tevita Hola^</td>
<td>Case Manager for Behavioral Intervention</td>
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<tr>
<td>Ulysses Tonga‘onevai</td>
<td>Student Conduct Hearing Officer</td>
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<tr>
<td>Leila Ames</td>
<td>Student Athlete Advocate</td>
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<tr>
<td>Kim Clarken</td>
<td>Executive Assistant</td>
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<tr>
<td>Richelle Warr</td>
<td>Assessment &amp; Records Manager</td>
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<tr>
<td>Sydney Magana*</td>
<td>Graduate Assistant for Student Conduct</td>
</tr>
<tr>
<td>Jihyun Noh*</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Anchal Dadwal*</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Catie Augustine</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Katie Boonkratuang^*</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>K’mwe Paw^</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Leila Safi^</td>
<td>Office Assistant</td>
</tr>
</tbody>
</table>

^Started position in 2018-2019  
*Vacated position in 2018-2019
Special Note for 2018-2019

Providing services for a growing community of students, their families, faculty, and staff is always busy, but the 2018-2019 year had some notable incidents that required significant attention and care. Throughout the tension, controversy, and tragedy, our University of Utah community grew in our awareness, resilience, and fortitude to continue being a learning organization for a learning community.

The future will hold more notable incidents and changes, but the ODOS will continue to learn from them through the process along with our students, faculty, staff, families, and our various communities.

Accomplishments

The Office of the Dean of Students began the year ready to evaluate our processes and look for ways to improve. In August 2018, we pulled together a small group of stakeholders to engage in a Process Review with University Information Technology (UIT). Through working groups, we mapped existing processes for accountability and support processes in the Office of the Dean of Students as well as conduct processes in Housing & Residential Education and Academic Misconduct processes.

These meetings were fruitful in several ways. We were able to engage in open discussions about pain points in the process and identify areas for immediate improvement. We were also able to generate a list of requirements for a student conduct management system, which we then used in a Request for Proposals (RFP) for such a system. After determining through the RFP process that we would continue to use Advocate by Symplicity for our conduct management system, we are also engaging with the Symplicity to better utilize the software to improve communication and record-keeping to support the safety of the campus community.

We also have begun the process to take the process maps and turn those into infographics to be shared with students who are engaging in student support or accountability processes. We hope these documents can help students to better understand the processes, what is expected of them, as well as what they can expect from us.

As the year progressed, it was clear that demand for the services of the ODOS was continuing the upward trajectory that we had noted in the 2017-2018 annual report. The increase in cases, as well as the clear need for additional care and support as our campus was again shaken by tragedy, prompted us to seek an additional Student Support Case manager. We are thrilled to report that search resulted in Tevita Hola joining the Student Support team in March 2019.

To further support the Behavioral Intervention Team and ensure that the University of Utah BIT is engaging best practices for threat assessment, the ODOS hosted a National Behavioral Intervention Team Association (NaBITA) training in June 2019. Staff from the Office of the Dean of Students as well as important campus partners from the Office of General Counsel, the Center for Student Wellness, Housing & Residential Education, International Student & Scholar Services, and the Academic Advising Center were able to participate in a 3-day training covering case management and training to use the Structured Interview for Violence Risk Assessment (SIVRA-35).

One University

The work of the Office of the Dean of Students is overwhelmingly collaborative. We strive to build relationships through participation our staff on a wide variety of university-wide committees (see, Staff)
Excellence), through formalized roles and partnerships such as the Student Athlete Advocate (see, Student Athlete Advocate), and through intentional collaboration with partners in such as bi-weekly case management meetings with Housing & Residential Education, bi-weekly Behavioral Intervention Team meetings with partners from across campus, monthly Title IX process meetings, and quarterly Clery Committee meetings. Even as we present about our office and the services we provide, we often partner with the Office for Equal Opportunity/Affirmative Action, the University Counseling Center, or the Center for Student Wellness to deliver those presentations.

Equity, Diversity, and Inclusion

The Office of the Dean of Students works hard every day to advance equity, diversity, and inclusion in the campus community. Some of that work is an inherent part of our duties, as we support Title IX processes and help to safeguard students’ rights and responsibilities as they engage with various processes at the University of Utah. We recognize that as we engage in that work, we must continue to work to improve our intercultural competence as individuals and as an office.

To support that, ODOS full-time staff were given the opportunity to complete both the Intercultural Conflict Style Inventory (ICS) and the Intercultural Development Inventory (IDI). Staff completed these assessments and then participated in a group session facilitated by the Office of Inclusive Excellence (OIE). Staff members were then invited to have an individual debrief session with an IDI coach to develop individual plans to improve their intercultural development. The office as a whole is also continuing support staff development through organizing additional group sessions with the OIE, including a Microaggressions workshop. We plan to continue this work in the coming year.

Additionally, in Spring 2019, the ODOS piloted a new online module titled “Diversity, Equity, and Inclusion” as part of our series of Community Standards Courses. This online course focuses on expanding students’ understanding of identity, power, privilege, and oppression as well as creating a culture of respect. Engagement in the course this first year was limited, with only 20 students completing the course.

In the coming year, we are reframing the way the online Community Standards Courses are marketed to students. The first course assigned to students, Sexual Assault Prevention, will be mandatory and enforced with a registration hold. While the remaining courses will not be mandatory, we are hopeful that once students engage with the course platform that they will be more likely to recognize the following assignments as legitimate and valuable. As such, we expect a much higher level of engagement in the Diversity, Equity, and Inclusion course when we launch it again in January 2020.
Student Affairs Strategic Objectives

**STUDENT ENGAGEMENT AND SUPPORT**
Student Affairs educates students through co-curricular programs and employment opportunities that support a sense of connection and belonging to the University of Utah campus community. Students develop leadership and transferable skills necessary to become civically engaged, productive members of our society. Students feel valued and gain navigational strategies for their academic success when they consult with our team.

**STUDENT HEALTH AND WELLNESS**
Student Affairs provides education, prevention and intervention to support student health and wellness. We create environments that promote a healthy lifestyle, which is tied to success both in and beyond college. We cultivate an ethic of care and concern for each other.

**STRATEGIC ENROLLMENT MANAGEMENT**
Through the leadership of Student Affairs, strategic enrollment management principles are utilized across the institution, to achieve and maintain optimum enrollments, to support student success, that will ensure institutional vitality and fulfill the University of Utah’s mission.

**INCLUSIVITY AND EQUITY**
Student Affairs values that an inclusive and equitable environment for students, staff, and faculty. We strive to create this through fostering a culture of inclusion, providing education and skills-based training and evaluating our success in these endeavors.

**FACILITIES AND RESOURCE MANAGEMENT**
Student Affairs strives to build, maintain, and repurpose buildings, equipment and space within the University to best fulfill the goals of each department and the division’s long-range plan.

**STAFF EXCELLENCE**
Student Affairs cultivates and maintains an exceptional team who provide key services and programs for students and the University of Utah community. Our staff demonstrate professional knowledge of national best practices, leadership, and an ethic of care for our community.
Core Objectives

Promoting the Safety & Support of Students & the Campus Community

The Office of the Dean of Students (ODOS) collaborates with partners across campus and with the wider community to help ensure our students, faculty, and staff are safe and well by using proactive intervention strategies. The team works with students individually to assess needs and develop appropriate action plans to assist students in navigating obstacles in their learning and wellbeing. Additionally, the ODOS collaborates with campus partners to educate students, staff, faculty, and parents on a variety of topics from prevention to intervention. This proactive approach mitigates threats and potential violence while engaging students, faculty, and staff in healthy behavioral decision making.

Another key component of this objective is working to ensure compliance with federal legislation regarding campus safety and equity on campus, such as the Clery Act, Title IX, and the Campus SaVE Act of the Violence Against Women Act. The ODOS promotes the safety and the support of students and the campus community by actively working with campus partners to develop tools and communicate information needed for the University to remain in compliance with these regulations.

Alignment with the Student Affairs Strategic Objectives

- Student Engagement & Support
- Student Health & Wellness
- Inclusivity and Equity

Student Support

Within the ODOS, the Student Support Team continues to focus on the goal of keeping the University of Utah community safe and free from violent behaviors while also providing outreach to the campus community. While management of the Behavioral Intervention Team (BIT) is a large undertaking of this area, Student Support also takes on the imperative task of educating the community on identifying and reporting concerning behaviors as well as how our office responds once information is received.

Student Support proactively engages students, faculty, and staff in skill-building and interventions such as connecting distressed students to available campus and community support services and providing space for intentional conversations surrounding the impact of behaviors. This reinforces our goal of early identification and intervention to prevent escalation or patterns of behavior that may lead to conduct issues.

Student Support contributes to the retention and graduation of students by providing support and referral to resources. Students who engage in Student Support processes are provided with wrap-around support services and case management that directly impact their engagement in appropriate behaviors with other Student Affairs services and within their academic settings. Some cases that reside within the Student Support purview remain active for the entire life cycle of the student. The following examples evidence the time spent on such cases.
**Student A**
Student A has been working with Student Support since February of 2018. The presented with academic and personal concerns that continued to impact their success. Through student support case management the student has engaged with support offices such as the Center for Disability and Access and Student Leadership and Involvement. The student’s choice to engage in case management and access support services increased their motivation to stay engaged and make it through to graduation.

**Student B**
Student B engage in Student Support Case Management through a referral from Student Accountability. After progressing through the conduct process, the student was sanctioned to meet with a Student Support Case Manger (SSCM) throughout the remainder of the Spring 2019 semester. The sanctioned included a monthly meeting with an SSCM to check in and determine if the students care action plan was working for them and if their interactions with peers and faculty had become more positive. The student reported success as did the faculty.

As evident in the quotes provided below by both students (See Quotes from Students pg. 9), they believe their involvement with Student Support was instrumental in their success.

**Goals and Outcomes**
**Goal:** Student Support will continue to review its assessment and intervention processes, collaborate with other universities and utilize new data to help direct and guide the team in best practice approaches to threat assessment.

The Assistant Dean of Students for Student Support, in collaboration with the BIT team, completed the Behavioral Intervention Team Process Manual.

**Goal:** Increase case management capacity by hiring a second Student Support Case Manager.

In March 2019, Tevita Hola joined the Student Support Team as a second Case Manager. Tevita has hit the ground running and has significantly contributed to the team being able to manage the ever-increasing caseload.

**Quotes from Students**
“Jo has been an amazing support in my academic progress for these [sic] past year. There were times throughout the semesters in which I struggled so much, I wasn’t sure if I would pass. She helped me speak with my faculty and understand the policies that were in play. In the end, it all worked out”

“without support from Tevita and Allison, I would not have graduated. I was having difficulty managing my classes and some pretty extenuating personal circumstances. I walked in to [sic] the Office of the Dean of Students on Wednesday, met with both T and Allison, and walked out with a real game plan. I GRADUATED!”

**Utilization Data**
Both the number of cases managed by and the number of students referred to the Student Support Team have continued to grow in recent years. In addition to the 725 cases that have been opened between so far this year an additional 267 cases that were opened before July 1, 2018, carried over into or reemerged during 2018-2019.
Looking at new cases created in the past three years, a total of 1563 unique students have been involved in the 1789 cases handled by the Student Support team. Of those, 217 students were involved in 2 or more cases with 4 students being involved in 5 or more cases.

Student Support - Cases by Zone
To date, Student Support has used a three-tier classification to help assess the threat and risk level a behavior may pose. The level of risk helps to prioritize cases and influences the range of interventions BIT chooses to employ. The following list provides examples of behaviors that may fit these criteria:

Concerning Behaviors (Green Zone):
The student has been observed exhibiting behaviors that indicate they are emotionally distressed. Distress can result in sudden and significant drops in academic performance or have visible changes in appearance (poor hygiene, noticeable weight loss/gain,). The student may exhibit symptoms of depression and anxiety, and often shows behaviors that are “selective.” These behaviors can be low attendance in class, filtering out information that does not meet their beliefs, and showing paranoia and a lack of trust.

Disruptive Behaviors (Yellow Zone):
The student has been observed exhibiting increasingly disruptive behaviors that are increasingly intimidating and threatening to others. Often making ultimatums, including excessive demands of faculty or staff’s time and resources. The student may send intrusive emails/text messages to faculty, staff, or students. The student has been observed misusing drugs and alcohol, often describes this behavior as self-medicating.
**Threatening Behaviors (Red Zone):**
The student has indicated intent or plans to harm self or others. The student has been observed making suicidal threats. The student has been observed engaging in high-risk behaviors. The student is observed provoking physical altercations with others. The student has assaulted (physically or sexually) another individual. The student has been observed brandishing a weapon. The student has been reported as missing.

In the last year, the total number of cases that were categorized by zone increased. Additionally, there was an increase in the percentages of cases that were categorized in the yellow and red zones. Cases categorized in the highest tiers made up **31%** of categorized cases in the last year, whereas in 2016-2017 and 2017-2018 they only accounted for 9% and 13% of the categorized cases, respectively.

For the coming year, we will be aligning the zones more closely with the NaBITA risk rubric. This includes some changes in verbiage as well as adding a second “green” zone to capture cases where there is not a current need for intervention, but the student is on our radar.

![Student Support Cases by Zone](image)

This year also saw a continuation of trends of growth among both students seeking support for extenuating circumstances as well as a significant increase in students presenting with mental health concerns.
*New in 2018-2019
Student Demographics and Characteristics
The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment, Evaluation, & Research. To compare this data to the University of Utah student body, see Appendix A.

Of note, we see a somewhat higher percentage of both undergraduate students and 16 to 20-year-olds utilizing Student Support services than we see in the make-up of the student body of the University of Utah. There is no doubt some overlap between those categories.

Conversely, we see a somewhat lower percentage of white students and of male students than would reflect the general student body. The gaps are small but may be reflective of a need for support for underrepresented populations.

There is some variation in from what might be expected by college, with some colleges having more students engaged with the Student Support team than their proportion of the student body would lead us to suspect and vice versa. Interestingly, these variations are not very dissimilar patterns noted in the analysis of Reporter sources.

Unsurprisingly, given our close collaborations with both Athletics and Housing & Residential Education, there is a comparatively high number of students from each of those demographic categories represented here as well.

**ODOS Support 2018-2019 – Student Characteristics**
*Report for the Office of the Dean of Students - Authored by AER*

The following two charts show the number of students who were part of the Support portion of the Office of the Dean of Students during the 2018-2019 year. Information is based on the most recent semester in which they were eligible to enroll. The first chart shows the overall count, and the second chart shows how many unique students matched with the student data file. Differences between these two charts are likely due to students who went through the Accountability process but were not eligible to enroll at any point during the 2018-2019 year.
Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students.

Gender

Age

Residency

Race/Ethnicity

Academic Career
Additional Student Characteristics

Frataternity and Sorority Members

Honors

HRE Housing

International Students
Behavioral Intervention Team

There are currently 20 University members serving on the BIT. All BIT members, except the Assistant Dean for Student Support and Behavioral Intervention Case Manager, volunteer their time while balancing their regular University full-time responsibilities. This multi-disciplinary team brings a vast knowledge base, specialized skills, and expertise which are used to assess the risk level of reported behavior and determine what interventions to employ. The expertise of each team member has made significant contributions to the successful resolutions to the cases brought to the team this year.

- Jo Des Roches, Assistant Dean of Students for Support
- Allison Frost, Student Support Case Manager
- Tevita Hola, Student Support Case Manager
- Lori McDonald, Vice President and Acting Dean of Students
- Brian Burton, Associate Dean of Students and Director, Student Support & Accountability
- Ellie Goldberg, Victim/Survivor Advocate
- Cindy Harling, Clinical Director of the Counseling Center
- Scott McAward, Director of Center for Disability & Access
- Robert Payne, Associate General Counsel
- Julie Thomas, Associate General Counsel
- *Abi Kennedy, Director of Housing & Residential Education (Kolay Carver)
• Todd Justesen, Associate Director of Housing & Residential Education
• *Chalimar Swain Director of International Student & Scholar Services (Chelsea Wells)
• *Sgt. Kory Newbold, Department of Public Safety (Lt. Jason Hinojosa & Sgt. Larimie Lancaster)
• Lt. Rick McLenon, Department of Public Safety
• Karen Paisley, Faculty Liaison
• Mike Nelson, Faculty Liaison
• Sherrie Hayashi, Director of Equal Opportunity & Affirmative Action
• Chris Bone, Director of Human Resources
• Beth Howard, Academic Advising Center

*Members with asterisks discontinued participation in the Behavioral Intervention Team. New representatives for their areas are in parentheses.

The purpose of this team is to work as a collaborative body which assesses for risk and behaviors that could have a negative impact on the campus. The responsibilities of BIT members include assembling weekly to review students of concern and make preliminary and proactive plans for intervention or threat assessment.

In cases where information or concerns rise to a level that requires immediate action, the protocol of the ODOS is to hold a “Student of Concern Meeting” rather than wait for the next scheduled BIT meeting. Each BIT member utilizes their professional skills and knowledge in evaluating risk and determining which intervention(s) to utilize with a student of concern. All members have a strong dedication to help students be successful in their academic experience at the University and value the need to keep others safe.

**Goals and Outcomes**

**Goal:** Student Support and the Behavioral Intervention Team will continue to review the National Behavioral Intervention Team Association (NaBITA) best practices and through assessment implement strategies that continue to build awareness of these best practices to create a campus culture of safety and wellness.

Discuss assessments for 2018-2019 (Core Q10 review, BIT member survey, BIT Reporter Survey) and changes made in processes in response to that process.

**Utilization Data**

From the 725 cases opened so far this year, 53 cases rose to the level of BIT review and assessment and were discussed either in a BIT meeting and/or in a Student of Concern meeting. There have been 200 cases that have been considered elevated and resulting in an intervention surrounding Student Support but did not fall in either the Yellow or Red Zones described in the Student Support Section. These Green Zone cases are considered CARE cases and often result in referrals to campus resources such as the University Counseling Center, the Office of Equal Opportunity and Affirmative Action, or the Women’s Resource Center. The majority of the reports were a result of a student’s mental health status that impacted their academic standing. Additionally, the ODOS BIT specialists assisted in supporting several students who experienced sexual assault or misconduct.

**Outreach to Staff & Faculty**

Collaboration with staff and faculty across campus is essential to the work of the ODOS. A major component of that collaboration is accomplished by connecting with and educating the campus community about resources, student conduct policy and behavior, and federal mandates. Topics and audiences for
presentations vary, but the intent is always to educate the campus community and to provide tools and resources for students and staff to help them to make healthy decisions.

This year, topics included:

- Academic Advisors Presentation
- Academic Leaders Lunch Book Discussion: iGen
- Advocate Training
- Behavioral Intervention Team Overview
- Boundaries in Professional Relationships
- Deputy Title IX Coordinators Retreat
- Hinckley Forum on Sports and Sexual Assault
- Intervening with Distressed Students
- New Administrator Orientation
- Office of the Dean of Students Overview
- Office of the Dean of Student and University of Utah Policy Department Overview
- Office of the Dean of Students/Office of Equal Opportunity/Title IX Presentation
- Introduction to Student Athlete Advocate Role
- Student Affairs New Employee Orientation - Expert Session
- Student Behavior Committee Training

**Goals and Outcomes**

**Goal:** Student Support will market outreach to the entire campus and remain focused on departments and colleges who have not had any training.

Student Support began a review of their training tracking system and identified several colleges who had limited or no training from ODOS on behavioral intervention or student support and will be connecting with them to schedule training.

**Utilization Data**

Based on our records, the ODOS gave **28 presentations** that were targeted to faculty and staff at the University of Utah. This is an increase of 6 presentations over 2017-2018. The number of estimated attendees was not gathered consistently in 2018-2019.

In Spring 2019, the ODOS added a presentation request form to the ODOS website with the goal of both encouraging departments to request presentations as well as to standardize the information gathered when scheduling presentations. In 2019-2020, the ODOS plans to also begin utilizing the Training Management feature in Advocate to store data and notes regarding these types of trainings.

**Presentations at Parent and Family Orientation**

Presenting to parents during First-year New Student Orientation allows for attending participants to obtain knowledge about the ODOS. Specifically around campus safety, student accountability, and support. The information presented during these 30-minute sessions included information about the University of Utah Department of Public Safety and their collaboration and participation on and with the BIT/Support team. Additionally, the presentation informs participants about the behavioral expectations of the university and how to reach out to the BIT/Support team should they have any concerns about any student, not just their
own. Since the current Assistant Dean has participated in these presentations, there has been an increase in reporting from parents and family members. Having a comprehensive reporting process helps the BIT/Support team connect with students who are at risk for distress or currently experiencing distress and allows for referral to services and monitoring of progress. These processes support student retention and graduation in a similar manner to other BIT/Support processes. If a student connects with resources and is held accountable to Support team standards, they are more likely to participate in services and be academically successful.

Goals and Outcomes

**Goal:** Add a flag to track reports from parents or community members who submit a report to ODOS to the reporting mechanism.

The Parent/Community report flag has been added to the CARE report module, but to date, no reports have been flagged as coming from a parent or community source.

However, as part of an assessment project, reporter data in Advocate was analyzed. Based on that analysis the number of CARE reports from families, including parents, spouses, siblings, as well as extended family has grown consistently over the last three years.

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<tbody>
<tr>
<td>Reports from family members</td>
<td>16</td>
<td>20</td>
<td>27</td>
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</tbody>
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Utilization Data

In the summer of 2019, the ODOS presented at 16 Parent and Family Orientations serving parents and families of students joining the University community in Fall 2019. This presentation reached 1658 individuals. This is almost identical to the previous summer.

SafeUT App

In Fall 2017, the University of Utah piloted a partnership with the University Neuropsychiatric Institute’s SafeUT program, which provides a mobile application for students to seek mental health support and submit tips regarding concerning behavior. This application was developed for students in the K-12 system and the University of Utah is the first institution of higher education to extend this service to post-secondary students.

Goals and Outcomes

**Goal:** Track ODOS engagement with SafeUT tips in our student conduct management system.

We added a both a SafeUT flag and a SafeUT report type to the CARE/BIT module within Advocate. In 2018-2019, 27 CARE cases were either flagged as or had a report type of SafeUT.

Community Standards Courses

In collaboration with the Center for Student Wellness, the ODOS offers online modules providing valuable information and tools supporting the prevention of sexual assault and the misuse of alcohol. Incoming freshman, transfer, and graduate students are sent an email at the start of their first semester with instructions to access the course through Campus Information Services. Completing the courses is not
mandatory, but the language used in the welcome email sets an expectation that students complete the courses before the end of their first semester.

Prevention education, including but certainly not limited to online modules such as these, is essential to the persistence of students as it sets clear expectations about behaviors that can negatively affect both retention and graduation. Through these courses, students are educated about resources both on campus and in the community. Understanding these expectations and gaining knowledge about resources helps students to make healthy choices that facilitate their educational journeys and make the campus safer for everyone.

**Goals and Outcomes**

**Goal:** Implement an enhanced communication plan with targeted reminders to encourage students to register for and complete the courses.

To meet this goal, the Assessment & Records Manager developed a schedule of targeted checks and reminders to be sent to students through the Everfi platform. Students were sent an initial welcome email. If they did not register for the course, they were sent up to two reminder emails to encourage them to register. If they did register, they would be sent additional reminders if they stalled at any progress point, such as starting Part 1, but not completing it.

A total of 27,967 emails were sent to students regarding their progress in Community Standards courses during 2018-2019. Despite this outreach effort, fewer students completed the courses in 2018-2019 than had the previous year.

<table>
<thead>
<tr>
<th>Email Type</th>
<th>Number of emails sent</th>
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<tbody>
<tr>
<td>Welcome email</td>
<td>7,658</td>
</tr>
<tr>
<td>Unregistered Student Reminder</td>
<td>14,494</td>
</tr>
<tr>
<td>Registered Follow Up</td>
<td>5,815</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27,967</strong></td>
</tr>
</tbody>
</table>

Some of that can be attributed to a miscommunication regarding the welcome email for Spring semester, which led to the welcome going out to students who had started Fall instead of the students who were beginning for Spring. This error was not caught until more than halfway through Spring semester when plans were already developing to implement the site-wide license and new platform.

Comparing Fall semesters alone, the outcomes are somewhat more favorable, but still not the improvement we had hoped for with the enhanced communication plan.

For 2019-2020, Everfi will be delivering the courses via a new platform that allows for better automation of targeted reminders. We will still send out a welcome email to all new students. Students will additionally be sent an email automatically as new courses are assigned, and reminder emails will be sent automatically until assignments are completed.

**Goal:** Investigate using a registration hold to make completion of these courses mandatory for all incoming students.

Beyond just investigating this registration hold, the ODOS began implementation in Spring to make the Sexual Assault Prevention Course mandatory for all new students admitted Summer or Fall 2019. To facilitate using a
registration hold, the University expanded our Everfi license to a package that included an API that would enable us to remove holds automatically as students complete the course. We are beginning by launching it with only new students, but hope to also implement a hold for ongoing training in the future.

The expanded license has also enabled us to expand our optional offerings. We are planning to launch a Mental Well-being course in October 2019 and a Prescription Drug Abuse Prevention program in April 2020.

**Impact Report Data**

The company providing the content for these modules, EverFi, also provides yearly Impact Reports to monitor the effectiveness of the courses on our campus. Based on data collected in surveys administered through the courses, most participating students reported that these modules were effective in the measures identified below.

EverFi did not provide impact reports for Sexual Assault Prevention for Graduate or Diversity, Equity, and Inclusion. However, we did note an increase in the number of students who complete Sexual Assault Prevention for Graduate Student as 61 students completed the post-survey, as compared with 35 students in 2017-2018.

We launched Diversity, Equity, & Inclusion in Spring 2019. The course was optional and targeted to new undergraduates in Spring 2019. We only had 20 students completed the post-survey. We are hopeful that in the new platform, we will have improved results.

**AlcoholEdu**

For the AlcoholEdu course, the percentage of participants reporting positively on the effectiveness of the courses continued to show strong results. Specifically, students responded positively that the course prepared them to help someone who may have alcohol poisoning, to make responsible decisions about drinking, and helped them to establish a plan ahead of time to make responsible decisions about drinking.

<table>
<thead>
<tr>
<th>AlcoholEdu</th>
<th>2016-2017 (n=142)</th>
<th>2017-2018 (n=332)</th>
<th>2018-2019 (n=259)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared them to prevent an alcohol overdose</td>
<td>75%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Prepared them to help someone who may have alcohol poisoning</td>
<td>77%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Helped them establish a plan ahead of time to make responsible decisions about drinking</td>
<td>79%</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>Changed their perceptions of other's drinking behavior</td>
<td>54%</td>
<td>59%</td>
<td>63%</td>
</tr>
</tbody>
</table>

The EverFi Impact Report also notes that “After completing AlcoholEdu for College, students reported an increase in several positive behavioral intentions.” The chart below shows that for each of the drinking behaviors listed, a higher percentage of students taking the second survey responded that they would be likely to utilize that strategy.
Additionally, the Impact Report states that “Among the 52% of high-risk drinkers (14 students) who saw "no need to change the way they drink" before taking AlcoholEdu for College, 50% of those students (7 students) indicated their readiness to change after completing the course." This is an encouraging statistic which is likely to have positive implications for the success of those 7 students at the University of Utah.

**Sexual Assault Prevention**

The percentage of participants reporting positively on the effectiveness of Sexual Assault Prevention for Undergraduates stayed consistently high over the last three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me identify characteristics of healthy and unhealthy relationships</td>
<td>87%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Taught me where to find resources for sexual assault and abusive relationships at my school</td>
<td>78%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Made me more confident in my ability to intervene when I see concerning behavior</td>
<td>83%</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>Provided me with skills to better support someone who has experienced sexual assault</td>
<td>87%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Increased my understanding of school policies related to issues covered in the course</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Gave me information about sexual consent that I plan to use if I choose to be sexually active</td>
<td>91%</td>
<td>86%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Utilization Data
As mentioned above, we had some wins but overall we didn’t achieve the level of utilization that we had hoped for. By implementing a registration hold for the Sexual Assault Prevention courses and marketing the other four courses as assignments, we hope to better meet the goal of improving utilization in 2019-2020.
Compliance with Federal Regulations

In recent years, government legislation regarding crime reporting, sexual assault and other forms of violence on college campuses has been in the national spotlight. The University of Utah has made a significant commitment to stay up-to-date on expectations of how to prevent, address, educate, adjudicate, and report within the guidelines of government expectations. The ODOS collaborates with the Office of Equal Opportunity & Affirmative Action, the Office of General Counsel, Housing & Residential Education, the Center for Student Wellness, and the Department of Public Safety to ensure the University complies with the various federal laws, mandates, and recommendations. Examples of Federal legislation include the Jeanne Clery Act, Title IX and the Campus SaVE Act of Violence Against Women Act (VAWA).
The Office of the Dean of Students continues to partner with the Office of Equal Opportunity and Affirmative Action to fulfill institutional obligations surrounding federal legislation. Compliance with these regulations supports the retention and graduation of students by promoting a safe and equitable learning environment.

**Title IX**

Title IX prohibits discrimination on the basis of sex in education programs, activities, and employment. Title IX applies to all forms of sexual discrimination and applies equally to protect students, staff, and faculty from sexual harassment.

The Associate Dean of Students and the Assistant Dean of Students serve as Deputy Title IX Coordinators for the University. The Dean of Students is a Senior Deputy Title IX Coordinator. These roles help ensure compliance with Title IX as it relates to reporting, investigating allegations and determining the outcome of cases of sexual misconduct. Deputy Coordinators also work closely with the Title IX coordinator to provide training and educational programs to students, faculty, and staff. The ODOS also hosts Title IX process meetings to monitor the big picture of how Title IX is implemented on campus.

Through the Student Conduct process, the ODOS supports Title IX processes by assisting in the adjudication of Title IX incidents. The ODOS also provides support to students who may be involved in Title IX incidents, whether as complainants, respondents, or witnesses, through our Student Support team.

In September 2017, the Department of Education rescinded prior guidance provided in the Dear Colleague Letter on Sexual Violence of 2011 and the Questions and Answers on Title IX Sexual Violence of 2014 regarding the investigation and adjudication of campus sexual misconduct. In November 2018, the new proposal was published and made open to comment for a period of 60 days. The new proposal has not yet gone into effect.

While we await further guidance, as noted an article in @the U on this topic last year, “The University of Utah remains committed to the safety of its students, faculty and staff and ensuring a system that protects the rights of its community to pursue their educational and professional endeavors free from sexual misconduct while also protecting due process.”


The Clery Act requires all federally funded universities to maintain and publish information about crimes on or near their campuses. The purpose of the Clery Act is to provide students, their families, and employees with accurate, complete, and timely information about campus safety to better inform future decisions. The University of Utah Police Department created a Clery Compliance Committee, which committee brings everyone from across campus to the table to ensure appropriate compliance with all requirements of the Clery Act. The Assessment & Records Manager and the Associate Dean of Students are active members on this committee, which meets quarterly to ensure prompt response to trends and most efficient use of staff time.

In addition to providing data, the ODOS also assists with providing additional policy and resource information needed for the Annual Safety Report required to be published each year for full compliance with the Jeanne Clery Act.
Developing & Upholding Community Standards & Expectations

The Office of the Dean of Students (ODOS) plays an instrumental role in not only holding students accountable for their actions through an equitable and educational process but also assisting in the development of community standards and establishing expectations regarding those standards. The ODOS accomplishes this core objective through administering the student conduct process, participating on a wide variety of University committees that pertain to the creation and refinement of policy and practices across campus, and educating students and the broader campus community about these standards and each person’s role in creating a safe, welcoming environment that is conducive to the intellectual, personal, social, and ethical development of each student.

Alignment with the Student Affairs Strategic Objectives

- Student Engagement & Support
- Student Health & Wellness
- Inclusivity and Equity

Student Conduct Process

Student Accountability manages the Student Behavior components of the Code of Student Rights and Responsibilities, Policy 6-400, Section III of the University of Utah Regulations Library. This includes the reporting, investigation, and adjudication of violations of the Code while ensuring students’ rights to due process and the educational mission of the University.

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. The University supports the intellectual, personal, social, and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship. Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect, and responsibility represent the basis for the Student Code. Participation in the University of Utah community obligates each member to follow a code of civilized behavior.

The purposes of the Code of Student Rights and Responsibilities are to set forth the specific authority and responsibility of the University to maintain social discipline, to establish guidelines that facilitate a just and civil campus community and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution.

Goals and Outcomes

**Goal:** Adjust process for handling parking code misuse to empower departments to resolve issues directly with students before involving the ODOS.
Recently, the University of Utah moved from using sticker validations for visitor parking to kiosks that accept codes. When these codes are used, the department who issued the code is charged for the parking fees.

Several of these parking codes have been shared and used inappropriately by both students and staff, resulting in thousands of dollars of fees falling back on departments. The ODOS has worked with several departments across campus to meet with students who have abused parking codes to assess responsibility and pursue restitution as necessary over the past two years. During the course of these investigations, the ODOS found that an overwhelming majority of the students involved were unaware that departments were financially responsible for their parking code usage.

In 2018-2019, the ODOS changed the process for handling parking code misuse, asking departments to attempt to resolve the issue directly with students before referring the matter to the ODOS. Even with this adjustment in process, there were still a significant number of cases that ODOS adjudicated.

Of note, the number of students charged with theft did drop from 2017-2018 but remains relatively high compared to previous years. This reflects multiple issues involving the inappropriate use and sharing of parking codes, which was first noted in 2017-2018 and continues. As a preventative step, the ODOS worked with Commuter Services to create and disseminate a message to campus departments reminding them to safeguard their parking codes and update them frequently. We hope this will help to reduce the number of incidents in future years.

Another interesting trend is a decrease in the number of code violations for both alcohol and drug charges.
<table>
<thead>
<tr>
<th>Case</th>
<th>Description</th>
</tr>
</thead>
</table>
| A:1  | Acts of dishonesty, including but not limited to the following:  
  a. Furnishing false or misleading information to any University official  
  b. Forgery, alteration or misuse of any University document, record, fund or identification |
| A:2  | Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities |
| A:3  | Physical or verbal assault, sexual harassment, hazing, threats, intimidation, coercion or any other behavior which threatens or endangers the health or safety of any member of the University community |
| A:4  | Attempted or actual theft, damage or misuse of University property or resources |
| A:5  | Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course |
| A:6  | Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises |
| A:7  | Possession or use on University premises or at University activities of any firearm or other dangerous weapon, incendiary device, explosive or chemical, unless such possession or use has been authorized by the University |
| A:8  | Use, possession or distribution of any narcotic or other controlled substance on University premises, at University activities, or on premises over which the University has supervisory responsibility, except as permitted by law and University regulation |
| A:9  | Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations |
| A:10 | Violation of published University policies, rules or regulations |
A:11 Violation of federal, state or local civil or criminal laws on University premises, while participating in University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance

Quotes from Students

“I firmly believe this assignment has helped me reflect on my self [sic] as a person and how to become a better student here at the university of Utah.” (Reflection paper)

“I have learned throughout this process that my actions effect a lot more than just me and I hope to live in a world where we can all help each other out by being truthful and having integrity.” (Apology letter)

“I have decided to turn this whole experience into a learning moment in my life and think about what I [sic] was doing when I did it, how I could have prevented it last time, and how I can look forward to preventing it in the future.” (Reflection paper)

"Since the incident...I had to make a lot of pretty big changes in my life...during the time leading up to and during the incident I was in a very dark place emotionally. In a weird way the incident helped me change the way I was...I was pushed to make changes in my life that would eventually lead me to become a much happier and less destructive person...there were some fairly hard challenges to changing my behavior but the change was definitely been for the best and I'm almost glad that I had the incident because it was the wake-up call I needed to change my life around. I'm on a path to be happy and successful as a student at the University of Utah." (Reflection paper)

Utilization Data

The majority of students who engage with the ODOS for behavioral misconduct issues are able to move forward following that interaction without further incident. Between July 1, 2016 and June 30, 2019, a total of 720 identifiable students have been involved in the cases handled by the Student Conduct and Community Standards team, including Information Only reports where no charges are filed. Of those 720 students, 68 were involved in 2 or more incidents. Only 9 students were ultimately found responsible in more than 1 case over the past 3 years. In some cases, students may have no further incidents because they have separated from the university through graduation, transfer, suspension, or otherwise stopping out. The ODOS does not currently track data related to the retention and graduation of students involved in the student conduct process.

2018-2019 saw a continued increase in the total number of student conduct cases. While the number of Admission Review cases dropped from 2017-2018 to 2018-2019, both Discrimination or Harassment cases and Information Only cases saw significant increases. The increase in Discrimination or Harassment cases in part reflects an increase in students requesting No Contact Directives.

The number of Behavioral Misconduct cases has remained relatively stable over the last three years, but Information Cases where no charges could be filed have nearly doubled each year. The number of Information Only cases is encouraging. Even if there isn’t necessarily any actionable information, the increase in the number of reports is an indication that the campus community is aware of reporting processes and comfortable submitting reports when they notice something that might be an issue.
Even as new cases continue to emerge in ever-increasing number, work on existing cases continues. In addition to the 342 new cases for 2018-2019, 200 parent cases created before July 1, 2018, were modified during 2018-2019. Meaning that some sort of work was performed in relation to those cases. What that additional work might be varies according to the case, but may involve additional work around completing sanctions, making a record of additional meetings, emails, or phone calls regarding the case.
**Student Demographics and Characteristics**
The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment, Evaluation, & Research. To compare this data to the University of Utah student body, see Appendix A.

Similar to the trends noted for Student Support, there was a higher percentage of 16-20 year olds, freshman, and sophomore students than we would expect given the make-up of the general student population. Likewise, there were also fewer white students than we would have expected. But, in contrast to the Student Support data, there was a much higher percentage of male student than in the general population. These trends are similar to data noted in the 2017-2018 Annual Report.

Again, there is a little variation from the expected breakdown by student’s declared college. Most notably, there seem to be a somewhat higher percentage of students declared in majors in the School of Business than would be expected.

Among the other characteristics, we note higher representation from Fraternity/Sorority Members, Housing & Residential Education, International Students, and NCAA Athletes. While we note somewhat lower representation than expected from University employees. Data from previous years is not readily comparable.

**ADOS Accountability 2018-2019 – Student Characteristics**
*Report for the Office of the Dean of Students - Authored by AER*

The following two charts show the number of students who were engaged in the Accountability process through the Office of the Dean of Students during the 2018-2019 year. Information is based on the most recent semester in which they were eligible to enroll. The first chart shows the overall count, and the second chart shows how many unique students matched with the student data file. Differences between these two charts are likely due to students who received support but were not eligible to enroll at any point during the 2018-2019 year.
Student Demographics and Characteristics
The following student characteristics and demographic details are based on the unique students.

Gender
- Accountability:
  - Female: 84
  - Male: 192

Age
- Accountability:
  - 16-20: 110
  - 21-25: 117
  - 26-30: 26
  - 31-40: 20
  - 41+: 3

Residency
- Accountability:
  - N: 77
  - R: 162
  - RC: 46

Race/Ethnicity
- Accountability:
  - American Indian: 9
  - Asian: 33
  - Black: 34
  - Hispanic: 21
  - Pacific Islander: 169
  - Unknown: 23
  - White: 27

Academic Career
- Accountability:
  - Undergraduate: 247
  - Graduate: 23
  - Non-Credit: 27
Admission Review

Goal: *Continue the process to engage in the process, making note of trends.*

As we continued into the second year of the Admission Review process, we noted fewer referrals overall and particularly a drop in referrals for high school misconduct. However, several of the trends noted in 2017-2018 continued. Namely, we noted a high number of referrals coming from students transferring from Brigham Young University and that the ODOS recommends advancing the applications of the vast majority of students referred to our office through this process.

In the coming year, we would like to take a longitudinal look at our Admission Review process. Specifically, we hope to identify the students who enroll at the University and send this group of students an email at the end of each semester or year. The purpose of this outreach would be to gather qualitative data on the review process and follow-up with on-campus resources.

We are also endeavoring to update Admission Review incidents when a student successfully enrolls at the University of Utah to make it possible to track and report on subsequent recidivism.

*Utilization Data*

In the second year of this process, admission review cases have dropped from 106 in the first year to **58** in 2018-2019.
Among transfer applicants, a significant portion of students coming from one of the three Brigham Young University campuses. The somewhat disproportionate representation of BYU students in this population can be explained by differences in the University of Utah’s Student Code and the BYU’s Honor Code. As such, incidents that may not be cause for behavioral misconduct proceedings at the University of Utah or other Utah institutions might result in an Honor Code violation at BYU and thus trigger an additional review through this process.

In 2017-2018, 58% of college misconduct cases coming from a BYU campus were for Honor Code violations that would not be considered misconduct at the University of Utah. In 2018-2019, that percentage rose to 83%.

In 2018-2019 74% of cases referred to ODOS are resolved within 5 business days. Most referrals result in a recommendation that the applicant should be allowed to move forward in the admission process. On rare occasion, the applicant does not respond to outreach, which leaves their application on hold. In a few cases, based on the timing or severity of the incident, the recommendation is to not advance the application at this time.
Conduct Background Checks

In addition to upholding community standards through the student conduct process, the ODOS also supports students and alumni through providing information for background checks. In 2018-2019, the Executive Assistant facilitated 394 conduct background checks. This is a decrease from last year for two reasons. First, the decrease in the number of background checks received from Federal Investigators is a result of a shift in policy that now only requires these checks for “top tier” positions. Unless there are additional policy shifts, we expect to see this trend stabilize. Second, in previous years the professional staff of Student Leadership & Involvement and Associated Students of the University of Utah did not have access to the student information system (PeopleSoft) and the Executive Assistant would look up information for them when that was needed. Again, this is a trend that we anticipate will stabilize.

Utilization Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Investigators</td>
<td>127</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Dean’s Certifications (Schools, Boards, Bar Association)</td>
<td>129</td>
<td>138</td>
<td>116</td>
</tr>
<tr>
<td>Other On-Campus (Registrar, ASUU, etc.)**</td>
<td>326</td>
<td>62</td>
<td>227</td>
</tr>
<tr>
<td>Total</td>
<td>582</td>
<td>272</td>
<td>394</td>
</tr>
</tbody>
</table>

Support to Housing & Residential Education

The Office of the Dean of Students collaborates frequently with Housing & Residential Education (HRE) staff to address behavioral issues and intervene with students of concern. Because the Office of the Dean of Students has the power to place and remove holds, the team also supports HRE in their student conduct processing by placing and releasing holds when requests are received from the HRE Assistant Director for Conduct & Resident Outreach.

The Office of the Dean of Students Executive Assistant also supports HRE by receiving certificates from the 3rd Millennium class, which is assigned as a sanction, and uploading the documents to Advocate.
Utilization Data

<table>
<thead>
<tr>
<th>Hold Type</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRE Holds</td>
<td>60</td>
<td>138</td>
</tr>
<tr>
<td>3rd Millennium Certificates</td>
<td>76</td>
<td>120</td>
</tr>
</tbody>
</table>

Presentations for Students at Orientation

The Office of the Dean of Students in collaboration with the Center for Student Wellness contributes to New Student Orientation by conducting a 30-minute presentation entitled “Joining the CommUnity.” This presentation focuses on many including general self-care, healthy relationships, academic and behavioral expectations, Title IX and available on-campus resources (e.g., University Counseling Center, University Police, Office of Equal Opportunity & Affirmative Action, Center for Student Wellness, etc.). As part of the new student’s introduction to the institution, our desired outcome is that this review of expectations and resources will contribute to the overall connection to the campus community.

Learning Outcomes

The Office of Orientation and Transition provided survey feedback for the “Joining the CommUnity” presentation after the conclusion of the Fall 2019 orientation cycle. The following data were collected from students who attended the “Joining the CommUnity” presentation at first-year orientations for Fall 2019. The feedback here indicates that most students come away from that presentation with an understanding of consent and the University’s expectations.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify at least three (3) resources and support offices on campus.</td>
<td>64.77% (2230)</td>
<td>31.89% (1098)</td>
<td>2.82% (97)</td>
<td>0.52% (18)</td>
</tr>
<tr>
<td>I can recall three (3) wellness issues that impact students.</td>
<td>66.12% (2270)</td>
<td>30.59% (1050)</td>
<td>2.83% (97)</td>
<td>0.47% (16)</td>
</tr>
<tr>
<td>I can explain the University's definition of consent.</td>
<td>83.24% (2831)</td>
<td>16.17% (550)</td>
<td>1.00% (34)</td>
<td>0.47% (16)</td>
</tr>
<tr>
<td>I can describe expectations for students joining our campus community.</td>
<td>74.38% (2535)</td>
<td>23.94% (816)</td>
<td>1.32% (45)</td>
<td>0.35% (12)</td>
</tr>
</tbody>
</table>

Utilization Data

Between July 1, 2018 and June 30, 2019, the Office of the Dean of Students participated in more than 30 new student orientations, including first-year and transfer student programs. Additionally, ODOS participated in 6 International Student Orientation sessions, 3 before the Fall 2018 semester and 3 before the Spring 2019 semester.

Presentations for Student Groups/Classes

Additionally, in 2018-2019 the ODOS gave presentations on a variety of topics for many different student groups. Titles included:

- Campus Safety Task Force Updates
- College of Engineering – Teaching Assistant, Research Assistant, Graduate Assistant Training
- Educational Leadership & Policy Class Panel - Student Affairs Organization
While the presentations are tailored somewhat to the individual audience and their specific needs, most of the presentations are very similar in intent and message. These presentations echo the content provided in the “Joining the CommUnity” presentation at orientation, providing a reminder of both the resources available to students as well as behavioral expectations. These timely reminders support students in making better choices as well as developing a stronger connection to the University community.

**Utilization Data**
In total **44 presentations** were conducted, reaching an **estimated 2500 students**.
Safeguarding Student Rights and Responsibilities
The Office of the Dean of Students (ODOS) safeguards student rights and responsibilities by both holding students accountable for their actions through an equitable and educational process as well as providing students with a safe space to report any concerns they have about their experiences at the University. Depending on the situation and needs of the individual, students may be supported through navigating complex University policies, having their rights and responsibilities explained, being connected with campus and community resources, or other interventions.

Alignment with the Student Affairs Strategic Objectives
- Student Engagement & Support
- Student Health & Wellness
- Inclusivity and Equity

Student Athlete Advocacy
This University function was established under the direction of President Pershing as a resource for student athletes to report issues of misconduct or mistreatment they may experience as a result of their participation in a University Athletics program. This role acts independently from the Athletics Department and reports issues of concern to the Office of the President, General Counsel, Dean of Students, and the Office of Equal Opportunity and Affirmative Action.

The goals of the Student Athlete Advocate (SAA) are to provide student athletes with a safe, neutral and private space to report any concerns and advocate for the resolution of these issues; promote the visibility of the Advocate role; increase student athlete awareness of resources available to them and how to use those resources to have a more positive and healthy educational and social experience; assist with the development, delivery and needs assessment of the Student Athlete Health, Safety and Wellbeing Program; and safeguard the wellbeing of student athletes and improve their overall experience at the University of Utah.

This year, the University community was struck by tragedy when a member of the Women’s Track Team, Lauren McCluskey, was murdered on campus. As shock waves rippled throughout the student athlete community, the Student Athlete Advocate was on hand to help provide support to student athletes in coordination with the Department of Athletics and other staff in the Office of the Dean of Students.

Goals and Outcomes
Goal: Continue to travel with teams to help build rapport and establish trust among the teams.

The Student Athlete Advocate traveled with 4 additional teams in 2018-2019.

- Women’s Soccer (September 2018)
- Men’s Basketball (December 2018)
- Men’s Baseball (February 2019)
- Women’s Track (March 2019)

Goal: Introduce the role of the SAA to the new Men’s Lacrosse team and work to get to know the student athletes, coaches, trainers, and support staff.
The Student Athlete Advocate introduced herself to the new Men’s Lacrosse team in September and was able to attend multiple practices throughout the year.

**Goal:** *Conduct a survey of Student Athletes to gather data about the impact of the SAA on the student athlete experience.*

The Student Athlete Advocate survey was distributed via Umail to 545 current student athletes on April 8, 2019. When the survey closed on June 11, 2019, we had collected 38 responses, a 6.9% response rate. Of those responding, 71% of students had interacted with the Student Athlete Advocate.

Respondents who indicated that they had interacted with the SAA were asked additional questions about their experiences.

92% of respondents reported that the Student Athlete Advocate had either a somewhat positive or very positive impact on their personal experience being a student athlete.

75% indicated that the Student Athlete Advocate had a somewhat positive or very positive impact on the team.

No students who responded to either question indicated a negative impact.

All respondents, whether they had interacted with the Student Athlete Advocate or not, were asked about what concerns they would be likely to approach the Student Athlete Advocate about. The highest positive response rates were for:

- Administrative Concerns
- Academic Concerns
- Support Staff Concerns

![STUDENT REPORTED LIKELIHOOD FOR SEEKING SAA SERVICES](image-url)
These results stand in contrast to the concern types we find most frequently logged in the case management system. Over the last 3 years, the most common concern types have been:

- Coaching Concern
- Mental Health Concern
- Physical Health Concern

The gap between expectation and what we find students using services for may potentially be explained in a couple of ways. First, students simply might not anticipate that they will need assistance for physical and mental health.

Second, it’s also possible that students are not sure how the Student Athlete Advocate helps in those situations. For example, a survey respondent might indicate that they are unlikely to approach for a physical health issue because they understand that the SAA is not a health care professional, but they don’t know how the SAA might help them to navigate other systems if a physical health concern makes it difficult for them to participate athletically or academically.

If this survey is repeated in the future, it would be beneficial to explain what these concern types mean and provide examples of how the SAA can help with those concerns.

**Quotes from Students**
The following quotes were gathered from the Student Athlete Advocate Survey:

- She’s very friendly and strives to get to know you before any sort of issue arrives, which made me much more likely to come to her with any concerns I had.
- Leila is awesome
• Leila is great and very approachable, I know a lot of my teammates feel she is a great safe resource if needed, even if we haven’t utilized her.
• Leila has been amazing and very involved with our team. She is always friendly and supportive and makes sure we understand that she is a resource. She is the best!
• She is great and very involved with the soccer team!
• She’s just a really great person.
• Very easy to talk to and you know that she cares about our well-being as a person and not just as an athlete
• She is great, no one does the job better. She has helped me through so much these past two years at the U.

**Utilization Data**

The chart below represents cases where a Student Athlete Advocacy case has been created in the case management system. Before the formalization of the SAA role, such cases would have been created and managed by other staff in the ODOS. The numbers reflect an increase in the number of tracked cases that aligns with the formalization of the SAA role in Spring 2017.

![Student Athlete Advocacy Cases and Unique Students by Year](image)

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<tr>
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</thead>
<tbody>
<tr>
<td>Total CARE case</td>
<td>27</td>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>Total Unique Students</td>
<td>25</td>
<td>34</td>
<td>19</td>
</tr>
</tbody>
</table>

In addition to the new cases that were created in 2018-2019, 33 cases from previous years have been modified in 2018-2019.

**Student Demographics and Characteristics**

The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution. These data were provided by Assessment, Evaluation, & Research. To compare this data to the University of Utah student body, see Appendix A.

Of note, no students were Veterans or part of the Honors College. This is not unexpected, as the overlap of these characteristics with NCAA Student Athletes is limited. Other demographics are in line with previous years, with one exception – a higher number of female students than might be expected. This is a reversal of the previous year where significantly more male students utilized SAA services. This is also reflected in the breakdown by team as there were significant numbers from the women’s soccer team.
The following two charts show the number of students who received SAA support through the Office of the Dean of Students during the 2018-2019 year. Information is based on the most recent semester in which they were eligible to enroll. The first chart shows the overall count, and the second chart shows how many unique students matched with the student data file. Differences between these two charts are likely due to students who received support but were not eligible to enroll at any point during the 2018-2019 year.

**Student Demographics and Characteristics**
The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.
Additional Student Characteristics

Fraternity and Sorority Members

- Fraternity and Sorority Members

Any bars not displayed have a value of zero for that group of students.

In addition to the above demographic data, the SAA also tracks student athletes by team participation.
Student Athlete Advocacy Cases by Athletic Team (2018-2019)

- Men's Basketball (MBB)
- Men's Football (MFB)
- Women's Gymnastics (WGY)
- Women's Soccer (WSO)
- Women's Swimming (WSW)
- Women's Track (WTR)
Public Relations & Communication

The Office of the Dean of Students (ODOS) and in particular the Dean of Students play a pivotal role in representing the University to both the campus community and the general public. The Dean of Students represents the interests of the students of the University of Utah in a variety of ways, including participating in a wide range of campus committees, speaking on behalf of the University at national conferences and meetings, and responding to media requests. The outreach and public relations work supports not only the other core objectives of the ODOS and the Student Affairs Strategic Objectives but also the Strategic Goals of the University as a whole.

Alignment with Student Affairs Strategic Objectives

- Student Engagement and Support
- Student Health and Wellness
- Inclusivity and Equity
- Staff Excellence

Participation on Committees

The Dean of Students plays a significant role in public relations for the University, particularly regarding matters that involve promoting safety, safeguarding student rights, and upholding community standards. The Dean serves on a number of university committees to represent the Division of Student Affairs and student interests in general. This involvement serves to assist the university with operations and facilitates communication across and within departments. The Dean spent 14% of her time during the year on these committees.

Community Engagement

The Dean of Students is also heavily involved in public relations efforts with the larger community. This manifests in both responding to inquiries on behalf of the University, as well as proactively engaging with the community outside our campus to build strong partnerships.

Support for Student Deaths

When informed that a student has passed away, the ODOS also works with the Office of the Registrar to issue either a posthumous degree, if the student was enrolled in their final semester, or a certificate of achievement to honor the work the student completed at the University of Utah. All students are also honored and recognized during an annual multi-faith memorial service each spring. This service is coordinated by the Executive Assistant of the ODOS and took place on April 11, 2019, in the Saltair Room of the Union Building.

Utilization Data

Data on student deaths are tracked from one memorial service to the next (April-April).

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Deaths</td>
<td>15*</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

*13 students were recognized, 2 additional deaths were reported after the memorial.
Office of the Dean of Students Website

The Office of the Dean of Students maintains a website as a hub of information to help direct students and the wider campus community to appropriate resources. This is meant to support students by providing critical information at key moments as they navigate obstacles to their education.

This year, in addition to some cosmetic changes to the home and staff pages, we added new pages for

- Student Athlete Advocacy
- Support for Student Death
- Faculty & Staff Tips
- Internship/Practicum Application
- Request a Presentation
- Community Standards Courses

In the coming year, the webpage will undergo some more significant changes as we rebrand the office under the Student Support & Accountability banner.

Utilization Data

As this website is meant to be utilized as needed by students, it does not garner high traffic most of the time. However, we do monitor use and activity throughout the year. Traffic remains mostly consistent, with occasional peaks and valleys. This year, there was a notable increase in hits on our page at the end of October, which aligns with the tragic murder of Lauren McCluskey.

SafeU Website

The SafeU website ([https://safeu.utah.edu/](https://safeu.utah.edu/)) is intended to serve as a central source of information on all things safety-related, from prevention training opportunities to reporting crimes, to finding support and resources after an incident. After assuming responsibility for the SafeU website and campaign late in June 2018, the Office of the Dean of Students returned control of that website back University Marketing and Communications in November. The Office of the Dean of Students continues to support the SafeU website through assisting with tabling at new student orientations and other promotional events.
Staff Excellence
The Office of the Dean of Students operates an efficient and effective office by training and supporting staff to utilize best practices in the field and to contribute to knowledge creation within the field. The office also seeks to support staff excellence across campus by educating the campus community about resources, student conduct policy and behavior, and federal mandates as well as providing tools and resources for students and staff to help them to make healthy decisions.

Alignment with the Student Affairs Strategic Objectives
- Staff Excellence

Staff Management
As professionals, our staff must not only take inventory of our emotional ability to perform this work but should also take the time to provide and receive feedback on our performance. As we improve our practice and take good care of ourselves, we will be better equipped to support students through challenging incidents that might otherwise lead to stopping or dropping out.

Goals and Outcomes
**Goal:** Revisit time tracking methods to making tracking easier for staff to complete and more meaningful for understanding how time is spent.

Tracking and categorizing individual hours continues to be a challenge. While we attempt to leverage available technology to make tracking easier and more accurate, it remains a largely manual and time-consuming task.

In 2018–2019, we adjusted our time tracking sheets to more closely reflect the work performed in the different areas of our office. So, Student Accountability developed and aligned their time tracking categories as did Student Support. Student Athlete Advocacy and Assessment & Records Management created their own categories as well.

In addition to adding more specialized categories to our time tracking method, we connected those categories back to our departmental Core Objectives.
Categorizing time in this manner is not an exact science. Often the work we are doing does not fit precisely into single categories. Administrative Duties, for example, are likely supporting one of the Core Objectives, but it’s unclear in the categorization where that might fit. Outreach to student groups is often both promoting safety as well as establishing community standards. Nevertheless, the following list breaks down the time tracking categories that contributed to each of the Core Objectives in the chart above.

Some categories from the time tracking sheets have been combined to create more consistency across areas of the ODOS. For example, “Clery”, “Compliance”, and “Federal & State Compliance” all appeared in different areas and have been combined in this list as simple “Federal & State Compliance”.

Promoting the Safety & Support of Students & the Campus Community

- Behavioral Intervention Team - Threat Assessment
- Federal & State Compliance
- Mentoring
- Staff/Faculty Outreach/Education
- Student Education/Outreach
- Student Support - Green Zone
- Student Support - Yellow Zone
- Student Support - Red Zone
- Student Support - Other
- Risk Management

Developing & Upholding Community Standards & Expectations

- Accountability - Applicant Review
- Accountability - Documentation
• Accountability - Institutional Collaboration
• Accountability - Investigation
• Accountability - Meeting/Hearing
• Accountability - Other
• Research & Development
• Student Group Outreach/Education
• Technical Support

Safeguarding Student Rights & Responsibilities
• Student Advocacy
• Student Athlete - Academic Policy & Procedure Support
• Student Athlete - Education/Outreach
• Student Athlete - Investigation
• Student Athlete - Meeting/Discussion

Public Relations & Communication
• Community Education/Outreach
• Crisis Management
• Parent & Family Education/Outreach
• Publications/Websites
• University Committees
• Public Relations - Other

Staff Excellence
• Evaluation & Assessment
• Professional Development
• Staff Supervision

Awards and Recognitions

<table>
<thead>
<tr>
<th>STAFF</th>
<th>AWARDS AND RECOGNITIONS</th>
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<tbody>
<tr>
<td>Ames, Leila</td>
<td>Master of Legal Studies, University of Utah, August 2019</td>
</tr>
<tr>
<td>Burton, Brian</td>
<td>&quot;Staff Member of the Game&quot; from Athletics</td>
</tr>
<tr>
<td>Hola, Tevita</td>
<td>Master of Public Administration, Southern Utah University, May 2019</td>
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Committees and Memberships

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
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<tbody>
<tr>
<td>Burton, Brian</td>
<td>SA - Appellate Committee</td>
</tr>
<tr>
<td></td>
<td>SA - Search Committee: Victim/Survivor Advocate</td>
</tr>
<tr>
<td></td>
<td>SA - Search Committee: Director, Student Leadership &amp; Involvement (chair)</td>
</tr>
<tr>
<td></td>
<td>U of U - Search Committee: Outreach &amp; Education Coordinator, OEO</td>
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<tr>
<td></td>
<td>U of U - Deputy Title IX Coordinator Committee</td>
</tr>
<tr>
<td></td>
<td>SA - Student Behavior Committee (advisor)</td>
</tr>
<tr>
<td></td>
<td>U of U - Campus Safety Reporting Committee - Clery</td>
</tr>
<tr>
<td>Name</td>
<td>Committees/Committees</td>
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<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>SA - Exempt Staff Retreat Committee</td>
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<tr>
<td>SA - Sexual Assault Awareness Month Planning Committee</td>
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<tr>
<td>U of U - Behavioral Intervention Team</td>
<td></td>
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<tr>
<td>U of U - Campus Safety Task Force (subcommittee chair)</td>
<td></td>
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<tr>
<td>U of U - Commencement Academic Procession Committee</td>
<td></td>
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<tr>
<td>SA - Fall Safety Committee</td>
<td></td>
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<tr>
<td>SA - Search Committee: Case Manager for Behavioral Intervention (chair)</td>
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<tr>
<td>SA - Welcome Week Committee</td>
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<tr>
<td>U of U - Search Committee: Director for International Student &amp; Scholar Services</td>
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<tr>
<td>SA - Student Conduct Management System RFP Evaluation Committee</td>
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<tr>
<td>Clarken, Kimberly</td>
<td>SANE Committee (Co-Chair)</td>
</tr>
<tr>
<td></td>
<td>SA - Support Staff Committee (Co-Chair)</td>
</tr>
<tr>
<td></td>
<td>U of U - Inclusive Restroom Planning Committee</td>
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<tr>
<td>Des Roches, Jolene</td>
<td>NASPA Campus Safety &amp; Violence Prevention Knowledge Community (Region V Representative)</td>
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<tr>
<td></td>
<td>U of U - Homeless Student Taskforce</td>
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<td>URISE Advisory Committee</td>
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<td></td>
<td>U of U - Behavioral Intervention Team (Chair)</td>
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<td>SA - Student Conduct Management System RFP Evaluation Committee</td>
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<tr>
<td>Frost, Allison</td>
<td>U of U - University Residency Appellate Committee</td>
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<td>SA - Student Affairs Appellate Committee</td>
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<td></td>
<td>U of U - Pan-Hellenic Expansion Exploration Committee</td>
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<td></td>
<td>U of U - Behavioral Intervention Team</td>
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<td>Hola, Tevita</td>
<td>U of U – Behavioral Intervention Team</td>
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<td>Professional Organization, NaBITA Membership</td>
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<tr>
<td>McDonald, Lori</td>
<td>U of U - Enterprise Web Advisory Committee (Chair)</td>
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<td>U of U - Student Commission</td>
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<td>U of U - Emergency Management Situation Triage and Assessment Team (STAT)</td>
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<td>U of U - Campus Anti-Racism Task Force</td>
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<td>U of U - Institutional Policy Committee</td>
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<td>SA - Student Affairs Leadership Team</td>
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<td></td>
<td>UofU - President’s Leadership Council</td>
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<td>SA - Student Conduct Management System RFP Evaluation Committee</td>
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<tr>
<td>Tongaonevai, Ulysses</td>
<td>Professional Organization, ASCA Membership</td>
</tr>
<tr>
<td></td>
<td>SA - SADC Committee Member (Trainer)</td>
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<td></td>
<td>SA - Welcome Week</td>
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<td></td>
<td>Academic - PI Initiative</td>
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<tr>
<td>Warr, Richelle</td>
<td>NASPA - Region V Board (Socioeconomic &amp; Class Issues in Higher Education Knowledge Community Representative)</td>
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<td></td>
<td>SA - Standard Demographics Group</td>
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<td>SA - Student Conduct Management System RFP Evaluation Committee (Chair)</td>
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Presentations and Publications


Faculty Appointments

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<tr>
<th>STAFF</th>
<th>POSITION</th>
<th>ACADEMIC DEPARTMENT</th>
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<tr>
<td>Tongaonevai, Ulysses</td>
<td>Associate Instructor</td>
<td>Ethnic Studies/School of Cultural &amp; Social Transformation</td>
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Professionalism

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<thead>
<tr>
<th>STAFF</th>
<th>CONFERENCES ATTENDED</th>
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<tr>
<td>Burton, Brian</td>
<td>2018 ASCA Donald D. Gehring Academy</td>
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<td></td>
<td>2018 Legal Issues in Higher Education</td>
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<td>2018 Veterans Education Summit</td>
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<td>ASCA Statewide Student Conduct Meeting</td>
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<td>NaBITA 2019 Regional Conference</td>
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<td>Utah Coalition Against Sexual Assault’s (UCASA) annual Sexual Violence Conference &amp; TIX</td>
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<tr>
<td>Des Roches, Jolene</td>
<td>UTAH NASPA September 28, 2018</td>
</tr>
<tr>
<td>Frost, Allison</td>
<td>National Behavioral Intervention Team Association 2018 Annual Conference, November 2018</td>
</tr>
<tr>
<td>Hola, Tevita</td>
<td>ITAC 2019 Threat assessment Conference (Boise State University)</td>
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<tr>
<td>Tongaonevai, Ulysses</td>
<td>ASCA Annual Conference 2019</td>
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<tr>
<td></td>
<td>Utah Sexual Assault Coalition Conference 2019</td>
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<table>
<thead>
<tr>
<th>STAFF</th>
<th>OTHER TRAINING</th>
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<tr>
<td>Ames, Leila</td>
<td>Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)</td>
</tr>
<tr>
<td></td>
<td>Microagressions Workshop</td>
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<tr>
<td>Burton, Brian</td>
<td>Annual Campus Legal Update presented by the Office of General Counsel</td>
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<td>Annual Fordham Debate: Freedom of Speech</td>
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<td>Annual Immigration Seminar presented by the Office of General Counsel</td>
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<td>ATIXA Proposed Regulations: Steps to be Taking Now</td>
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<td>Bystander Intervention Training (staff/faculty)</td>
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<td>Campus Safety Symposium</td>
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<td>Campus Threat Assessment: An In-Depth Expert Q&amp;A</td>
<td>Confronting Anti-Semitism and White Supremacy: On Your Campus and Community</td>
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<tr>
<td>Creating Bias Reporting Systems and Teams Webinar</td>
<td>CUPA-HR Virtual Workshop: Keeping Campuses Safe: A New Normal</td>
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<td>Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)</td>
<td>Microaggressions Workshop</td>
</tr>
<tr>
<td>NaBITA Case Management and SIVRA-35 Training</td>
<td>NACUA’s The Dept. of Education's Notice of Proposed Rulemaking on Title IX</td>
</tr>
<tr>
<td>National Center for Campus Safety: Next Steps for Campus Threat Assessment Teams</td>
<td>Prediction &amp; Prevention Training</td>
</tr>
<tr>
<td>SANE, Domestic Violence, and Strangulation Training</td>
<td>Sexual Misconduct at the U: A preliminary look at the Campus Climate Survey</td>
</tr>
<tr>
<td>Student Success Symposium</td>
<td>Supporting Student Mental Wellbeing During the Transition to College (EVERFI and JED)</td>
</tr>
<tr>
<td>Title IX Regulation Changes Webinar</td>
<td>Webinar: Mentoring Students of Color: Build Relationships That Foster Cross-Cultural Understanding, Trust and Accountability to Ensure Their Success</td>
</tr>
</tbody>
</table>

**Clarken, Kim**
- 2019 Procurement Updates
- TravelFair – Introduction to the New U Travel

**Des Roches, Jolene**
- Domestic Violence: Psychological Impact and Treatment for Victims, September 24, 2018
- Identification and Treatment of Youth at Risk for Psychosis, September 27, 2018
- Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)
- Microaggressions Workshop
- NaBITA Case Management and SIVRA-35 Training
- Profiling Mentally Ill Mass Murders, August 18, 2018
- Sexual Assault Counselor Training, October 19, October 26, November 2, November 9, November 30, 2018
- Threat Assessment Training & Waiver 21 Assessment Training, April 2-5, 2019
- What every clinician should know about Violence Risk Assessment, September 17, 2018

**Frost, Allison**
- Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)
- NaBITA Case Management and SIVRA-35 Training
- Microaggressions Workshop

**Hola, Tevita**
- Clery Act Online Training Course, March 2018
- Microaggressions Workshop
<table>
<thead>
<tr>
<th>Name</th>
<th>Accomplishments</th>
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<tr>
<td><strong>McDonald, Lori</strong></td>
<td>SA – New Employee Orientation&lt;br&gt;NaBITA Case Management and SIVRA-35 Training&lt;br&gt;Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)&lt;br&gt;Microaggressions Workshop</td>
</tr>
<tr>
<td><strong>Tongaonevai, Ulysses</strong></td>
<td>SA – New Employee Orientation&lt;br&gt;Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)&lt;br&gt;NaBITA Case Management and SIVRA-35 Training&lt;br&gt;Microaggressions Workshop&lt;br&gt;Trauma Informed Interviewing (Title IX)</td>
</tr>
<tr>
<td><strong>Warr, Richelle</strong></td>
<td>ACPA Webinar - Assessment from a Vice President’s Point of View (February 2019)&lt;br&gt;Advocate Webinar - Advocate &amp; GME Release Webinars (July 2018, February 2019, June 2019)&lt;br&gt;Advocate Webinar - Revamping Your Advocate System: Lessons from Washington University in St. Louis (November 2018)&lt;br&gt;Everfi Webinar - Evaluation and Assessment Strategies for Busy Preventionists (June 2019)&lt;br&gt;Everfi Webinar - EVERFI’s Breakthrough Strategies in Prevention Education Webinar Series (May 2019)&lt;br&gt;Everfi Webinar - Supporting Student Mental Wellbeing During the Transition to College (May 2019)&lt;br&gt;Intercultural Development Inventory (IDI)/Intercultural Conflict Style Inventory Assessment (ICS)&lt;br&gt;Microaggressions Workshop&lt;br&gt;NASPA Hill Days Live Briefing: Federal Advocacy (July 2018)&lt;br&gt;Qualtrics Trainings (September 2018, November 2018, March 2019)&lt;br&gt;Sexual Misconduct at the U: A preliminary look at the Campus Climate Survey (February 2019)&lt;br&gt;Student Affairs Assessment Leaders MOOC – Applying &amp; Leading Assessment in Student Affairs (March 2019)</td>
</tr>
<tr>
<td><strong>Ames, Leila</strong></td>
<td>SA New Employee Orientation “Ask An Expert” Panel, 2018-19</td>
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<tr>
<td><strong>Frost, Allison</strong></td>
<td>NASPA Free Speech Concern Gathering, May 2019</td>
</tr>
<tr>
<td><strong>Tongaonevai, Ulysses</strong></td>
<td>ASCA State Coordinator for Utah</td>
</tr>
<tr>
<td><strong>Warr, Richelle</strong></td>
<td>NASPA Free Speech Concern Gathering, May 2019</td>
</tr>
</tbody>
</table>
Plans for the Future

Challenges & Opportunities
In considering our plans for the future, it became clear that the opportunities before us spring forth from the challenges taking shape. As such, we have not separated them present our plans for the future with the challenges and opportunities entwined.

Changes in Guidance from the Department of Education
The changes to guidance and regulations from the Department of Education regarding Title IX have yet to go into effect. While the University plans to maintain our current policies and procedures unless there is a direct conflict with the forthcoming guidance, changes in guidance will likely require at a minimum a reevaluation of policies and practices to determine if there is conflict.

Political/Ideological Division Impacting Learning Environments
There are many national conversations taking place that pose potential challenging to the work of the ODOS. As the next presidential election approaches, we expect the intensity of the conversation around free speech and civil discourse to increase.

Although discussions of free speech are hardly new to college campuses, it does present a challenge to uphold the values of educational institutions as marketplaces of ideas while maintaining a safe environment for learning to take place. The ODOS sees our role as supporting students through navigating their rights as well as understanding the rights of others and offering support to students who may feel targeted or threatened by others exercising those rights. If the political and ideological divisions felt across the nation continue to deepen, we expect these supports will be utilized at higher rates in the years to come. We welcome this as an opportunity to develop and promote civil discourse as well as to provide safe and supportive spaces for all students.

Response to White Nationalist Vandalism
A particularly challenging issue that has arisen in recent years is the targeting of our campus by hate groups, particularly white nationalist groups. There have been several instances over the last few years of vandalism on our campus promoting these groups. Responding to these incidents is challenging, as the people vandalizing our campus are usually unknown. It’s not clear if these incidents are perpetrated by members of our community or outside entities.

The Office of the Dean of Students is just one of many offices on campus struggling to appropriately react to and address these incidents. This is certainly a challenge, but also an opportunity to collaborate and work together as a campus-wide team to respond to this issue.

Increase in Utilization of and Complexity of Services
Perhaps the greatest challenge facing the ODOS is maintaining the needed staff resources to respond to increases in both the number of students we serve and the complexity of the issues for which they are utilizing those services. We were fortunate to be able to add a second Student Support Case manager this year, which has certainly increased our capacity, but the need for services continues to grow.
As is clear in the data presented in this document, the utilization of the services provided by the ODOS is growing across the board. This is an excellent indicator that our outreach to students, faculty, staff, and parents has been effective. The more effective our outreach is, the more staff time will be required to serve students in an efficient and timely manner.

Additionally, as utilization of our services continues to grow so do the complexity of cases. There are many factors that play into that complexity. This is somewhat challenging to reflect in numbers alone, but the narratives provided throughout this document may help paint a richer portrait of the depth of the work that occurs.

Some of those complicating factors are population-specific, such as for student athletes, their physical separation from each other and the greater campus community, as well as a trend toward providing athlete-only support systems, adds a level of additional complexity in getting students to engage in resources outside that system. Reaching students in this population requires a high-level of outreach and staff time that may not be needed for other students.

Other complicating factors are broader in scope, such as the changing landscape regarding the legalization of cannabis for medical and recreational purposes in several states across the nation, including two which share borders with the state of Utah. The changing laws and the accompanying increase in cultural acceptance and normalization of recreational marijuana use have already had a noticeable impact on higher education. As more states, including Utah, consider legislation that reflects this changing cultural norm we anticipate challenges in effectively communicating community standards regarding marijuana use on campus.

Another cultural shift that is affecting student conduct adjudication is students inviting legal counsel into conduct proceedings. At present, the ODOS does not track whether students engage legal counsel, but our staff report that this is occurring with higher frequency and professional organizations such as the Association for Student Conduct Administration (ASCA) echo this observation. The involvement of attorneys in the process may occasionally be appropriate for conduct cases that involve criminal charges outside the university system, but in most cases, it is not necessary as conduct processes are intended to be educational rather than adversarial. As such, this trend adds to the complexity of adjudicating conduct cases with the added tasks of setting expectations for the involvement of legal advisors and ensuring equity for all students by not allowing outcomes to be dictated by the ability to hire outside counsel.

As the University moves forward with goals to grow enrollment, the ODOS expects to also see an even greater increase in the number of students requiring the services we provide. As the ODOS has already seen a significant increase in the number of students served through nearly all of our services this year, an increase in enrollment will likely increase the number of referrals for support and adjudication.

As both the number of cases and the complexity of cases increase, staff become stretched to the limit and other duties, such as outreach and education, may fall by the wayside. Again, though we were fortunate to be able to expand our Student Support team this year, it will be a challenge to ensure that we maintain sufficient staffing across all areas to effectively respond to increased demand for the services we provide.

Assessment and Evaluation
In the coming year, the ODOS plans to continue many of the assessment projects initiated in 2018-2019 and fold in new projects that will help illuminate the impact that our work has on student learning and supporting
a safe environment for students. Particularly, we are planning to create a process to follow up with students who have engaged in processes in our office and evaluate key student learning outcomes.

**Changes to the Student Code**
Another opportunity to promote the work of the ODOS will be the adoption of an updated student code of conduct, which will provide increased opportunities to educate students, faculty, and staff about community standards. The Dean and Associate Dean of Students have been reviewing the existing code with the Office of General Counsel and anticipate being able to provide a proposed draft for the policy process during the coming year.

**Changes on Campus**
Finally, there will be many changes in both student affairs and across campus in the coming year, including changes within the Office of the Dean of Students. Beginning July 1, 2019, Lori McDonald will become the Vice President of Student Affairs. Jason Ramirez, who is currently the Dean of Students at Southern Utah University, will then transition into the Associate Vice President and Dean of Students role in September 2019. With this change and other changes in Student Affairs, will come some organizational realignment. While change can be stressful and may affect staff morale, it is also an opportunity to look at our work with a fresh perspective.

**Rebranding**
Another change we plan to undertake in 2019-2020 is bringing together what were formerly the Student Conduct & Community Standard and Behavioral Intervention & Education teams under one umbrella of Student Support & Accountability. This change is scheduled to take effect on August 1, 2019, and will be implemented fully before the fall semester begins. This rebranding effort is intended to better communicate what our office does to students and the campus community.
Appendix A: Assessment, Evaluation, & Research Student Characteristics Report

Student Characteristics – University Student Body (Spring 2019)

*These charts are for matriculated students, at time of census.*