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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 Conduct Administration processes, Behavior Interventional 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>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori McDonald</td>
<td>Associate Vice President and Dean of Students</td>
</tr>
<tr>
<td>Brian Burton</td>
<td>Associate Dean of Students and Director of Student Conduct &amp; Community Standards</td>
</tr>
<tr>
<td>Jo Des Roches</td>
<td>Assistant Dean of Students for Behavioral Education &amp; Intervention</td>
</tr>
<tr>
<td>Allison Frost</td>
<td>Case Manager for Behavioral Intervention</td>
</tr>
<tr>
<td>Ulysses Tonga’onevai</td>
<td>Student Conduct Hearing Officer</td>
</tr>
<tr>
<td>Leila Ames</td>
<td>Student Athlete Advocate</td>
</tr>
<tr>
<td>Kim Clarken</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Richelle Warr*</td>
<td>Assessment &amp; Records Manager</td>
</tr>
<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>Caroline Ramous***</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>
</tbody>
</table>

*Started position in March 2018
**Started position in August 2017
***Vacated position in April 2017
****Started position in May 2017
Providing services for a growing community of students, their families, faculty, and staff is always busy, but the 2017-2018 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.

Notable Incidents
Before classes began in August, two posters were found on campus from a hate group. We learned from our students and communities of color that we must provide notification more quickly and that stating our values are important, but actions are louder than words. In September, a student group invited a controversial speaker to campus in September and we experienced the tension that exists between upholding the freedom of speech and striving for a climate where everyone feels a sense of belonging. We learned of the need for more inquiry, dialogue, and understanding. In the late hours of October 31, we tragically lost a student to an on-campus shooting and experienced a subsequent campus lockdown during the search for the perpetrator. We learned how to cope and heal through mutual support, collaboration, and friendship.

Office Developments
In addition to our day to day operations, the Office of the Dean of Students was very involved in the management and response to these high profile incidents through offering support services, policy interpretation, and enforcement, and public messaging and communication, all with the student experience in mind. Further developments to our office that were unique from other years included a complete renovation of the 270 suite of the Union comprised of workstation redesign, adding a conference room, as well as new carpet, paint, and furniture. This had our staff displaced to other areas of campus from December through March, which challenged our communication with students and each other. We took on a pilot of the “Safe UT” smartphone app as the first Utah System of Higher Education (USHE) campus to be included for school tips as an addition to the chat feature with crisis counselors. We also took over the coordination of the campus safeu.utah.edu website to provide the community with comprehensive safety information and reporting and support resources. In coordination with the US Department of Justice, the ODOS hosted a half-day event open to the campus and the public in January to address the issue of hate crimes and how to identify them, their impact to the community, and response strategies.

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.

Thank you for your support and collaboration,

Lori McDonald, PhD
Associate Vice President and Dean of Students
Student Affairs Strategic Objectives

1) **STUDENT ENGAGEMENT AND SUPPORT**
   Student Affairs educates students through co-curricular programs and employment opportunities that support 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.

2) **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.

3) **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.

4) **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.

5) **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.

6) **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 own 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
1) Student Engagement & Support
2) Student Health & Wellness
4) Inclusivity and Equity

Behavioral Intervention & Education
Within the ODOS, Behavioral Intervention and Education (BIE) 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, BIE 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.

Behavioral Intervention and Education 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 behavior. This reinforces our goal of early identification and intervention in an effort to prevent escalation or patterns of behavior that may lead to conduct issues.

Behavioral Intervention and Education supports the retention and graduation of students by providing support and referral to resources. Students who engage in BIE processes are provided with wrap-around support services and case management that directly impacts their engagement in appropriate behaviors with other Student Affairs services and within their academic settings. Some cases that reside within the BIE purview remain active for the entire life cycle of the student. The following examples evidence the time spent on such cases.
**Student A**
The first documented report for Student A was September 26, 2012, while an undergraduate student. Various interactions and supports spanned through completion of their graduate degree in May 2017. Student A struggled with homelessness, substance abuse issues, and suicidal ideations which impacted their ability to engage in academics. Over the life cycle of Student A’s case, three individuals from the ODOS participated in supporting this student. The ODOS can confirm and is confident this student also utilized the services of at least one other Student Affairs resource.

**Student B**
The first documented report for Student B was August 5, 2014, and spanned through May 12th, 2018, during their time at the U as an undergraduate student. Student B struggled with maintaining appropriate behavioral interactions within the academic setting due to a disability and suicidal ideations. Over the life cycle of Student B’s case, two individuals have participated in supporting this student. ODOS can confirm Student B utilized three additional Student Affairs resources.

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

**Goals and Outcomes**

**Goal:** Extend outreach to even more academic departments, focusing networking on Social & Behavioral Sciences departments and Fine Arts departments.

Presentations were not given to Social & Behavioral Sciences and Fine Arts departments, however, BIE will market outreach to these missed opportunities again this next year and try to engage them in the processes as 97 reports came from these areas in 2017–2018.

**Goal:** BIE 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 a best practice approach to threat assessment.

The Assistant Dean of Students for Behavioral Intervention and Education participated in Behavioral Intervention program reviews for Salt Lake Community College, in which a representative from the Utah Valley University BIT team participated as well. Additionally, the Assistant Dean of Students created new areas such as actions and concern types in the reporting database in order to gather new streamlined data for assessing BIE processes.

**Quotes from Students**

- “I don’t think I said this while I was there but thank you for everything! I am so grateful I had your support when I needed it the most to get through school. It shows you really care about students. You are amazing. I will keep you updated.” – Student A
- “Well I did it, I graduated. Mom is happy, I am happy and I can finally be on my own. Thank you for always being there to listen and guide me to resources.” – Student B

**Utilization Data**

Both the number of cases managed by and the number of students referred to the Behavioral Intervention Team have continued to grow in recent years. In addition to the 536 cases that were opened
in 2017-2018, an additional **151 cases** that were opened in previous years carried over into or reemerged during 2017-2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Cases</th>
<th>Unique Students Served*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>376</td>
<td>340</td>
</tr>
<tr>
<td>2016-17</td>
<td>496</td>
<td>452</td>
</tr>
<tr>
<td>2017-18</td>
<td>536</td>
<td>477</td>
</tr>
</tbody>
</table>

*An individual student may be involved in more than one case in a year

Looking at data from the past three years, a total of **1252 unique students** have been involved in the **1408 cases** handled by the BIE team. Of those, 177 students were involved in 2 or more cases with 8 students being involved in 5 or more cases.

**Behavioral Intervention & Education - Cases by Zone**

Behavioral Intervention & Education uses 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 team adopted the terms Green Zone, Yellow Zone, and Red Zone to identify different tiers of risk in 2016-2017, so data prior to that year is not readily comparable. The following list provides examples of behaviors that may fit these criteria:

1. **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.
2. **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.

3. **Threatening Behaviors (Red Zone):**
   The student has indicated intent or plans to harm self or other. 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.

For 2017-2018, 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 15% of categorized cases in 2017-2018, whereas in 2016-2017 they only accounted for 10% of the categorized cases.

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatening</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Disturbing</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Concerning</td>
<td>156</td>
<td>179</td>
</tr>
</tbody>
</table>

2017-2018 also saw a continuation of trends of growth among both students seeking support for extenuating circumstances as well as students seeking victim support.
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.
The number of students from the Academic Advising Center decreased significantly between 2016-2017 and 2017-2018. This is likely a reflection of a change in the way the University counts students who are in a pre-major status. Prior to Fall 2017, pre-major students were counted with the Academic Advising Center as a subset of “undeclared” students. In Fall 2017, students in a pre-major status were updated in the student information system to be counted with the college associated with that major (e.g., a pre-Nursing major would now be counted in the College of Nursing).
The following demographic data was tracked in the conduct management system (Advocate – Symplicity).

**Student Athletes**

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fraternity/Sorority Member**

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**International Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behavioral Intervention Team**

There are currently 18 University members serving on the BIT. With the exception of the Assistant Dean for Behavioral Intervention & Education and Behavioral Intervention Case Manager, BIT members 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 Behavioral Intervention & Education
- Allison Frost, Case Manager for Behavioral Intervention & Education
- Lori McDonald, Assistant Vice President and Dean of Students
- Brian Burton, Associate Dean of Students and Director, Student Conduct & Community Standards
- *Jody Peterson, Sexual Assault Support Advocate (Ellie Goldberg)*
- Cindy Harling, Clinical Director of Counseling Center
- Scott McAward, Director of Center for Disability & Access
- Robert Payne, Associate General Counsel
- Julie Thomas, Associate General Counsel
- *Barb Remsburg, Director of Housing & Residential Education (Abi Kennedy)*
- Todd Justesen, Associate Director of Housing & Residential Education
- Chalimar Swain Director of International Student & Scholar Services
• *Sgt. Heather Horstmeier, Department of Public Safety (Kory Newbold)
• 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
  *Members with asterisks discontinued participation in the BIT/CARE 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 team 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.

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

The Assistant Dean of Students for Behavioral Intervention & Education attended the 2017 NaBITA conference. The Behavioral Intervention Case Manager attended the regional NaBITA Conference. Both attended sessions that focused on BIE best practices. Guidelines on policies surrounding “Concealed and Open Carry of Firearms on Campus” were explored during these conferences through attendance and participation in the conference session with that title. This was particularly useful as two cases this past year included education and outreach to students who stated they may utilize a weapon to protect themselves during campus events.

**Utilization Data**
From the 536 cases this year, **65 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 were **179 cases that were considered elevated** and resulting in an intervention surrounding student support but did not fall in either the Yellow or Red Zones described in the Behavioral Intervention & Education 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 a number of 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:

- Communication New Faculty Mentor Training
- Communications Council: Lessons Learned from October Tragedy
- Hazing Prevention
- Intervening with Distressed Students
- Office of the Dean of Students & Office of Equal Opportunity Roles for Athletics
- Office of the Dean of Students Overview for New Academic Administrators
- Office of the Dean of Students Roles We Play for Writing & Rhetoric
- Office of the Dean of Students Roles We Play for Writing & Rhetoric and English Faculty
- Regulations to Remember: University Nondiscrimination and Sexual Misconduct Policies Explained for University Academic Advising Committee
- Student Affairs Diversity Council: Updates on Title IX
- Student Affairs New Employee Orientation Student Affairs Leadership Team Welcome
- Student Affairs Orientation Expert Sessions
- Sustainability Office staff meeting: tips for working with students

**Goal:** The Assistant Dean of Students will continue to increase outreach and education of the campus faculty and staff via Distressed Student Presentation in collaboration with the University Counseling Center along with the introductions of the “We CARE about U” campaign.

BIE presented to the following 9 departments last year: the College of Education, the Writing Department, the School of Dentistry, the School of Architecture, the College of Engineering, the Student Success Advocates, the Campus Life Mentors (Office for Orientation and Transition) and the Office of the Registrar. 175 individuals attended these training and outreach sessions.

The number of presentations is lower than in previous years (18 presentations in 2015-16 and 35 in 2016-2017), but the continued increase in students and cases referred to the BIE team indicates that this level of outreach is still effective. Additionally, because of the increase in cases managed by the BIE team without additional staffing priority for staff time must be allocated to assisting students.

**Utilization Data**

In addition to outreach by the BIE Team, other staff in the ODOS delivered 13 presentations to faculty and staff, reaching approximately 331 individuals. This brings the total for 2017-2018 to 22 presentations for 506 staff/faculty.
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 conduct, and CARE. 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/CARE team. Additionally, the presentation informs participants about the behavioral expectations of the university and how to reach out to the BIT/CARE 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. A goal for next year is to add to the reporting mechanism a flag to track reports from parents or community members who submit a report to ODOS. Having a comprehensive reporting process helps the BIT/CARE 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/CARE processes. If a student connects with resources and is held accountable to CARE team standards, they are more likely to participate in services and be academically successful.

Utilization Data

In the summer of 2018, the ODOS presented at 16 Parent and Family Orientations serving parents and families of students joining the University community in Fall 2018. This presentation reached 1659 individuals. This is an increase from the previous summer, where 1437 individuals were reached through 13 orientations.

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: Include SafeUT tips in our current reporting process.

Tips from SafeUT are tracked in the same way any other public report is tracked. If there is actionable data, a case is created in the case management system to track interaction with the student. If there is insufficient data to reach out to a specific student, an information only report is created. A field has been added to our case management system that will allow for us to better track these reports in the coming year.

Goal: Support the use of this service by including information on our website and promoting at tabling events and through presentations.

Information has been included both on the ODOS website and the SafeU website, which serves as a central information source for all safety information at the University of Utah. Staff from the ODOS
distributed promotional materials for the app at various tabling events and presentations throughout the year.

*Utilization Data*
In the inaugural year, our partners at the University Neuropsychiatric Unit engaged students in 827 chats through the app and received 7 verified tips.

*Online Prevention 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 own educational journeys and make the campus safer for everyone.

*Goals and Outcomes*
**Goal:** To continue to offer this service to incoming students, reaching out with an implied mandate.

Students were encouraged to enroll and participation improved from 2016-2017 to 2017-2018. However, participation remains lower than desired. To increase participation, the Assessment & Records Manager will monitor enrollment and progress through the courses and implement an enhanced communication plan with targeted reminders to encourage students to register for and complete the courses.

The ODOS will also work with University Information Technology and the Office of the Registrar to investigate utilizing a registration hold to make completion of these courses mandatory for all incoming students.

*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.

*AlcoholEdu*
For the AlcoholEdu course, the percentage of participants reporting positively on the effectiveness of the courses improved significantly between 2016-2017 and 2017-2018. Specifically, students responded overwhelmingly 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>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared them to make responsible decisions about drinking</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Prepared them to prevent an alcohol overdose</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>Prepared them to help someone who may have alcohol poisoning</td>
<td>77%</td>
<td>91%</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>
</tr>
<tr>
<td>Changed their perceptions of other’s drinking behavior</td>
<td>54%</td>
<td>59%</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.

*Chart reproduced from a chart found in the AlcoholEdu Impact Report.

Additionally, the Impact Report states that “Among the 67% of high-risk drinkers (28 students) who saw "no need to change the way they drink" before taking AlcoholEdu for College, 54% of those students (15 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 15 students at the University of Utah.
Haven/Sexual Assault Prevention

The percentage of participants reporting positively on the effectiveness of Haven/Sexual Assault Prevention for Undergraduates stayed similar to 2016-2017, but showed marginal improvement in all areas except students reporting that the course provided information about sexual consent that they plan to use if they chose to be sexually active. The percentage of students responding positively to that statement fell between 2016-2017 and 2017-2018.

<table>
<thead>
<tr>
<th>Haven</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me identify characteristics of healthy and unhealthy relationships</td>
<td>87%</td>
<td>86%</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>
</tr>
<tr>
<td>Made me more confident in my ability to intervene when I see concerning behavior</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Provided me with skills to better support someone who has experienced sexual assault</td>
<td>87%</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>
</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>
</tr>
</tbody>
</table>

Fewer than 30 students completed HavenPlus, the sexual assault prevention course targeted to graduate students, in 2017-2018, so information on the effectiveness of this course could not be gathered from an impact report from EverFi.

In June 2018, EverFi launched updated versions of Haven and HavenPlus, renaming the courses Sexual Assault Prevention for Undergraduates and Sexual Assault Prevention for Graduates, respectively. This name change will clearly communicate the content and goals for these modules. The changes also include updated content and we are hopeful that student learning outcomes will also improve for these courses in the coming year.

**Utilization Data**

Over Fall 2017 and Spring 2018, 1979 undergraduate students voluntarily registered for AlcoholEdu and Haven. However, only 406 students completed AlcoholEdu and only 439 students completed Haven. Similarly, while 54 graduate students enrolled in HavenPlus, only 7 students successfully completed the course.
Any exposure to the materials presented in these modules is beneficial for students, but one goal for 2018-2019 is to increase not just enrollment but completion of these courses through an improved communication plan. Additionally, as the positive learning outcomes of these courses have been well documented in the last two years, the ODOS will investigate implementing a registration hold to require completion of these courses for all incoming students.

The Impact Report for Haven also provides demographic data collected through a survey administered in the course. Based on the data provided by EverFi, we see a higher proportion of female students participating in the course than we see in the incoming student class (55% of participants identified as female, whereas 49% of incoming transfer students and 50% of incoming first-year students identified as female based on data available on the Office of Budget and Institutional Analysis website.) Similarly, we see a higher representation of white students utilizing this course than we see in the incoming student population (78% of participants identified as white, while 69% of incoming transfer students and 68% of incoming first-year students identified as white based on data available on the Office of Budget and Institutional Analysis website.)

The ODOS will use these data to evaluate future communication plans to ensure that communication of the value is as inclusive as possible to encourage participation from all students. Additionally, in Spring 2019 the ODOS will pilot a new course on Diversity, Equity, & Inclusion, with the intent to make it clear that these subjects are an important part of the Community Standards of the University of Utah.
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 the 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 is in compliance 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 in order 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 BIE 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. The new guidance is currently open to comment and the Department of Education has issued interim guidance in the form of an FAQ document. At present, the University of Utah has not and does not plan to change the policies and practices for investigating and adjudicating Title IX allegations on campus unless future guidance from the Department of Education requires us to do so. As recently stated in an article in @the U on this topic, “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 Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)

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 Associate Dean of Students is an active member on this committee and in March 2018, the Assessment & Records Manager for the Office of the Dean of Students also began attending these meetings. This committee meets on a quarterly basis in order to ensure prompt response to trends and most efficient use of staff time.

In preparation for those meetings, the ODOS began including Clery discussions into our weekly case management meetings in 2017-2018. This means that all cases are reviewed both by the staff member assigned to the case and the Assessment & Records Manager to assess for possible Clery charges. Any questions or nuance can be discussed in a timely manner when there is still an opportunity to clarify and seek additional information from involved parties. This slight change in our process helps to ensure that our data is as complete and accurate as possible before we share that data with the Department of Public Safety and others in the quarterly review meetings.

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.
Goals and Outcomes

Goal: Hire an Assessment & Records Manager who can focus on a significant portion of their time on ensuring that our case management and record keeping facilitate compliance with federal regulations.

The Assessment & Records Manager position was filled in March 2018. Since that time, the Assessment & Records Manager has been involved in training and processes related to Clery compliance, including engagement in the review of Clery charges in weekly case management meetings and assisting with edits for the 2017 Annual Security Report.
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

1) Student Engagement & Support
2) Student Health & Wellness
4) Inclusivity and Equity

Student Conduct Process

The Student Conduct & Community Standards function of the ODOS 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: The Director of Student Conduct will provide training and emphasis to the staff to ensure all applicable allegations are being presented to the students upon receiving their notice.
In 2017-2018, the Director of Student Conduct addressed this goal through purposeful onboarding of the Graduate Assistant for Student Conduct and ongoing professional development with the whole Student Conduct & Community Standards team. This training also occurred during our weekly case management meetings where cases were reviewed and application to University Policy was assessed. Additionally, the annual Campus Security Authority (CSA) training was received by all of the Office of the Dean of Students staff. Also, the Director of Student Conduct met with staff members in both the Office of the Dean of Students and Housing & Residential Education through weekly one-on-one meetings to review cases and address policy questions.

The evidence that these efforts were successful is reflected in the number of code violations stabilizing closer to expected levels this year, after experiencing a dip in 2016-2017.

One emerging trend that is apparent in a review of the specific code violations is a dramatic increase in the number of students charged with theft. This is reflective of multiple issues involving the inappropriate use and sharing of parking codes. 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. One such case involved 52 students, resulting in hours of student meetings and other administrative tasks related to the adjudication of this incident. Similar incidents continue to surface and this trend is likely to continue until preventative measures, such as departments retiring parking codes on a frequent basis, are adopted widely across campus.
A: 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: Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities

A: 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: Attempted or actual theft, damage or misuse of University property or resources

A: 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: Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises

A: 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: 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: Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations

A: Violation of published University policies, rules or regulations

A: 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

- “Thanks for helping me out with everything! I honestly feel so relieved! The more I think about the more I feel like it was right decision.” – Junior student
- “I would like to start by thanking you so much for all the support and understanding that you have provided me over the past couple of weeks regarding the matter of my incident. It was an amazing experience to have you personalize our meeting and following up with me in order to ensure that I corrected my actions.” – Senior student
- “Thank you for everything in regard to the hearing; it was very professional.” – Graduate student
- “Thank you for your thoughtful examination and patience.” – Advisor

Utilization Data

2017-2018 saw an increase in the total number of student conduct cases over previous years. This is due in part to the addition of Admission Review cases this year (see Admission Review), but even excluding those cases there was still a substantial increase in both Behavioral Misconduct and Information Only cases. The increase in Behavioral Misconduct cases continues a trend from the previous years. While the number of Information Only cases dipped in 2016-2017, the trend line for those reports over the last three years closely mirrors the Behavioral Misconduct trend. These trends may partly be explained by an increase in enrollment, but also may result from increases educational and prevention efforts (see Outreach to Staff & Faculty, Presentations for Students at Orientation, and Presentations for Student Groups/Classes).

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, 2015 and June 30, 2018, a total of 727 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 727 students, 62 were involved in 2 or more incidents. Only 6 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.
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.

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>SCCS 1164</th>
<th>SCCS 1174</th>
<th>SCCS 1184</th>
</tr>
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<tbody>
<tr>
<td>F</td>
<td>596</td>
<td>186</td>
<td>293</td>
</tr>
<tr>
<td>M</td>
<td>568</td>
<td>188</td>
<td>291</td>
</tr>
</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>SCCS 1164</th>
<th>SCCS 1174</th>
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</thead>
<tbody>
<tr>
<td>16 - 20</td>
<td>407</td>
<td>142</td>
<td>192</td>
</tr>
<tr>
<td>21 - 25</td>
<td>434</td>
<td>168</td>
<td>136</td>
</tr>
<tr>
<td>26 - 30</td>
<td>403</td>
<td>149</td>
<td>198</td>
</tr>
<tr>
<td>31 - 40</td>
<td>380</td>
<td>154</td>
<td>166</td>
</tr>
<tr>
<td>41+</td>
<td>379</td>
<td>148</td>
<td>165</td>
</tr>
</tbody>
</table>

### Residency

<table>
<thead>
<tr>
<th>Residency</th>
<th>SCCS 1164</th>
<th>SCCS 1174</th>
<th>SCCS 1184</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>574</td>
<td>201</td>
<td>293</td>
</tr>
<tr>
<td>R</td>
<td>572</td>
<td>203</td>
<td>291</td>
</tr>
<tr>
<td>RC</td>
<td>570</td>
<td>202</td>
<td>290</td>
</tr>
</tbody>
</table>

*New in 2017-18

**A single incident may be categorized with 1 or more incident type.
The number of students from the Academic Advising Center decreased significantly between 2016-2017 and 2017-2018. This is likely a reflection of a change in the way the University counts students who are in a pre-major status. Prior to Fall 2017, pre-major students were counted with the Academic Advising Center as a subset of “undeclared” students. In Fall 2017, students in a pre-major status were updated in the student information system to be counted with the college associated with that major (e.g., a pre-Nursing major would now be counted in the College of Nursing).

Another interesting trend in the data is what appears to be an increase in the number of students who identify as veterans being involved in conduct issues. Given that is only a difference of 5 students, it’s difficult to say how significant this increase is. The ODOS will continue to track this demographic data in the future to determine if any trends develop.

The following demographic data was tracked in the conduct management system (Advocate – Symplicity).
The number of students who are involved in Fraternity & Sorority Life has increased significantly over the last three years, more than doubling each year. However, the number of incidents of organizational misconduct is decreasing. The connection between these trends is unclear. The ODOS will continue to track this demographic data in the future to determine what this might reflect.

Admission Review

Goal: Track data for Admission Review meetings throughout 2017-18 and include data in the 2017-18 annual report.

In 2017-18, the Office of Admissions began asking applicants about prior incidents of student conduct at other institutions (e.g., suspension, dismissal, etc.) and any prior criminal history. As part of the holistic review process, the ODOS has an opportunity to meet with many of the prospective students who have indicated a history of misconduct. The main goal of our meetings with these applicants is to better understand the context of the prior conduct in question and to make clear expectations of behavior should the applicants be admitted to the University.

Utilization Data

In the first year, the ODOS reviewed prior misconduct information for 107 applications. Among those, we noted a relatively even split between cases where the prior incident resulted in a criminal charge, those where the incident occurred at a prior institution of higher education and those that occurred in high school. A small number of applicants had incidents that fell into more than one of those categories.
Among transfer applicants, a large number of students were transferring from other institutions within the state, with a particularly significant portion of students coming from Brigham Young University in Provo. 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 additional review through this process.
The vast majority of cases reviewed by the ODOS are resolved within **1-4 business days** and 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.

![Admission Reviews by Disposition](image)

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance application</td>
<td>95</td>
</tr>
<tr>
<td>Do not advance application at this time</td>
<td>7</td>
</tr>
<tr>
<td>Pending further information</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

**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 2017-2018, the Executive Assistant facilitated **272 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>Requestor</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Investigators</td>
<td>127</td>
<td>72</td>
</tr>
<tr>
<td>Dean’s Certifications (Schools, Boards, Bar Association)</td>
<td>129</td>
<td>138</td>
</tr>
<tr>
<td>Other On-Campus (Registrar, ASUU, etc.)**</td>
<td>326</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>582</strong></td>
<td><strong>272</strong></td>
</tr>
</tbody>
</table>
Behavioral Misconduct Holds Placed & Released
The Office of the Dean of Students has the ability to place and release Behavioral Misconduct holds that prevent a student from registering. The Student Conduct & Community Standards team uses holds when necessary to motivate students to engage in the student conduct process. Additionally, the team collaborates with Housing & Residential Education in their student conduct processing by placing and releasing holds when requests are received from the Housing & Residential Education Assistant Director for Conduct.

Utilization Data
The Office of the Dean of Students does not currently track the number of holds placed by our Student Conduct & Community Standards team. Since December 2017, the Executive Assistant has placed 35 holds and released 16 holds for Housing & Residential Education.

Presentations for Students at Orientation
The Office of the Dean of Students in collaboration the Center for Student Wellness contributes to New Student Orientation by conducting a 30-40 minute presentation entitled “Joining the CommUnity.” This presentation focuses on a number of topics 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.

Quotes from Students
The Office of Orientation and Transition provided survey feedback for the “Joining the CommUnity” presentation after the conclusion of the Fall 2017 orientation cycle. When asked, “How helpful [was this] presentation?” 79% of respondents indicated that it was “Somewhat Helpful” or “Very Helpful”. Open text questions provided additional feedback, such as:

- “Don’t be dumb and use your brain was what I got out of it. It was straight to the point.”
- “I know the information is very important, it was a bit dry but I see the value in the presentation.”
- “I think I got the important parts, help other students and look out for each other in sketchy situations.”
- “This presentation was super fun and informative.”
- “This seemed like common sense, but I guess it doesn’t hurt to review.”
- “This was helpful. I never had this experience at my other institutions.”
- “This was the part about sexual assault and the pen skit. This caught the attention the most.”
- “While I’ve heard the content in this presentation many times before, I understand this needs to be stated, especially at universities. I appreciated what was said and both presenters seemed to be understanding of the audience.”

Utilization Data
The Office of the Dean of Students participated in 39 orientations, supporting 6801 students joining the University community in Spring 2018, Summer 2018 and Fall 2018.
<table>
<thead>
<tr>
<th></th>
<th>First-year</th>
<th>Transfer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>89</td>
<td>865</td>
<td>954</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>46</td>
<td>232</td>
<td>278</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4158</td>
<td>1411</td>
<td>5569</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4293</strong></td>
<td><strong>2508</strong></td>
<td><strong>6801</strong></td>
</tr>
</tbody>
</table>

**Presentations for Student Groups/Classes**

Additionally, in 2017-2018 the ODOS gave presentations on a variety of topics for many different student groups. Titles included:

- Alcohol Awareness
- Alpha Phi - Sexual Misconduct/Title IX
- Center for Ethnic Student Affairs Presentation
- College of Science Internship
- Delta Gamma - Sexual Misconduct/Title IX
- Due Process Guest Speaker
- Educational Leadership and Policy class panel
- Educational Leadership and Policy Higher Education
- Fall National Interns
- Friends Tell Friends First: Be the Friend that Knows What to Say Next (Campus Safety Awareness Month)
- Golden Key Honor Society
- Hinckley DC Interns
- Hinckley Global Interns
- Housing and Residential Education Student Leader Presentation
- International Student Forum
- Kappa Kappa Gamma - Sexual Misconduct/Title IX
- Office of the Dean of Students & Office of Equal Opportunity Sexual Misconduct/Title IX
- Office of the Dean of Students Overview for New Math Teaching Assistants
- Office of the Dean of Students Roles We Play for Writing & Rhetoric
- Orientation Leaders – Office of the Dean of Students and Office of Equal Opportunity Overview
- Phi Delta Theta - Sexual Misconduct/Title IX
- Pi Kappa Alpha - Sexual Misconduct/Title IX
- Pacific Islander Student Association High School Conference
- Pacific Islander Student Association Power Hour
- Pacific Islander Student Association Prospective Students
- Safety Fair with University Student Apartments
- Sigma Chi - Sexual Misconduct/Title IX
- Speech Policy and Student Code Intersection
- Student Media - Sexual Misconduct/Title IX
- Title IX presentation for Debate Team
- University Student Apartments – Resident Assistant Training
- Your First 100 Presentation
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 37 presentations were conducted, reaching an estimated 1625 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

1) Student Engagement & Support
2) Student Health & Wellness
4) 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.

As noted by President Ruth Watkins in a recent interview on PBS, “Athletics plays a very important role in the university. Athletics is for many people the way they engage with the university...Students will tell us that they want to be at a university that has a very significant athletics presence.” Her sentiments are echoed by the Seattle PI, “Athletics programs drive enrollment and heighten college profiles...While student athletes may choose a college because of its athletic program, the reputation a school earns from sports can also draw non-athletes.” (Seattle PI)

While participation in competitive athletic conferences can attract positive attention, often resulting in lucrative public support, scandals such as those at Penn State and Michigan State Universities can prove detrimental both to an institution’s reputation and financial wellbeing. Michigan State University is now facing a $500 million lawsuit which alleges that the university failed to protect student athletes from sexual abuse at the hands of a former athletic trainer and team doctor Larry Nassar, despite receiving complaints as early as 2000. As Aly Raisman, Olympic Gymnast and one of Nassar’s victims, described in a speech at the 2018 ESPY Awards, “If just one adult had listened, believed and acted, the people standing before you on this stage would have never met him.”
Due to the current climate of college athletics, the health of an athletic department is directly linked to the health of the institution. The University of Utah is an innovator in creating the SAA position to help support the Student Athlete Health, Safety and Wellbeing initiative. The SAA position was created to proactively protect vulnerable student athletes and acts as a risk management tool for the university. The SAA is uniquely positioned to be where the student athletes are, to be approachable, listen, and believe in a way that allows student athletes to have someone they can trust to receive information, having confidence that the SAA will act to protect them.

Leila Ames, our current Student Athlete Advocate, has been accepted into the Master of Legal Studies (MLS) program through the College of Law, which will provide a deeper understanding of the legal system, with an emphasis on law’s role in the modern world. Having worked in and around compliance in numerous positions, Leila has seen the intersection of law and policy in higher education and is excited about the prospect of developing key skills, acquiring new tools and deepening her understanding of the legal system. Among other areas, the MLS curriculum includes education in conflict prevention and management strategies, negotiation, mediation, facilitation, and arbitration, all of which will directly and immediately benefit her current role as SAA.

The priority the University places on the health and wellbeing of student athletes is reflected in tangible outcomes for these students. In fact, according to the NCAA’s Graduation Success Rate, Utah’s student Athletes rank second best among PAC-12 schools and Utah’s student athletes graduate at a higher rate than the university general student population by nine percentage points. (The Salt Lake Tribune)

Goals and Outcomes

**Goal:** Continue tracking demographic data for those student athletes for whom she creates CARE cases in the Advocate System.

The Student Athlete Advocate has continued to use the Advocate System to track demographic data for whom she created a CARE case (see Utilization Data). These data reveal a steady increase in CARE issues managed by the SAA, which indicates the positive effect of the work the SAA is doing to increase the visibility of the SAA role and to proactively reach out to student athletes has been effective.

To further increase effective outreach to student athletes, the Student Athlete Advocate plans to implement periodic check-ins with student athletes via text message to gauge their experiences on a more frequent, private, and individual basis.

**Goal:** To travel with the Football and Volleyball teams in 2017 which will help to build rapport and establish trust among the teams.

The Student Athlete Advocate traveled with both the Football and Volleyball teams, as well as the Women’s Basketball, Men’s Tennis and Softball in 2017-2018. These opportunities to meet with student athletes in this setting are crucial to the goals of increasing visibility of SAA role, and the SAA will continue to travel with teams in 2018-19 to help to build rapport and establish trust among the teams.

Additionally, Men’s Lacrosse was added to the Athletic Department’s sponsorship for 2018-19. The SAA will need to introduce her role to this new group and work to get to know the student athletes, coaches, trainers and support staff.
During 2017-18 the SAA achieved many successful outcomes including:

- Being available to meet with student athletes on an as-needed basis. In addition, the SAA provided impartial and private consultation to student athletes who were aggrieved or concerned about an issue by clarifying concerns, generating options for resolution, and made appropriate referrals to existing university resources;
- Regularly attending team practices, social events, competitions, meetings, training sessions, etc. in order to be visible to and interact with student athletes. This involvement has helped the SAA to develop relationships, establish rapport and facilitate trust with the student athletes;
- Providing outreach and education to student athletes about University-wide student engagement opportunities, individual rights and responsibilities, applicable University policies, procedures and resources, and wellness-related issues;
- Accompanying five teams (Football, Women’s Volleyball, Women’s Basketball, Men’s Tennis and Softball) on away competitions. This provided the SAA a better understanding of the demands of student athletes’ schedules, the benefit of engaging with student athletes in a less formal setting to build relationships and connect with student athletes on a personal level, the opportunity to support those teams who have decreased fan support away from home, the time and occasion for student athletes to ask questions about and understand the SAA’s role in greater depth, and the opportunity to observe each team’s unique culture and interactions;
- Meeting with the University’s Athletic Director on a monthly basis to review areas of student athlete welfare concern and identify trends, systemic patterns or problem areas. Additionally, the SAA regularly met with the Faculty Athletics Representative and Director of Psychology and Wellness to discuss reported concerns and share information. The SAA managed and maintained information related to advocacy cases using the Advocate by Symplicity database system;
- Regularly reviewing the patterns of concerns and making appropriate recommendations for policies or practices to reduce or eliminate recurring grievances. The SAA also provided early warning of new areas of organizational concern, critical analysis of the systemic need for improvement and suggested corrective measures, educational requirements, or remedial action for Athletics.

Several of the goals of this position have been achieved with the assistance of campus partners such as the Athletics Department, Victim-Survivor Advocates, Counseling Center, the Faculty Athletics Representative, Center for Disability and Access, Student Athlete Wellness Team, and the Office of Equal Opportunity and Affirmative Action to resolve conflicts, provide support for and connect student athletes with existing student resources. Additionally, the SAA dedicated approximately 20 hours each week in-season to team involvement, observation, and campus/community outreach and worked with 36 individual student athletes on specific issues related to interpersonal conflict, sexual assault/abuse, coaching concerns, administrative concerns, and others.

Quotes from Students/Peers
- “Thank you Leila. I truly appreciate you taking the time to read my email and listen to my experience...Thanks for everything you do!” – Female Student Athlete
• “Leila...was at all times approachable, professional, and helpful during our experience with the University of Utah. Thank you Leila.” – Male Student Athlete

• “I have spoken with Leila a few times regarding these concerns and she was always available and gave me good feedback.” – Female Student Athlete

• “I’ve worked with Leila since the onset of her position. Leila started with a wealth of knowledge on the nuances of college student Athlete experience and departmental dynamics. Each year I work with Leila I become even more impressed as she always puts the health and wellness of our student Athletes first. Leila is a very thoughtful and principled person and she has the ability to give tough feedback to coaches or administrators. This past year has included even more collaboration than usual and Leila has helped several student Athletes on one particular team as evidenced by them telling me they gave “felt heard” and “supported”. My impression is that Leila also works tirelessly behind the scenes to advocate for student Athletes. We’re all lucky to have Leila in her role.” – Director of Psychology & Wellness for Athletics

Utilization Data
The chart below represents cases where a Student Athlete Advocacy case has been created in the case management system. Prior to 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.

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CARE case</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Athlete Advocate Cases by Concern Type

- Administrative concern
- Coaching concern
- Interpersonal conflict
- Mental health concern
- Physical health concern
- Support staff concern
- (no category)
- Other

<table>
<thead>
<tr>
<th>Concern Type</th>
<th>2017-2018</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative concern</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Coaching concern</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Interpersonal conflict</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mental health concern</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Physical health concern</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Support staff concern</td>
<td>1</td>
<td></td>
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<tr>
<td>(no category)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

[Diagram showing utilization data with bars for 2017-2018 and 2016-2017]
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.
In addition to the above demographic data, the SAA also tracks student athletes by team participation. For 2017-2018, there were a substantial number of cases that involved students from the Men’s Baseball team corresponding with a joint investigation directed by the Office of General Counsel to review allegations made by a former student athlete. The allegations included student athlete health, safety and welfare concerns, and NCAA compliance-related infractions. The SAA partnered with an athletics compliance staff member to conduct interviews of current and former student athletes, an athletic trainer and coaching staff members. Following the investigation, it was determined that while the SAA will hear complaints and concerns and may gather facts as part of the advocacy process, the SAA will not conduct or participate in formal investigations in the future.
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

1. Student Engagement and Support
2. Student Health and Wellness
3. Inclusivity and Equity
4. 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.

One event of particular note was the “Salt Lake City Hate Crimes Forum”, facilitated by the United States Department of Justice Community Relations Service in January 2018. This was a community event hosted at the University of Utah with substantial planning and sponsorship provided by the Dean of Students. Presenting agencies included area community leaders, the U.S. Attorney’s Office, the Federal Bureau of Investigation, the Salt Lake County District Attorney’s Office, the Salt Lake Police Department, University Police, and U.S. Department of Homeland Security.

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 March 27, 2018, in the Saltair Room of the Union Building. This year, we saw a significant increase in the number of student deaths that were reported to the ODOS.
Utilization Data

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

<table>
<thead>
<tr>
<th>Student Deaths</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>15*</td>
<td>24</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, we expanded the list of campus and community resources on our Behavioral Intervention & Education (BIE) pages. We also created a centralized email address for the ODOS (deanofstudents@utah.edu) to facilitate easy connection to the office for anyone seeking additional information.

In the coming year, we plan to update and redesign the website with a focus on supporting the development of self-determination among our students.

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 April 2018, which spilled over into May 2018. This increase in traffic coincided with a post from a UofU student on social media receiving national media attention and additional posts directing people to submit reports through our website.

Beyond resulting in hits on our website, this national focus also resulted in an increase in calls and reports submitted through our public forms regarding this incident. This incident is an excellent example of growing trends in both social media and free speech issues resulting in case management or other public relations work for the ODOS.
Not all cases rise to this level of notoriety, but throughout the year there were many cases that involved activity on social media having real-life consequences for students. In some cases, there were actual student code violations that required intervention by the Student Conduct & Community Standards team. In other cases, the ODOS offered the support of our BIE team while the student navigated the fallout. All cases require time and care to protect the students’ rights and protect the campus community from harm.

SafeU Website

Additionally, the ODOS assumed responsibility for the SafeU website and campaign late in June 2018. The SafeU website (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.

Similar to the website for the ODOS, the SafeU website is a service that we hope students, faculty, and staff will utilize when they need it. We don’t anticipate heavy traffic. However, in 2017-2018 raising awareness of the website and what it has to offer has been a priority. This has included coordinated efforts from the University Marketing & Communication team to create printed materials and giveaway items (such as reflective slap bracelets) for tabling events and to display lawn signs, banners, posters, shuttle bus boards, print ads, and other electronic advertisements all over campus. These efforts will continue in 2018-2019 with an increased effort in reaching out to faculty and staff.

Goals and Outcomes

Goal: Promote awareness of website at presentations and tabling events.

Staff from the ODOS distributed promotional materials for the site at various tabling events and presentations throughout the year.

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

6) 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: Perform annual reviews and individually track staff contact hours, presentations, etc.
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.

At the ODOS retreat in June 2018, we discussed the desired outcomes for tracking time and committed to making some adjustments in how we categorize and collect information.

**Utilization Data**

The way contact hours were tracked in 2017-2018 was based largely on services, programs, and initiatives. Based on the way we aligned those programs, services, and initiatives above we could then align that time and staff effort with the corresponding Core Objectives.

![Staff Time Allocated by Core Objective](image)

- Promoting the Safety & the Support of Students & the Campus Community
- Developing & Upholding Community Standards & Expectations
- Safeguarding Student Rights and Responsibilities
- Public Relations & Communication
- Staff Excellence

**Awards and Recognitions**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>AWARDS AND RECOGNITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burton, Brian</td>
<td>Honorary Membership, Golden Key International Honour Society</td>
</tr>
<tr>
<td>Des Roches, Jolene</td>
<td>Student Affairs Diversity Certificate of Training, U of U SADC</td>
</tr>
<tr>
<td>Warr, Richelle</td>
<td>2017 Outstanding Mid-level Professional, Utah NASPA</td>
</tr>
<tr>
<td>McDonald, Lori</td>
<td>2018 University Partner of the Year, Sigma Phi Epsilon Fraternity</td>
</tr>
</tbody>
</table>

**Committees and Memberships**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ames, Leila</td>
<td>SA - Associate Director of Scholarships Search Committee</td>
</tr>
<tr>
<td>Burton, Brian</td>
<td>SA – Associate Director of Advocacy &amp; Wellness Search Committee</td>
</tr>
<tr>
<td>Name</td>
<td>Committee/Role</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<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>Des Roches, Jolene</td>
<td>SA - Homeless Student Task Force</td>
</tr>
<tr>
<td></td>
<td>SA - URISE</td>
</tr>
<tr>
<td></td>
<td>SA - Assistant Director for the Office of Inclusive Excellence Search Committee</td>
</tr>
<tr>
<td>McDonald, Lori</td>
<td>U of U – Campus Tobacco Use Senate Ad Hoc Committee (Advisor)</td>
</tr>
<tr>
<td></td>
<td>U of U – Enterprise Web Advisory Committee (Chair)</td>
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<td></td>
<td>U of U – SVPAA Search Committee</td>
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<tr>
<td></td>
<td>U of U – Student Commission</td>
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<tr>
<td></td>
<td>U of U – Emergency Management Situation Triage and Assessment Team (STAT)</td>
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<td></td>
<td>U of U – Campus Anti-Racism Task Force</td>
</tr>
<tr>
<td></td>
<td>U of U – Institutional Policy Committee</td>
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<tr>
<td></td>
<td>U of U – Ivory Prize Selection Committee</td>
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<tr>
<td></td>
<td>U of U/Community – UtahPresents Advisory Board</td>
</tr>
<tr>
<td></td>
<td>SA – Student Affairs Leadership Team</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 (Trainee)</td>
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<tr>
<td></td>
<td>U of U – Motor Board, Utah Chapter (Advisor)</td>
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<tr>
<td></td>
<td>U of U – Diversity Scholar Scholarship Committee</td>
</tr>
<tr>
<td>Warr, Richelle</td>
<td>NASPA – Region V Board (Socioeconomic &amp; Class Issues in Higher Education Knowledge Community Representative)</td>
</tr>
<tr>
<td></td>
<td>U of U – UAAC Advisor Awards &amp; Recognition Committee</td>
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</table>

**Presentations and Publications**


### Faculty Appointments

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POSITION</th>
<th>ACADEMIC DEPARTMENT</th>
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</thead>
<tbody>
<tr>
<td>Tongaonevai, Ulysses</td>
<td>Associate Instructor</td>
<td>Ethnic Studies</td>
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### Professionalism

<table>
<thead>
<tr>
<th>STAFF</th>
<th>CONFERENCES ATTENDED</th>
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</thead>
<tbody>
<tr>
<td>Burton, Brian</td>
<td>National Center for Campus Public Safety: Trauma-Informed Sexual Assault Investigation and Adjudication Institute, October 2017. UCASA Sexual Violence Conference, April 2018. Statewide Title IX Conference/Training, April 2018.</td>
</tr>
<tr>
<td>Clarken, Kimberly</td>
<td>The Women’s Conference by Skillpath, June 2017.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>STAFF</th>
<th>OTHER TRAINING</th>
</tr>
</thead>
</table>
Tongaonevai, Ulysses

Warr, Richelle

<table>
<thead>
<tr>
<th>STAFF</th>
<th>OTHER ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Des Roches, Jolene</td>
<td>Lead Program Reviewer for the Salt Lake Community College Behavioral Intervention Team</td>
</tr>
<tr>
<td>Frost, Allison</td>
<td>Filling in the Gap – Exploring Mental Health on Campus, 2018 UAAC Advising Conference, March 2018</td>
</tr>
<tr>
<td>McDonald, Lori</td>
<td>United Educators Symposium on Managing Controversial Speakers (invited participant), November 2017</td>
</tr>
<tr>
<td></td>
<td>Panelist. “Innovative Student Wellness Programs”, APLU Annual Meeting, Washington DC, November 2017</td>
</tr>
<tr>
<td></td>
<td>USHE Communications Meeting: Lessons Learned from Campus Tragedy, December 2017</td>
</tr>
<tr>
<td></td>
<td>UVU BIT meeting: Lessons Learned from Shooting Tragedy, March 2018</td>
</tr>
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<td></td>
<td>Weber State University Student Affairs Academy: History and Current Issues, May 2018</td>
</tr>
<tr>
<td>Tongaonevai, Ulysses</td>
<td>Alternative Spring Break Staff, March 2018</td>
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<td></td>
<td>Keynote Speaker. Prospective Student Athletes, University of Utah, December 2017</td>
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<td></td>
<td>Workshop Presenter. “Alcohol and Wellness” Greek Life, Pi Kappa House, March 2018</td>
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<td></td>
<td>Writer. “Student Conduct and Multiculturalism” SADC Newsletter, University of Utah, March 2018</td>
</tr>
<tr>
<td></td>
<td>Keynote. Presentation at PISA Student Graduation Ceremony, University of Utah, May 2018</td>
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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 out but present our plans for the future with the challenges and opportunities entwined.

Changes in Guidance from the Department of Education
The guidance and regulations from the Department of Education regarding Title IX are expected to undergo additional changes in the coming year. While the University plans to maintain our current policies and procedures unless there is a direct conflict with the forthcoming guidance, it is likely that changes in guidance will require at a minimum a reevaluation of policies and practices to determine if there is conflict.

Political/Ideological Division Impacting Learning Environments
There are a number of national conversations taking place that pose potential challenges to the work of the ODOS. One of the most pressing this year was conflict around free speech and civil discourse. Echoing incidents at schools such as the University of Virginia and University of California, Berkeley, this conflict manifested in the form of Ben Shapiro being invited to speak by the student group Young Americans for Freedom in September and the protests that arose in response to that event. These issues also manifested in smaller ways, such as incidents involving posters and banners with provocative messages appearing on campus as well as incidents that took place on social media.

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.

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.

As is clear in the data presented in this document, 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 a number of 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 really 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 to an already overloaded staff.

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. In the coming years, it will be a challenge to ensure that we maintain sufficient staffing to effectively respond to increased demand for the services we provide.

Assessment and Evaluation

With the creation of the Assessment & Records Manager position, the ODOS sees an opportunity to deepen assessment practices and better utilize the available data to paint a more robust picture of the services provided by this office, beyond disciplinary procedures.

In the coming year, the ODOS will be working with University Information Technology to engage a Process Review. For this process review, we will gather a representative sample of important stakeholders to
discuss and the current student conduct and behavioral intervention processes. This will help us to
identify pain points in the process and look for ways we can immediately improve processes to better serve students.

From these conversations, we plan to produce a document about those processes that will easily communicate those processes to students and other members of the campus community with a need to understand those processes.

We anticipate that the process review will reveal a number of potential solutions that will require technological support to be realized. As such, results from the process utilized to establish a set of requirements for a software solution to manage cases.

As mentioned throughout this document, the ODOS currently uses a Student Conduct Management System to manage cases. This year, the ODOS plans to capitalize on the process review to rigorously explore how current technology can support our work. Our goals in undergoing this thorough review are to improve communication with students, improve workflow, and track issues over time to identify trends.

Other potential assessment opportunities include targeted benchmarking against peer institutions, a renewed commitment to documenting the allocation of staff time, as well as a desire to assess student learning outcomes from engagement with the ODOS. In the meantime, the ODOS plans to use key data from our annual report and the results from the process review to update the department website to better describe the role of the services we provide in the student experience, especially focusing on supporting the development of self-determination.

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 and Relationship Building
Finally, there will be many changes in both student affairs and across campus in the coming year. While change can be stressful and may affect staff morale, it can prove fruitful. We see many of the forthcoming changes as opportunities to strengthen existing partnerships and forge more positive relationships with our campus partners.

In particular, we hope to tighten our connection with Housing & Residential Education, bringing our conduct and behavioral intervention processes into better alignment with each other. We also hope to continue to develop our relationship with Athletics, particularly through the Student Athlete Advocate role. Additionally, we hope to build stronger relationships with individual academic departments, the Office for Faculty, the Graduate School, and Academic Affairs more broadly to connect our office’s mission, purpose, and services with the academic experiences of students.