

OFFICE OF THE

# DEAN OF STUDENTS

**ANNUAL REPORT**

**2019 - 2020**





# TABLE OF CONTENTS

Overview of the Office of the Dean of Students.....	4
Our Purpose.....	4
Our Values.....	4
Our Staff.....	5
Letter from the Dean .....	5
Notable Incidents .....	6
Office Developments.....	6
One University .....	8
Equity, Diversity, and Inclusion.....	8
Special Note for 2019-2020 – COVID-19 Adjustments.....	8
Student Affairs Strategic Objectives .....	11
Core Objectives.....	12
Promoting the Safety & Support of Students & the Campus Community.....	12
Alignment with the Student Affairs Strategic Objectives .....	12
Student Support.....	13
Behavioral Intervention Team .....	21
Outreach to Staff & Faculty .....	25
Utilization Data .....	26
SafeUT App.....	26
Community Standards Courses .....	26
Compliance with Federal Regulations.....	30
Developing & Upholding Community Standards & Expectations.....	32
Alignment with the Student Affairs Strategic Objectives .....	32
Student Conduct Process.....	33
Admission Review .....	41
Presentations for Students at Orientation.....	44
Presentations for Student Groups/Classes.....	44
Conduct Background Checks .....	45
Support to Housing & Residential Education .....	45

Safeguarding Student Rights and Responsibilities.....	46
Alignment with the Student Affairs Strategic Objectives .....	46
Student-Athlete Advocacy.....	47
Public Relations & Communication.....	51
Alignment with Student Affairs Strategic Objectives .....	51
Participation on Committees.....	51
Community Engagement.....	51
Support for Student Deaths.....	51
Office of the Dean of Students Website .....	52
Staff Excellence.....	53
Alignment with the Student Affairs Strategic Objectives .....	53
Staff Management.....	53
Awards and Recognitions .....	53
Committees and Memberships .....	53
Presentations and Publications.....	55
Faculty Appointments .....	55
Professionalism .....	55
Plans for the Future.....	59
Challenges & Opportunities.....	59
Changes in Guidance from the Department of Education.....	59
Political/Ideological Division Impacting Learning Environments .....	59
Increase in Utilization of and Complexity of Services with COVID.....	60
Assessment.....	60
Changes to the Student Code.....	61
Appendix A: Diversity Action Plan .....	62
Appendix B: Assessment, Evaluation, & Research Student Characteristics Report.....	67
Appendix C: Everfi Course Impact Report Snapshots .....	70

# OVERVIEW OF THE OFFICE OF THE DEAN OF STUDENTS

## OUR PURPOSE

The Office of the Dean of Students (ODOS) and Student Accountability & Support contribute to student success through student development and support. Specifically, the student conduct process facilitates growth through accountability, community standards, and civility. With our partners, the ODOS serves a key role in student support and safety through individual case management services, student-athlete advocacy, and coordination the University's Behavioral Intervention Team (BIT).

## 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

<b>Jason Ramirez</b> <sup>^</sup>	Associate Vice President, Dean of Students
<b>Brian Burton</b>	Associate Dean of Students, Director of Student Accountability & Support
<b>Jo Des Roches</b> <sup>*</sup>	Assistant Dean of Students for Student Support
<b>Allison Frost</b> <sup>*</sup>	Case Manager for Student Support
<b>Whitney Hills</b> <sup>^</sup>	Case Manager for Student Support
<b>Tevita Hola</b> <sup>^</sup>	Case Manager for Student Support
<b>Ulysses Tonga'onevai</b>	Case Manager for Student Accountability
<b>Leila Ames</b>	Student-Athlete Advocate
<b>Kim Clarken</b>	Executive Assistant
<b>Richelle Warr</b>	Assessment & Records Manager
<b>Marissa Questereit</b> <sup>^*</sup>	Graduate Assistant for Student Conduct
<b>Catie Augustine</b> <sup>*</sup>	Office Assistant
<b>K'mwe Paw</b>	Office Assistant
<b>Leila Safi</b>	Office Assistant

<sup>^</sup>Started position in 2019-2020

<sup>\*</sup>Vacated position in 2019-2020



# LETTER FROM THE DEAN

---

The 2019-2020 Academic year proved to be one of the most challenging years Higher Education has faced to date. The Office of the Dean of Students continues to focus on providing services for a growing community of students, their families, faculty, and staff. The challenges throughout the year pushed the office to carefully review and assess our efforts to ensure we were prepared to support our many constituents. The Office remains deeply committed to our communities and their success.

## NOTABLE INCIDENTS

As mentioned, the 2019-2020 year has provided innumerable challenges. Our communities are faced with racial and social injustices in a divisive political moment in time across the United States. These challenges alone would be difficult for any organization to overcome, but we also faced natural phenomena such as earthquakes, wildfires, and windstorms, as well as once-in-a-century pandemic. Covid19 has forced Universities to adopt new health and safety protocols to protect public and community health. The University has responded to these challenges through creative problem solving and reimagining of programmatic efforts in an online environment. Much of these efforts are outlined throughout this report.

## OFFICE DEVELOPMENTS

In addition to adjusting our day-to-day operations and creating a new normal, the Office of the Dean of Students has faced significant changes in our staff. In September, I assumed my role as Associate Vice President and Dean of Students. Our most experienced Student Support Case Manager was offered a new exciting role, and we saw the departure of our Associate Director of Student Support. With new staff hired, the office took the opportunity to restructure and add a new Associate Director of Student Accountability. Prior to Covid19 hitting campuses across the country, the office was prepared to fill a new case manager role for student accountability. But like many institutions, budget cuts and adjustments to the pandemic have paused new roles. With our new structure, we have been able to fill new demands for support and respond to new challenges

caused by physical distancing and students needs to be social. Our team has become more cross trained and responsive to the new patterns being created by these unforeseen student needs.

Although this year has been challenging and Covid19 will be around for much of the 2020-2021 year, the ODOS has continued to progress and learn from the many challenges. Our team has found new opportunities within the physical distancing of our students and has further refined our offerings to create a more dynamic and flexible environment. Our offices will continue to learn more about our diverse populations and how to best support them. We will remain committed to the success of our students, faculty, staff, families, and our various communities. We are thankful for your support and collaboration,

Jason Ramirez

Associate Vice President and Dean of Students





## ONE UNIVERSITY

The work of the Office of the Dean of Students is overwhelmingly collaborative. We strive to build relationships through participation on a variety of university-wide committees (see [Staff Excellence](#)) and through formalized roles and partnerships such as the Student-Athlete Advocate (see [Student-Athlete Advocate](#)). We also engage in intentional collaboration with partners such as weekly Behavioral Intervention Team meetings and monthly Title IX process meetings. Even as we present about our office and the services we provide, we often partner with the Office for Equal Opportunity/Affirmative Action, the University Counseling Center, or the Center for Student Wellness to deliver those presentations. Additionally, the Dean of Students co-chairs the Racist and Bias Incident Response Team with Annalisa Purser, who Marlon's Director of Administration. The Behavioral Intervention Team chair coordinates response and threat assessment with Jamie Justice, Director of Community Services. We also work with Aerin Washington, Director of Campus Security, on Clery compliance and campus safety initiatives.

## EQUITY, DIVERSITY, AND INCLUSION

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

In partnership with the Vice President's Office of Equity, Diversity and Inclusion's UThriving plan, we have developed a working draft of our department's Diversity Action Plan (see [Appendix A](#)). We look forward to the work ahead of us as this plan evolves.

## SPECIAL NOTE FOR 2019-2020 – COVID-19 ADJUSTMENTS

As the University shifted to a virtual experience in March 2020, the Office of the Dean of Students and Student Accountability & Support made several adjustments to our services, operations, and staff assignments. Generally, our switch to an exclusively online format presented many challenges to how we have historically approached student support and accountability; however, we recognized several innovations and opportunities as a result of this change. The following points highlight a few of the ways in which our department responded to the adjustments brought about by the COVID-19 pandemic.

- **All Hands On-Deck for Student Support:** Perhaps the most notable change in our operations was the dramatic shift in how we supported students. Ebbs and flows of activity for both student conduct and student support are typical in previous years. For example, the start of the fall semester historically sees a large number of student conduct referrals related to alcohol and fall sporting events. Conversely, we usually see an increase in student support and BIT reports near the end of the semester as finals approach. During March and April 2020, we saw almost no student conduct referrals due

to the lack of students on campus. In contrast, our staff shifted all our efforts toward student support.

- **Cross Training Our Staff:** Staff transitioning in and out of roles within our office exacerbated the workload created by the sharp increase in Student Support cases. In mid-March, our Assistant Dean for Student Support and chair of the Behavioral Intervention Team (BIT) transitioned to a new institution after four years at the University. Additionally, our most senior case manager pursued an opportunity to consult with NaBITA after serving more than ten years in the department. Her replacement started about one week before the online shift. The number of staff changes would have been disruptive even during a typical year; however, these changes created significant opportunities for our entire office staff to assume more responsibilities. Case managers who had previously worked exclusively in student conduct took on full caseloads in student support. Our Student-Athlete Advocate added general student support as she continued working with student-athletes. A new case manager had to take on a full student caseload very quickly. The Director of Student Accountability & Support led and coordinated the University's BIT for more than five months until the position was filled. Cross training our staff across functional areas was one positive outcome of our department's response to online.
- **Rethinking Communication & Touchpoints:** Historically, our first step in contacting students was sent electronically to the students' university email. Within the first several weeks after the online shift, we saw a noticeable decrease in the response rate to our outreach emails. We decided to pivot away from the traditional email format and contact students primarily through text messages via Google voice and other texting platforms. Almost immediately, we noticed a marked improvement not only in the overall response rate but also in timely response from students (often within minutes of reaching out). Texting is a practice we will continue to utilize and refine since this is clearly the preferred method of contact for most students.

Another significant change that we made during the online shift was to streamline the process by which students grant permission to others to view their student records (FERPA release). Working with the Office of the Registrar, we have moved away from paper forms and have now added an online option through CIS for students to authorize others to view their records. We added instructions and a link for students to all our letter templates. Similarly, we are working toward a process with Symplicity to allow students to sign informal resolutions for conduct cases electronically. These processes will decrease the need for physical paper exchange and minimize the risk of exposure.

- **Virtual Meetings and Trainings:** Like most of the campus, our office had to adjust to the way we "normally" met with students, staff, and faculty. We shifted all our student appointments to phone and Zoom appointments. This format was familiar and simple for students and staff to navigate. We also held two Student Behavior Committee hearings and several OEO/AA hearings via Zoom. Zoom allowed easy participation, document

sharing, and recording. An added benefit of online meetings with students was increased staff safety. Historically, our office has worked with the Department of Public Safety to have an officer in the office during a hearing that may become confrontational. Online meetings greatly reduce this need and contribute to staff safety.

Additionally, we recorded and distributed several our standard trainings (e.g., Overview of the Office of the Dean of Students, Overview of BIT, etc.) to staff and faculty during the spring and summer 2020 semesters. The digital training format will allow us to scale-up our presentations as we continue outreach efforts across campus. We also utilized a Canvas and a recorded training for our Student Behavior Committee this year. Committee members watched an hour-long presentation and then took a brief assessment to measure learning and comprehension. The Canvas format is something we plan on utilizing with increased frequency to not only expand our reach with trainings but to assess learning outcomes and takeaways for attendees. We also created [an online form](#) through which staff, students, and faculty can request presentations.

Our weekly Behavioral Intervention Team (BIT) meetings also shifted to Zoom and continue to be held in this format. This meeting will likely continue in an online format for the foreseeable future.

- **Direct COVID-19 Support:** In addition to responding to the stress and uncertainty that stemmed from COVID, our office provided direct support for students impacted by COVID-19 in several ways. Specifically, we provided direct support (e.g., academic adjustments, referral to wellness resources, etc.) for students who tested positive during the spring and summer semesters. In partnership with the Center for Disability & Access, our office developed a process for students to request additional support if they tested positive when returning to campus in the fall and/or lived with someone identified in a high-risk category (e.g., elderly, diabetic, etc.). Related to this process, we developed [an intake form](#) for students to request COVID-related services from our office.
- **Face Coverings and Returning to Campus:** As campus leaders contemplated and planned for the return of students for the fall 2020 semester, a central concern was enforcing the face-covering mandate. The Office of the Dean of Students played a key role in the development of the process that would address students who would not comply with this directive. Our department authored a letter sent to all faculty, developed training for staff and faculty focused on expectations, accommodations through the ADA, and de-escalation techniques. Leila developed a de-escalation presentation that dovetailed with the face-covering presentation to equip staff who may feel uncomfortable approaching individuals who are not wearing a face covering. Later, we [recorded](#) these trainings and made them available to the entire campus community. Also, our office, along with the Vice President for Student Affairs, implemented the online training for students to safely return to campus entitled "[Staying Healthy in a Changing Environment.](#)"

# STUDENT AFFAIRS

# STRATEGIC OBJECTIVES

## STUDENT ENGAGEMENT AND SUPPORT

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

## STUDENT HEALTH AND WELLNESS

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

## STRATEGIC ENROLLMENT MANAGEMENT

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

## INCLUSIVITY AND EQUITY

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

## FACILITIES AND RESOURCE MANAGEMENT

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

## STAFF EXCELLENCE

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

# CORE OBJECTIVES

## PROMOTING THE SAFETY & SUPPORT OF STUDENTS & THE CAMPUS COMMUNITY

The Office of the Dean of Students (ODOS) collaborates with on and off campus partners to contribute to student safety and wellbeing through proactive intervention strategies. Our team works with students individually to assess needs and develop appropriate action plans to assist students in navigating obstacles in their learning and wellbeing.

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

## ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC OBJECTIVES

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



## STUDENT SUPPORT

Within the ODOS, the Student Support Team focuses on supporting students who are navigating barriers to their success and proactive interventions. Leading the Behavioral Intervention Team (BIT) is a significant undertaking for this area, but Student Support goes beyond that.

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

Student Support contributes to the retention and graduation of students by providing wrap-around support services and case management to students who engage with our office. This support directly affects their engagement with other Student Affairs services and within their academic settings in a positive way.

### GOALS AND OUTCOMES

**Goal:** *Align Risk Zones more closely with NABITA Rubric by adding a second Green Zone to describe cases where no immediate intervention is necessary, but we are aware of basic interventions and support.*

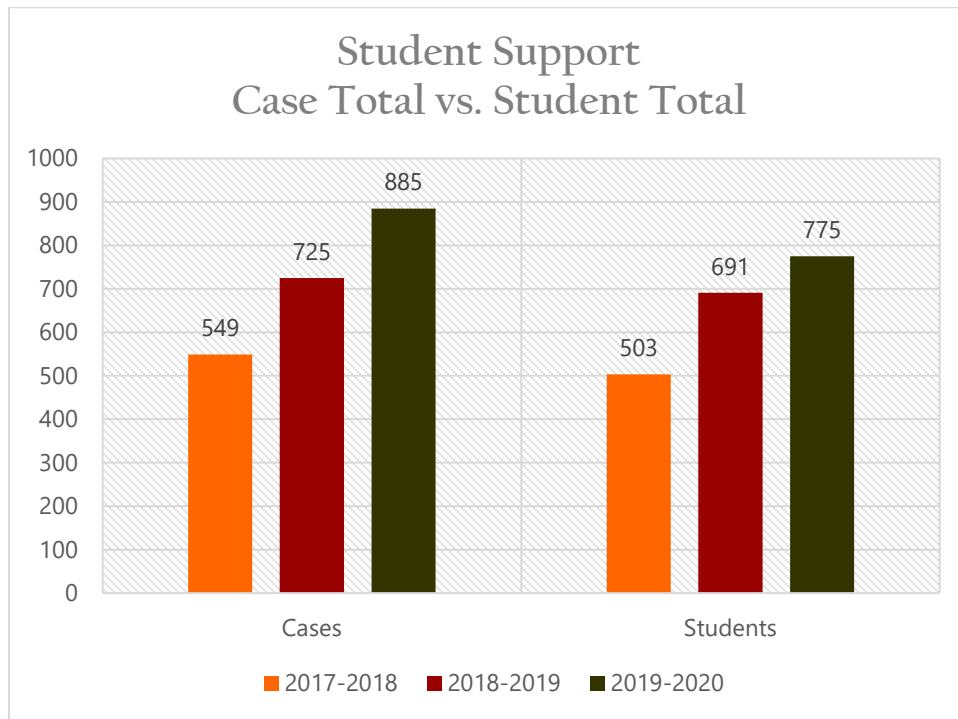
We added a second Green Zone to report type (see [Student Support Cases by Zone](#)). For the coming year, we will be changing how we categorize this entirely. We have added new fields in Advocate that will record the initial Risk Assessment, including "D-scale" and "E-scale" values. These assess risk to self and risk to others, respectively. We have also added these fields to our periodic Case Cycle Reviews and Closing Notes so that we are better able to document changes in the risk-level throughout the life of a case.

### QUOTES FROM STUDENTS

- "Thank you for all of your help. I was able to get support and help from my professors and am on track with classes again" – Follow up email from student
- "I just wanted to tell you how much I appreciate your patience, compassion and understanding with advocating for me to get extensions on my assignments. . . . We both had successful semesters in spite of all the tremendous amounts of stress and anxiety." – Follow up email from student
- "Thank you so much for all the information and referrals that you have provided for me and your willingness to help me with so much care touched my heart." – Follow up email from student
- "Thank you so much Tevita for the work you do. I'll stay in touch. Much respect to you. Thank you for your patience." – Follow up text message from student

## UTILIZATION DATA

Both the number of cases managed by and the number of students referred to the Student Support Team have continued to grow each year. In addition to the **885 cases** opened between July 1, 2019, and June 30, 2020, an additional **187 cases** opened before July 1, 2019, carried over into or reemerged during 2019-2020.



	2017-2018	2018-2019	2019-2020
<b>Total Cases</b>	549	725	885
<b>Unique Students Served*</b>	503	691	775

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

A total of **1822 unique students** were involved in the **2159 cases** handled by the Student Support team over the last three years. Of those, 282 students were involved in 2 or more cases, with only 6 students involved in 5 or more cases.

### STUDENT SUPPORT - CASES BY ZONE

In recent years, Student Support has used a three-tier classification to help assess the threat and risk level posed by reported behaviors. The level of risk helps to prioritize cases and informs the range of interventions the BIT chooses to employ.

To align the zones more closely with the NaBITA risk rubric, we added a second "green" zone to describe cases where there is not a current need for intervention, but the student may be in need of support.

The following list provides describes the criteria used to assess the four zones in 2019-2020:

#### Mild Risk (Green Zone – 1):

The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats. They may be having trouble fitting in, adjusting to college, making friends, or may rub people the wrong way. They may alienate others with their thoughts or mannerisms, and there may be minor bullying and conflict. With support and resources, it is likely the individual will be successful adapting and overcoming obstacles. Without support, it is possible they will continue to escalate on the rubric.

#### Moderate Risk (Green Zone - 2):

Prior to this stage, conflict with others has been fairly limited. The hallmark of moderate is an increase in conflict with others through aggressive speech, actions, and mannerisms. They may become frustrated and engage in non-verbal behaviors or begin to post things on social media, put up posters around campus, or storm away from conversations. Stress, illness, lack of friends, and support are now becoming an increasing concern. The individual may be tearful, sad, hopeless, anxious, or frustrated. This may be caused by difficulty adjusting, dating stress, failure in class assignments, and/or increasing social isolation. If there is a threat or physical violence such as carelessly pushing someone out of their way while storming off, the violence is typically limited and driven by adrenaline and impulsiveness, rather than any deeper plan to hurt others.

#### Elevated Risk (Yellow Zone - 3):

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple office such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, and substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.

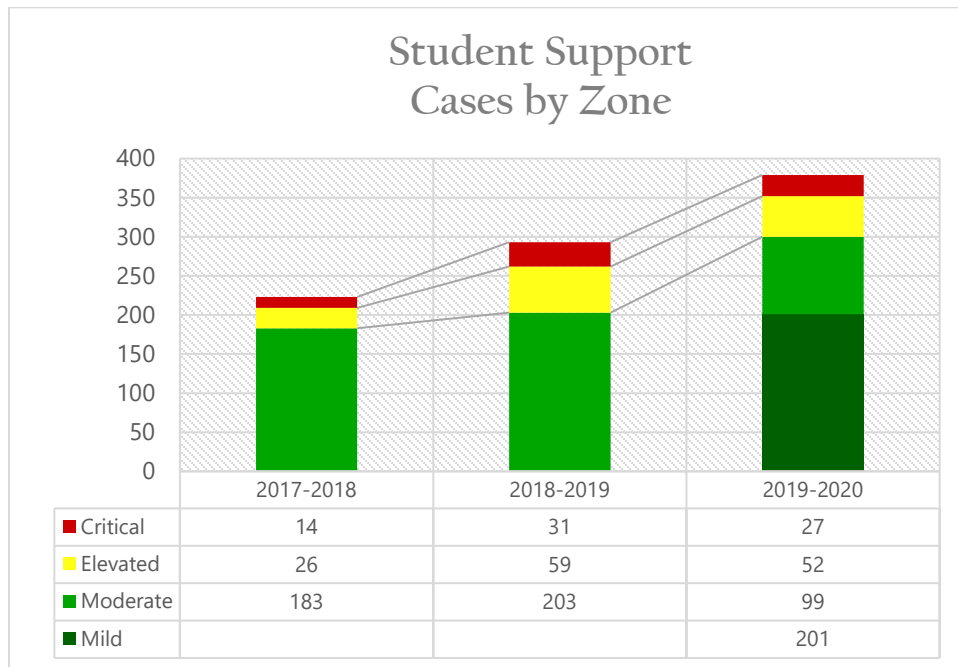
#### Critical Risk (Red Zone - 4):

In this stage, there is a serious risk of suicide, life-threatening self-injury, dangerous risk taking (e.g. driving a motorcycle at top speed at night with the lights off) and/or inability to care for oneself. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the students' academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social



media posts that say “I’m going to be the next school shooter” or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and “test-runs” such as causing a disruption to better understand reaction time of emergency response.

In the last year, the total number of cases that were categorized by zone increased, but cases categorized in the highest tiers remained roughly the same as 2018-2019.



#### STUDENT SUPPORT - CASES BY CONCERN TYPE

As in years past, the most frequently reported concerns were:

- Personal Support for Extenuating Circumstances
- Academic Concern
- Victim Support
- Mental Health Concern

In 2019-2020, there was a noticeable increase in the following concern types:

- Academic Concern
- Medical/Health Issue
- DOS Advocacy
- Victim Support

In 2019-2020, we also added five new concern types to respond to emerging trends:

- OEO/AA Concern

- COVID-19
- Employee Concern
- Legal Proceedings
- Verbal Assault

For 2020-2021, we have thoroughly revamped the concern and risk assessment classifications in Advocate. We will be using a hierarchical structure for concern types, which will allow us to group related concern types, but also provide more detail when it is useful. For example, we will have a category for Mental Health Concerns, which will include sub-category options for Depression, Anxiety, Suicidal Ideation, etc.

We have also built in a structure that allows us to track changes in risk assessment throughout the life of the case. We will capture the risk assessment initially, and then at each case cycle review and closing.

*STUDENT DEMOGRAPHICS AND CHARACTERISTICS*

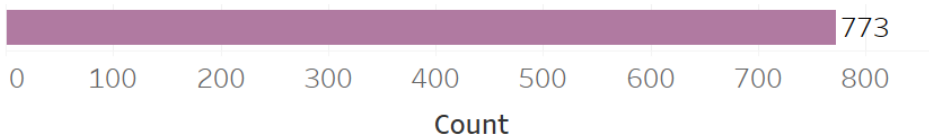
The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment, Evaluation, & Research. To compare this data to the University of Utah student body, see [Appendix B](#).

For 2019-2020 we saw a greater representation of students in Fraternity & Sorority Life, Honors, TRiO, & Employee students than the previous year. Conversely, we had fewer cases involving student-athletes and students in Housing and Residential Education.

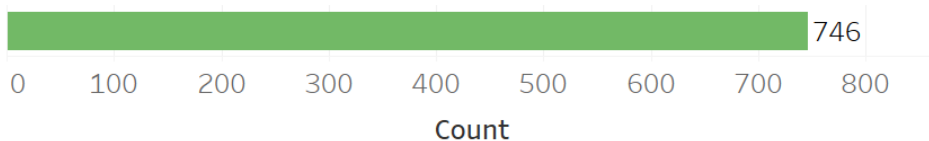
*ODOS SUPPORT 2019-2020 – STUDENT CHARACTERISTICS  
Report for the Office of the Dean of Students - Authored by AER*

The following two charts show the number of students who were part of the Support portion of the Office of the Dean of Students during the 2019-2020 year. Information is based on the most recent semester in which they were eligible to enroll. The first chart shows the overall count, and the second chart shows how many unique students matched with the student data file. Differences between these two charts are likely due to students who went through the Accountability process but were not eligible to enroll at any point during the 2019-2020 year.

Count of all individuals

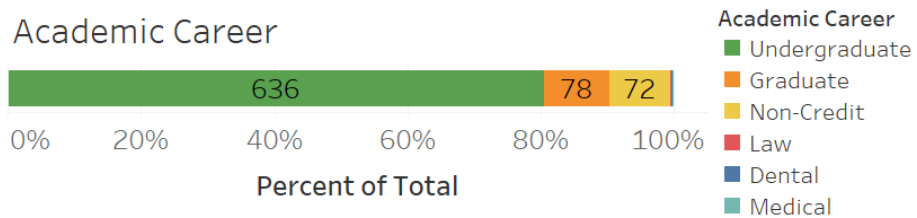
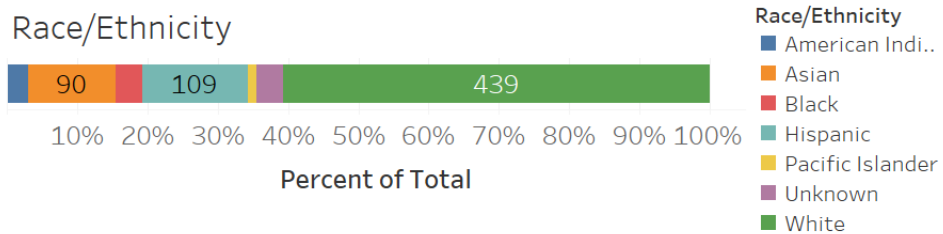
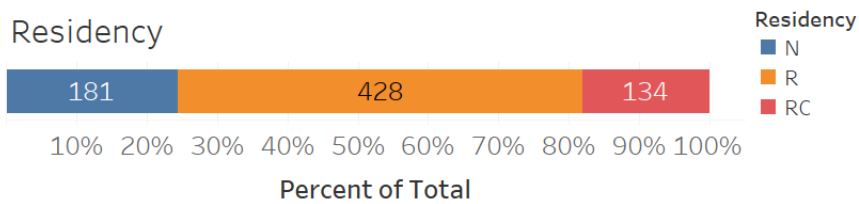
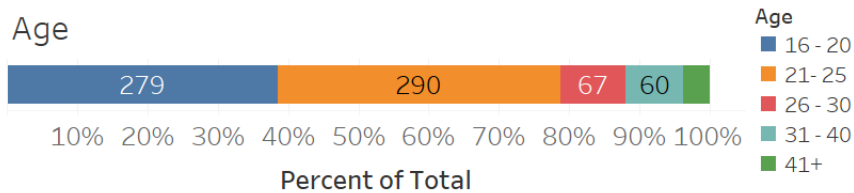
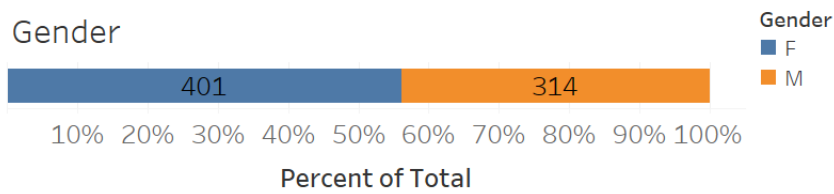


Count of unique, matched students

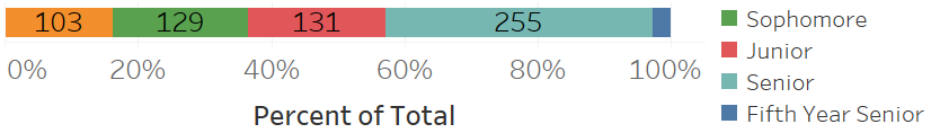


**STUDENT DEMOGRAPHICS AND CHARACTERISTICS**

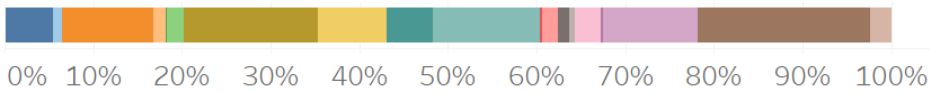
The following student characteristics and demographic details are based on the unique students.



### Undergraduate Academic Level



### College

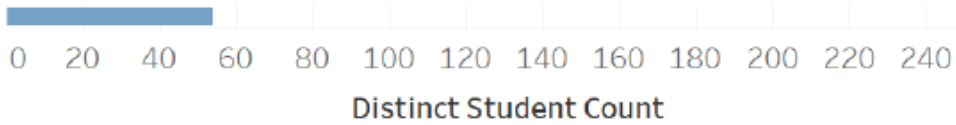


#### College

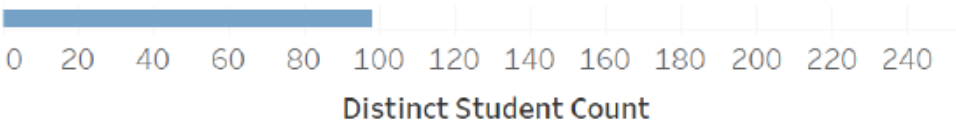


### ADDITIONAL STUDENT CHARACTERISTICS

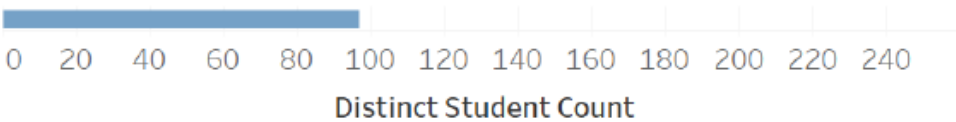
#### Fraternity and Sorority Members



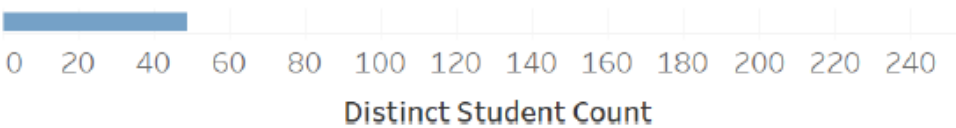
#### HRE Housing



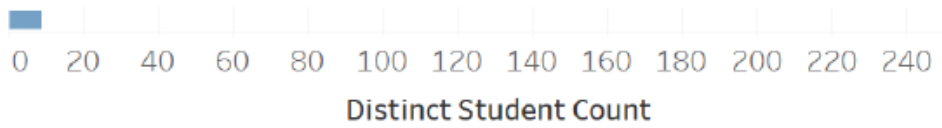
#### Honors



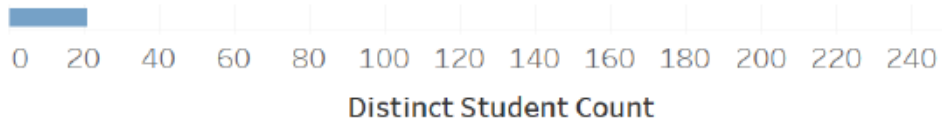
#### International Students



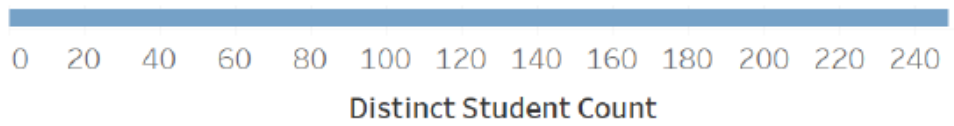
### NCAA Student Athletes



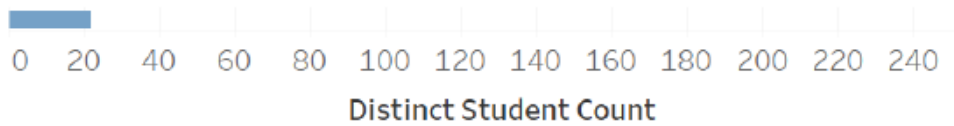
### TRIO Participants



### U of U Employee



### Veteran Students



## BEHAVIORAL INTERVENTION TEAM

There are currently 24 University members serving on the BIT. Aside from Student Support staff, all 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. With these assets, the team assesses the risk level of reported behavior and determines what interventions to employ. The expertise of each team member has made significant contributions to the successful resolutions to the cases brought to the team this year.

- \*Jo Des Roches, Assistant Dean of Students for Support (Montelleo Hobley)
- \*Allison Frost, Student Support Case Manager (Whitney Hills)
- Tevita Hola, Student Support Case Manager
- Jason Ramirez, Associate Vice President and Dean of Students
- Brian Burton, Associate Dean of Students and Director, Student Support & Accountability
- Ellie Goldberg, Victim/Survivor Advocate
- \*Cindy Harling, Clinical Director of the Counseling Center (Josh Newbury)
- Scott McAward, Director of Center for Disability & Access
- Robert Payne, Associate General Counsel
- Julie Thomas, Associate General Counsel
- Kolay Carver, Assistant Director of Housing & Residential Education Conduct & Outreach
- Todd Justesen, Director of Housing & Residential Education
- Chelsea Wells, Director of International Student & Scholar Services
- \*Lt. Jason Hinojosa, Department of Public Safety (Cpt. Shawn Bryce)
- Sgt. Larimie Lancaster, Department of Public Safety
- Karen Paisley, Faculty Liaison
- Sherrie Hayashi, Director of Equal Opportunity & Affirmative Action
- Erica Wood, Director of Equal Opportunity & Affirmative Action
- Chris Bone, Director of Human Resources
- Beth Howard, Academic Advising Center
- Dustin Banks, Director of Support Services for University of Utah Health
- Scott Bigler, Marriott Library Security
- Valerie Green, Associate Director Resident Life & Outreach
- Jamie Justice, Director of Community Services

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

The purpose of this team is to work as a collaborative body to assess risk and employ interventions for concerning behaviors that pose a threat to the campus community. The responsibilities of the BIT members include meeting weekly to review reported concerns and implement 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 employ with a student of concern. All members have a strong dedication to help students be successful in their academic experience at the University and value the need to keep others safe.

GOALS AND OUTCOMES

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

In April 2019, we began distributing a survey to people who submitted a report to the Student Support team to find out more about their experiences. We have deployed the survey three times, after each semester in 2019.

Repeating the assessment in subsequent semesters has enabled us to see where some responses have changed throughout the year and others have remained constant. Some key take-a-ways from the assessment:

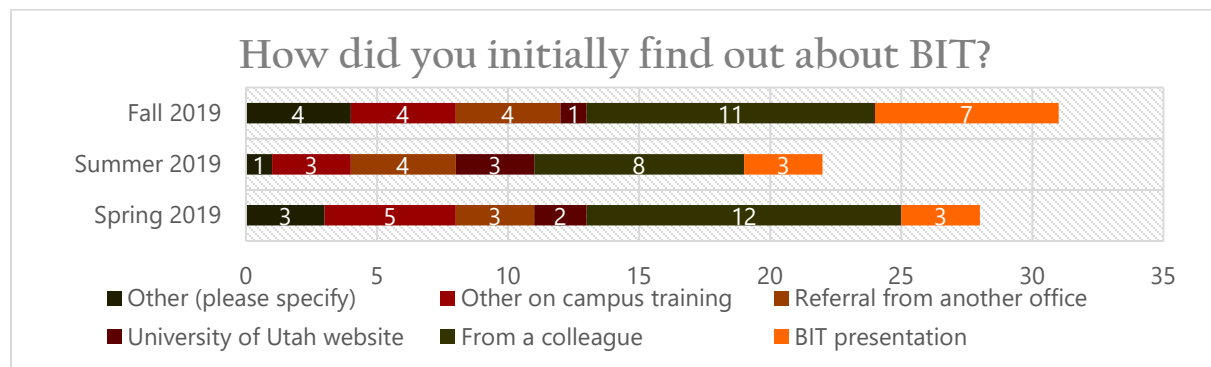
Evidence of impact of presentations on increasing staff and faculty exposure to Student Support and BIT.

Improvement in satisfaction for reporters regarding resolution of the issue as well as communication and involvement throughout the process.

Consistently strong results indicating that reporters felt understood by our staff, are likely to make another report in the future, and we are meeting the expectation of establishing a record.

Room for improvement in setting and/or meeting expectations for reporters learning interpersonal and classroom intervention strategies, as well as meeting Title IX reporting requirements.

EVIDENCE OF IMPACT OF PRESENTATIONS

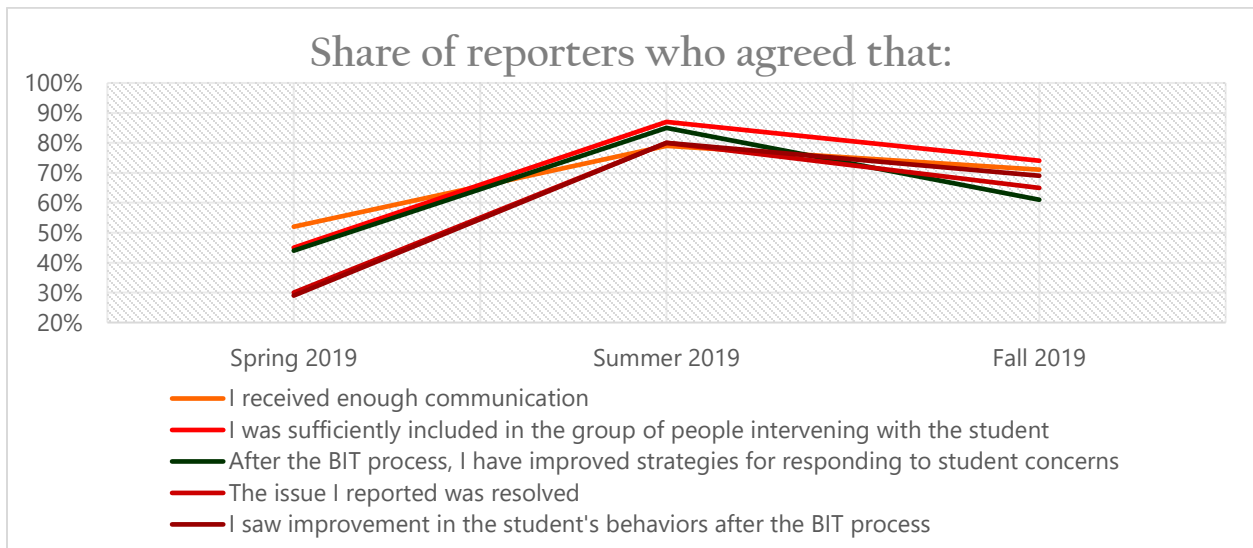


The survey indicates that word of mouth is the primary way that people hear about BIT, but that there was an increase in Fall 2019 in responses citing a BIT presentation as their initial exposure to BIT.

This aligns with an effort by the Student Support team in recent years to increase the number of presentations to department, including delivering 7 presentations in August.

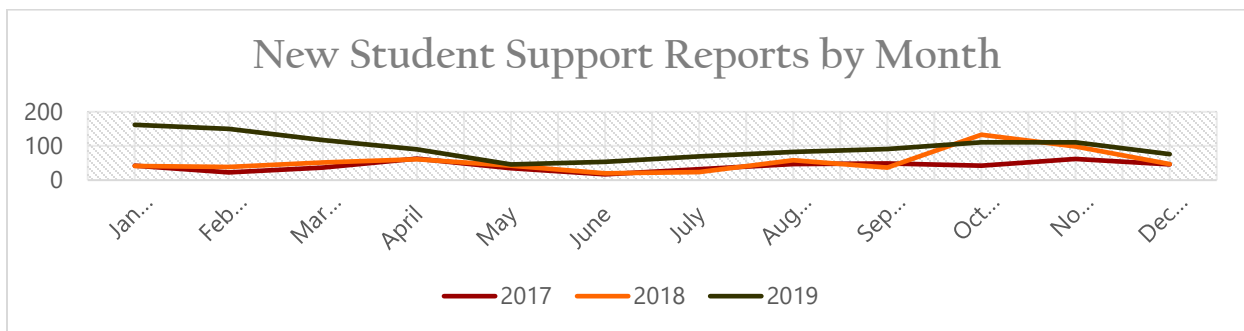
*IMPROVEMENTS IN REPORTER SATISFACTION*

One clear pattern that appeared in several responses was a dramatic increase in satisfaction from Spring to Summer which was mostly maintained through Fall semester.



This pattern was echoed in responses to the "Additional Comments" question. In addition to many positive responses, there were recurrent themes expressing a desire by some for more communication, more follow up, more information about the next steps that will be taken. These themes followed a similar pattern, appearing most frequently in the Spring semester.

This shift correlates with an increase in the number of full-time staff dedicated to Student Support as well as a stabilization in the number of new reports received after a dramatic increase beginning late Fall 2018 and carrying over into Spring 2019. Improved reporter satisfaction may be indicative that current staffing levels are better able to manage the current case load and provide important follow up with the reporter.

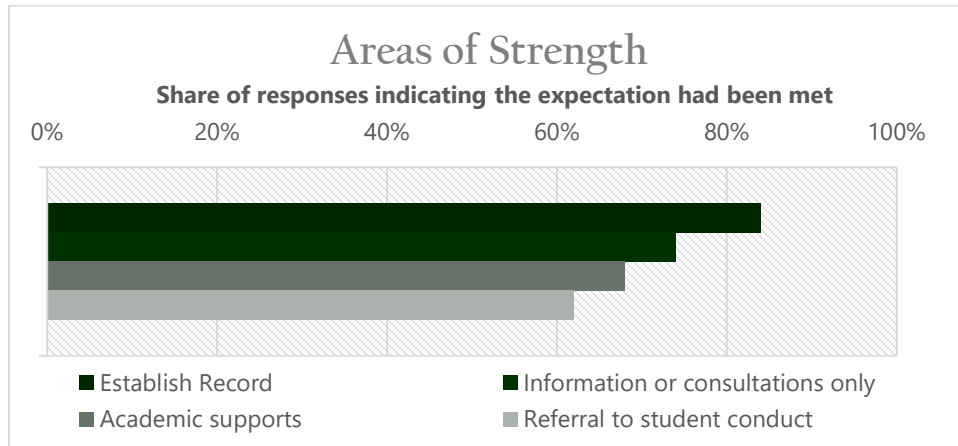




### AREAS OF CONSISTENT STRENGTH

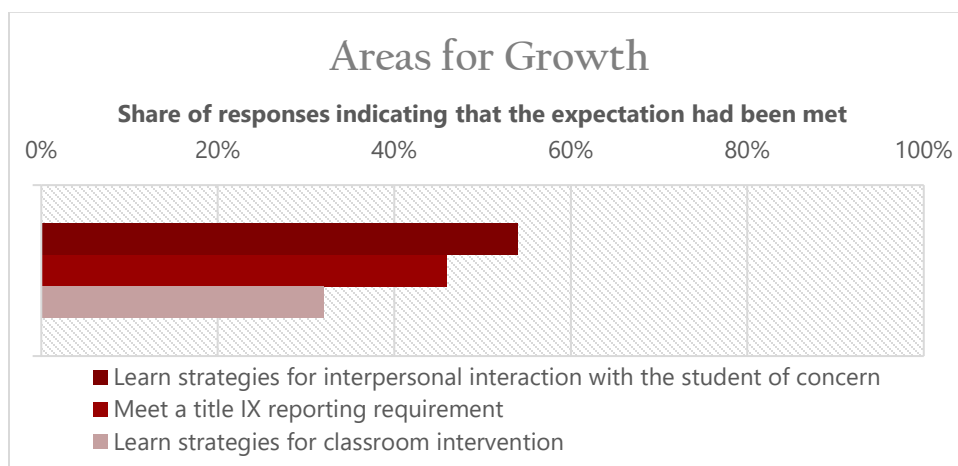
Another indication that the changes were specific to the follow up with reporters is what didn't change. Survey responses consistently indicated that most reporters felt that their concerns were understood by the Student Support staff (85%) and that they were likely to submit another report in the future (94%).

Additionally, the responses to questions regarding reporter expectations indicate that reporters' expectations are consistently met. There were particularly high rates of met expectations reported for establishing a record and for seeking information or consultation.



### AREAS FOR POTENTIAL GROWTH

There were expectations, however, that reporters indicated as met less consistently. Reporters who expected to either learn interpersonal strategies for interaction with the student of concern or who expected to learn classroom intervention strategies often did not feel those expectations were met. Similarly, those who were reaching out to meet a Title IX reporting requirement felt that expectation was met less than half the time.



These data shine a light on areas where we can work to improve reporter experience through managing expectations about the services we provide.

## UTILIZATION DATA

From the 885 cases opened this year, **534 students** were discussed in either a BIT meeting or a Student of Concern meeting

## 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:

- Behavioral Intervention for Teaching Assistants
- College of Engineering Teaching Assistant Training
- Intervening with Distressed Students
- Introduction to Behavioral Intervention & Student Support
- Overview of the Office of the Dean of Students & Title IX
- Overview of the Office of the Dean of Students, Behavioral Intervention Team, & Title IX
- Overview of the Office of the Dean of Students & Behavioral Intervention Team
- Panel for College of Nursing Safety Forum
- Review of Community Standards Courses
- Review of Office of the Dean of Students, Behavioral Intervention Team, & Campus Safety
- Review of Supplemental Questions Process

## GOALS AND OUTCOMES

**Goal:** *In 2019-2020, the ODOS plans to also begin utilizing the Training Management feature in Advocate to store data and notes regarding these types of trainings.*

We were able to record multiple trainings across several departments, including:

- Academic Advisors
- College of Engineering
- College of Fine Arts
- College of Health
- College of Mines & Earth Science
- College of Nursing
- College of Pharmacy
- College of Science
- College of Social & Behavioral Science
- College of Social Work

- David Eccles School of Business
- Deputy TIX Coordinator Meeting
- Office for Faculty
- Office of Admissions
- S. J. Quinney School of Law
- School of Cultural & Social Transformation
- School of Dentistry
- Student Affairs
- Other Academic Affairs
- Other On Campus

## UTILIZATION DATA

Based on our records, the ODOS gave **37 presentations** that were targeted to faculty and staff at the University of Utah. Despite canceling all in-person presentations during the COVID-19 pandemic, this number is higher than the previous year.

The number of estimated attendees was not gathered consistently in 2019-2020, but the information we have indicates that at least 1230 staff or faculty attended ODOS trainings.

## 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. The University of Utah is the first institution of higher education to extend this service to post-secondary students.

## GOALS AND OUTCOMES

**Goal:** *Continue to track ODOS engagement with SafeUT tips in our student conduct management system.*

From July 1, 2019, to June 30, 2020, the University of Utah had 1,029 chats and 37 tips from the SafeUT App. Only 9 CARE cases had either a report type of SafeUT or listed SafeUT as the "Reporter."

## COMMUNITY STANDARDS COURSES

In collaboration with the Center for Student Wellness, the ODOS offers online modules providing valuable information and tools to foster a healthy, safe, and inclusive campus. Prevention education, including but certainly not limited to online modules such as these, is essential to the persistence of students as it sets clear expectations about behaviors that can negatively affect both retention and graduation. Through these courses, students are educated about resources both on campus and in the community. Understanding these expectations and gaining knowledge about resources helps students to make healthy choices that facilitate their educational journeys and make the campus safer for everyone.

The company that we partner with to provide these trainings (Everfi) also developed a course to prepare students to return to campus during the novel coronavirus pandemic. We will make this course available to all students in August 2020.

#### GOALS AND OUTCOMES

**Goal:** *Implement a registration hold to enforce completion of Sexual Assault Prevention.*

With support from the Office of the Registrar and the University Information Technology, we were successful in developing and implementing a registration hold associated with the completion of the Sexual Assault Prevention course, which lifts automatically when a student completes the course.

This year, we focused only on newly admitted or readmitted, degree-seeking undergraduate, graduate, and professional students. Students meeting that criteria for Summer 2019, Fall 2019, and Spring 2020 received a hold and an assignment through Everfi.

As we expected, the registration holds dramatically increased the number of students who completed this training. Over **94% of Sexual Assault Prevention Trainings** assigned to students still active on June 30, 2020, were completed.

Unexpectedly, this also seemed to increase the number of students who completed our other non-mandatory courses. For example, Diversity, Equity, & Inclusion shot up from 20 students completing both parts in 2018-2019 to **1178 in 2019-2020**.

Next year, we will add a shorter refresher training that will go out to the students who completed the course in 2019-2020. We will enforce the completion of the refresher course with a registration hold. We will continue to send the refresher course out to students who have previously completed a Sexual Assault Prevention course through once a year until the student graduates.

**Goal:** *Expand course offerings to include Mental Well-being and Prescription Drug Abuse Awareness.*

**Mental Well-being** was assigned to newly admitted or readmitted, degree-seeking, first-year, transfer, graduate, and professional students in October 2019. We had a great response, with **4940** students completing the course. We shared information collected through the embedded assessments with the University Counseling Center and the Center for Student Wellness.

In the coming year, the University of Utah will be coordinating with Everfi to develop a best-practices presentation to share with the other Utah System of Higher Education schools, which are working to implement the course on their campuses.

**Prescription Drug Abuse Prevention** launched to all degree-seeking students who had been newly admitted or readmitted for Summer 2019, Fall 2019, or Spring 2020 on March 17. Course

invitations went out to students right after the campus pivoted to online delivery in response to COVID-19. Despite this disruption, **2817** students completed the optional course.

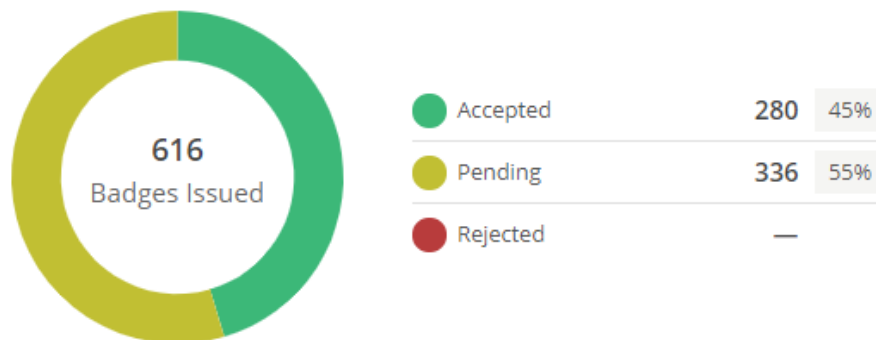
One of the data points we were able to gather through this course was 467 students were interested in being contacted about recovery resources on campus. For 2020-2021, we plan to reach out to these students and provide them with information about the Recover at the U program managed by the College of Social Work.

**Goal:** *Develop and award a Community Standards Competency digital badge.*

The Community Standards Competency Digital Badge has been a huge success. To complete the requirements for this micro-credential, students must complete both Part 1 and Part 2 of all five Community Standards Courses. We run reports weekly to identify students who have met the qualifications and then award badges.

We began awarding these badges in April. As of June 30, 2020, **616** students have met the requirements.

**Badges by Status**



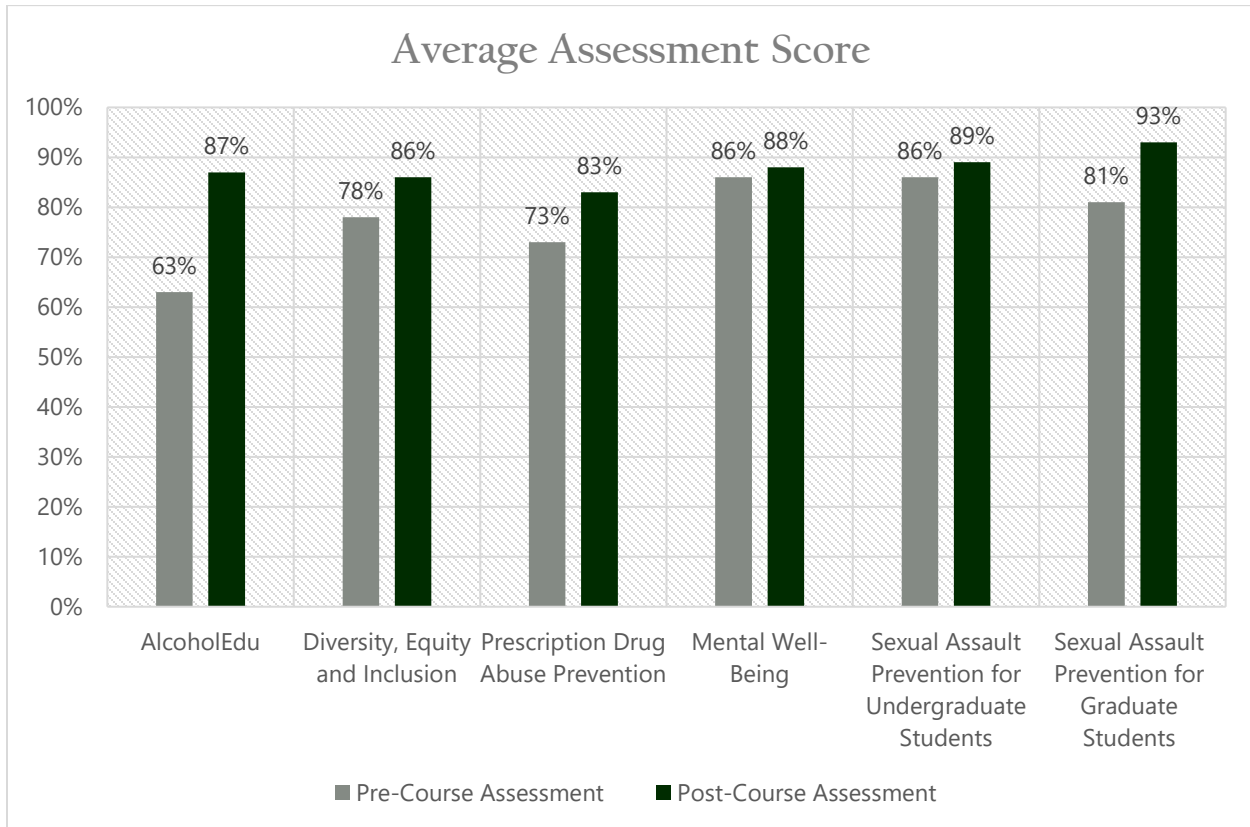
**UTILIZATION DATA**

The implementation of a registration hold for completion of the Sexual Assault Prevention course dramatically improved utilization across all courses.

Course	Part 1	Part 2
<b>AlcoholEdu</b>	5635	3380
<b>Diversity, Equity and Inclusion</b>	2018	1178
<b>Prescription Drug Abuse Prevention</b>	2817	1459
<b>Mental Well-Being</b>	4940	3433
<b>Sexual Assault Prevention for Undergraduate Students</b>	7334	3764
<b>Sexual Assault Prevention for Graduate Students</b>	2882	1796

## LEARNING OUTCOMES

Each course includes a pre-course assessment as well as a post course assessment to gauge improvement in student understanding of key concepts as a direct result of completing the course.



## 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. Everfi captured the data for these reports in March, so the reports do not reflect the full training year. Snapshots of these reports can be found in [Appendix C](#).

## ENGAGEMENT DATA

In each course, students can opt to be contacted by the university about ways to get involved on campus. The following table reflects students' expressed interest in being contacted.

In 2020-2021, we plan to provide this information to Student Leadership and Involvement, to assist in their planning efforts. We will also include email addresses, so relevant engagement information can be sent directly to those students who are interested.

The exception in this process is the students requesting information about Recovery Support. Those students will be contacted directly by the Assessment and Records Manager and given information about Recovery at the U. Their names and contact information will not be shared.

Activity	Students
<b>Engagement</b>	
Attending Events	1468
Connecting with other students who are interested in a social life that isn't focused around alcohol	313
Planning Events	813
<b>Activities</b>	
Board Games	1250
Bowling	1494
Community Service	973
Connecting with other students who are interested in a social life that isn't focused around alcohol	313
Dance Classes (hip-hop, break dancing, ballroom)	766
Fitness Classes (pilates, yoga, spinning)	1316
Improving the Campus Social Climate	431
Intramural Sports Tournaments	1101
Karaoke Night	670
Live Music	1391
Movie Nights	1711
Outdoor Adventures	1877
Pool Tournaments	693
Spiritual Activities	481
Student Talent Shows	477
Trips to Cultural Events (theater, music)	981
Trips to Galleries/Exhibits	926
Trips to Local Sporting Events	1098
Video Game Tournaments	1004
Nothing Specific - Just a cool place to hang out	1200
<b>Prevention Efforts on Campus</b>	
Diversity, Equity and Inclusion Opportunities	265
Mental Well Health Efforts on Campus	1022
Sexual Assault Prevention and Education on Campus	2319
<b>Support Services</b>	
Recovery Support (AlcoholEdu)	341
Recovery Support (Prescription Drug Abuse Prevention)	467

## COMPLIANCE WITH FEDERAL REGULATIONS

In recent years, government legislation regarding crime reporting, sexual assault, and other forms of violence on college campuses has been in the national spotlight. The University of Utah has made a significant commitment to stay up-to-date on expectations of how to prevent, address, educate, adjudicate, and report within the guidelines of government expectations. The ODOS collaborates with the Office of Equal Opportunity & Affirmative Action (OEO/AA), the Office of General Counsel (OGC), Housing & Residential Education, the Center for Student Wellness, and the Department of Public Safety to ensure the University complies with the various federal laws, mandates, and recommendations. Examples of Federal legislation include the Jeanne Clery Act, Title IX, and the Campus SaVE Act of Violence Against Women Act (VAWA).

The Office of the Dean of Students continues to partner with the Office of Equal Opportunity and Affirmative Action to fulfill institutional obligations surrounding federal legislation. Compliance with these regulations supports the retention and graduation of students by promoting a safe and equitable learning environment.

## TITLE IX

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

The Dean of Students is a Deputy Title IX Coordinator for the University. The Associate Dean of Students serves as an OEO/Title IX Liaison. 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 the University implements Title IX on campus.

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

After the Department of Education finalized the new Title IX regulations in May 2020, the ODOS began working with the OEO/AA and the OGC to implement the necessary changes to comply. The regulations go into effect on August 14, 2020.

## 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 Assessment & Records Manager and the Associate Dean of Students are active members of this committee, which meets monthly to ensure prompt response to trends and the most efficient use of staff time.

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



## DEVELOPING & UPHOLDING COMMUNITY STANDARDS & EXPECTATIONS

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

### ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC OBJECTIVES

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



## STUDENT CONDUCT PROCESS

Student Accountability manages the Student Behavior components of the Code of Student Rights and Responsibilities, [Policy 6-400](#), Section III of the University of Utah Regulations Library, including 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:** *To ensure due process while providing students with a thorough and transparent process.*

Overwhelmingly, students found responsible for policy violations choose to resolve their misconduct through our informal process. This continuing trend not only suggests that students respond well to our current process but highlights the skill of our student conduct hearing staff as they encourage accountability and reflection.

**Goal:** *To educate and provide students with learning outcomes when found responsible for policy violations that have a positive effect on student's knowledge, values and behavior*

Students are showing resiliency as they engage in our process during an adverse situation in their lives. We can see this through the low recidivism rate as indicating personal growth as they overcome adversity while engaging in the conduct process.

The majority of students who engage with the ODOS for behavioral misconduct issues move forward following that interaction without further incident. Between July 1, 2017, and June 30, 2020, a total of **952 identifiable students** were involved in the cases handled by the Student Accountability team, including "Information Only" reports where no charges are filed. Of those

952 students, **68 students were involved in 2 or more incidents**. Only **9 students were ultimately found responsible in more than 1 case** over the past 3 years. In some cases, students may have no further incidents because they have separated from the university through graduation, transfer, suspension, dismissal, 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.

**Goal:** *Create and maintain an educational environment that is conducive to the intellectual, cognitive, moral, spiritual, and psychological growth for all campus community members*

Students are expressing an understanding of social responsibility. Specifically, having an awareness that their behaviors impact others and their participation in the student conduct process shows their commitment to the University's community standards. We see evidence of this learning in the sanction process, including reflection assignments and restorative practices. The following are a few examples from those documents.

#### QUOTES FROM STUDENTS

"I sincerely believe that this experience will change the way I make decisions, treat others, and react to situations similar to this one in the future." (Reflection paper)

"The university of Utah is an amazing school with amazing students and staff and I want to be somebody who gives back to our college community not someone who takes advantage of it. I hope that my I can make better decisions in the near future that outweigh the effects of my poor decision making on January 17th." (Apology letter)

"My behavioral probation has been a big wake-up call for me, and I am very aware that if my behavior doesn't change, I don't deserve to be sitting with all of you. My goal from day one has been to study business and graduate with this amazing group of people, and I am disappointed in myself for letting my behavior get in the way of that goal. I am confident, however, that with the support and awareness that I now have, I can be successful in this program. I hope you will give me the opportunity to prove to you that I am capable of being a strong student." (Apology letter)

"I am glad I have the opportunity to learn from my mistakes. Since taking this course, I have been able to use my time more efficiently. I have been more aware of how I am spending the little money I have as a broke college student. I have spent more quality time with friends. Although this has been a somewhat stressful experience, in the end, it turned out to be a positive one for my friends and me." (Reflection paper)

"Personally, the incident itself and this class was the wake-up call I needed to change my behavior." (Reflection paper)

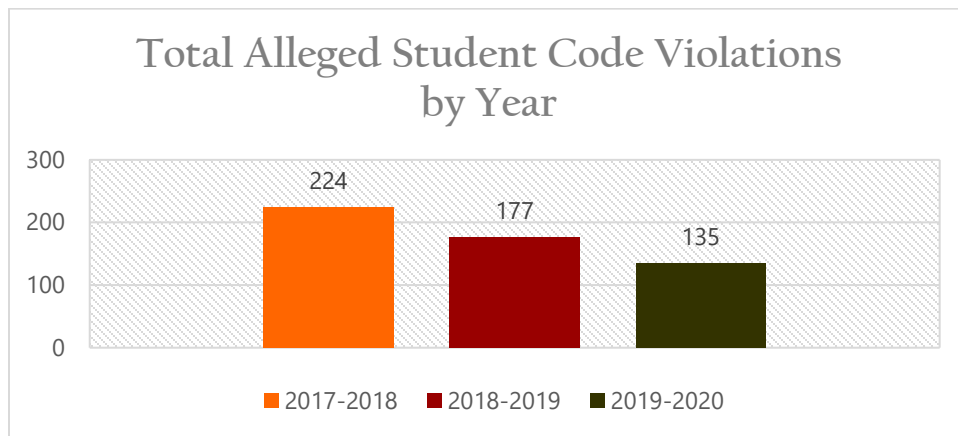
"Reflecting back on this situation I have learned that rules are there to help us not hinder us and if we do our part in following what is already laid out for us we can be better people, citizens and students as well." (Reflection paper)

“This class has and will continue to impact my future here at the University of Utah and well beyond. Since this incident, I have made a conscious effort to better utilize my precious and rare time here at college. I have begun to read more often to expand my mind. I have started to go on frequent hikes. I am making a deliberate effort to reach out to the friends I often take for granted. I started running with my roommate every other day. As you can see, this class has truly impacted me.” (Reflection paper)

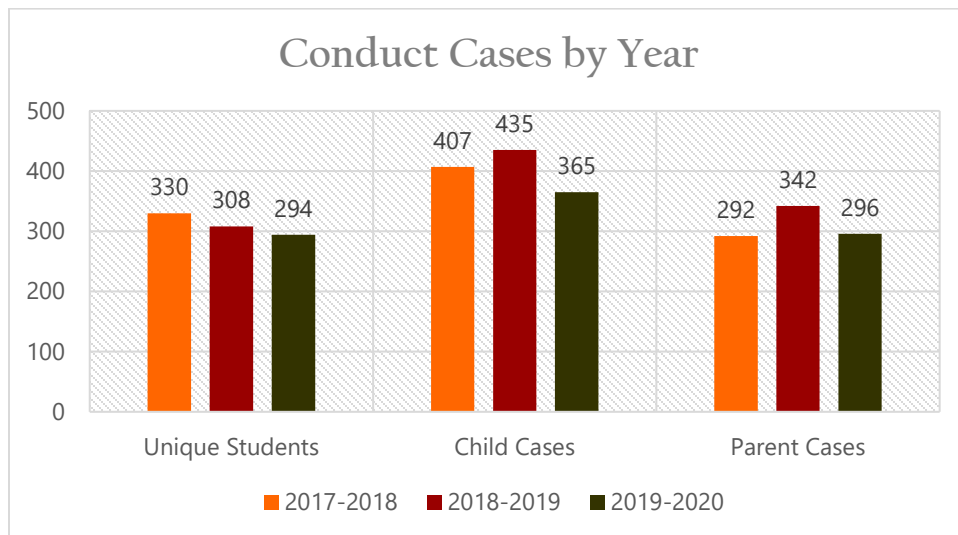
“I am sincerely sorry for my actions, and I am grateful for the opportunity to resolve my actions with the University.” (Reflection paper)

### UTILIZATION DATA

The total number of cases managed by Student Accountability was significantly affected by the novel coronavirus pandemic. The reduction in conduct concerns allowed Student Accountability staff to assist with the increasing number of Student Support cases.

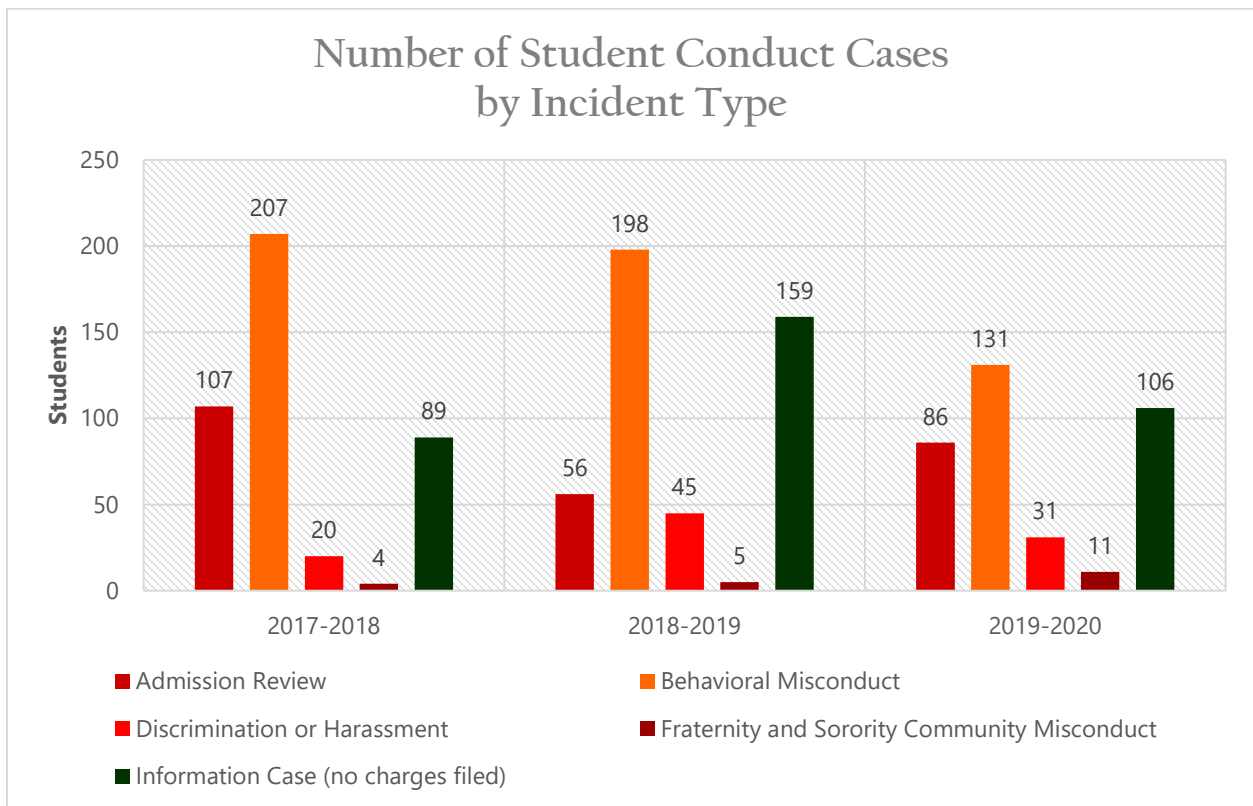


Incidents may involve several students. To manage this complexity, we create sub-cases for each student (child cases) within the larger case file for the incident (parent cases).



Even as new incidents continue to emerge, work on existing cases continues. In addition to the 296 cases created in 2019-2020, **16** parent cases created before July 1, 2019, were modified during 2019-2020. These changes indicate ODOS staff performed additional work for those cases. The specifics vary, but the work may involve making a record of completed sanctions or noting meetings, emails, or phone calls regarding the incident.

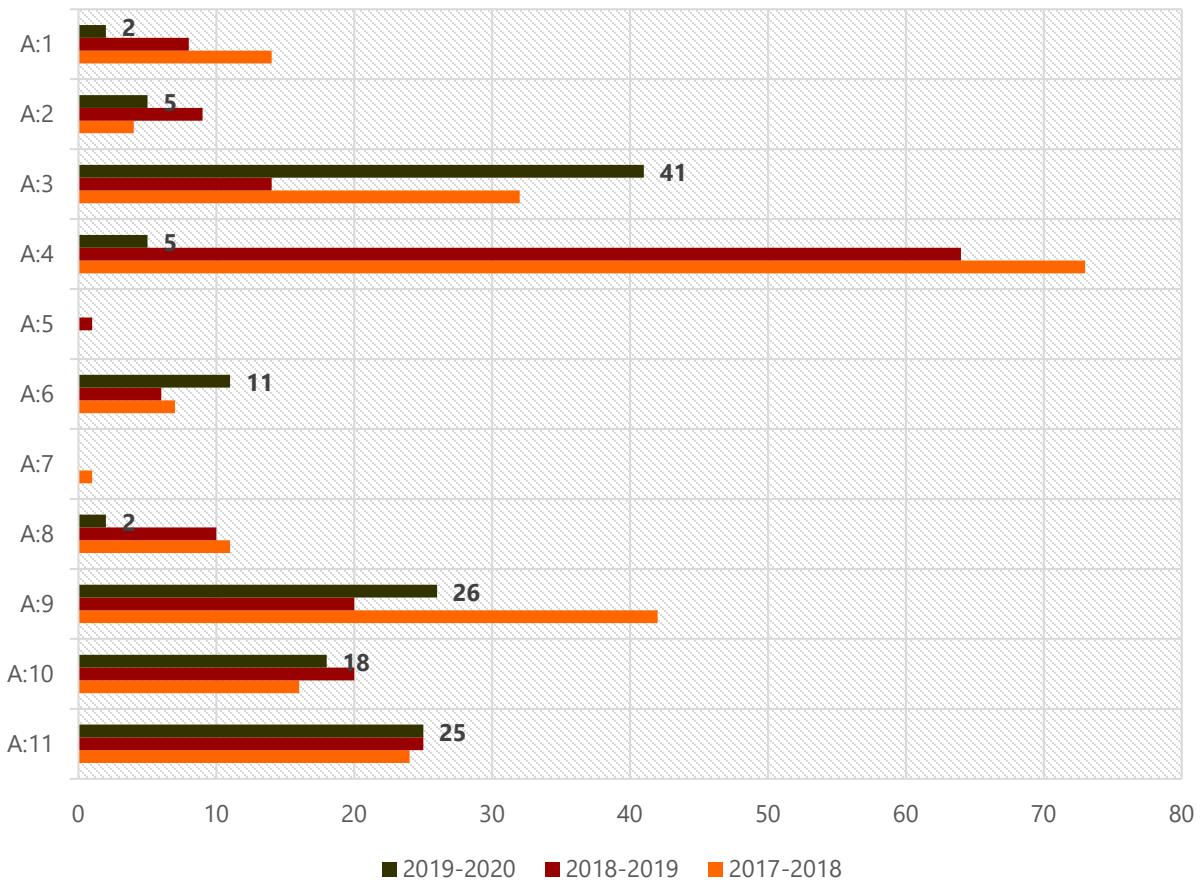
The number of Discrimination or Harassment cases, which are mostly No Contact Directives, remained relatively proportional to the previous year, as did the number of Behavioral Misconduct cases. Fraternity and Sorority Misconduct more than doubled, but still makes up a small portion of total conduct cases. Admission Review cases also increased substantially over the prior year.



\* A single incident may be categorized with 1 or more incident type

As there was an overall decrease in incidents, it is notable that there was a substantial increase in the number of alleged violations for physical or verbal assault.

## Conduct Cases by Alleged Student Code Violation Policy 6-400-Sec III



<b>A:1</b>	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
<b>A:2</b>	Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities
<b>A:3</b>	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
<b>A:4</b>	Attempted or actual theft, damage or misuse of University property or resources
<b>A:5</b>	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
<b>A:6</b>	Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises
<b>A:7</b>	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
<b>A:8</b>	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
<b>A:9</b>	Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations
<b>A:10</b>	Violation of published University policies, rules or regulations
<b>A:11</b>	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

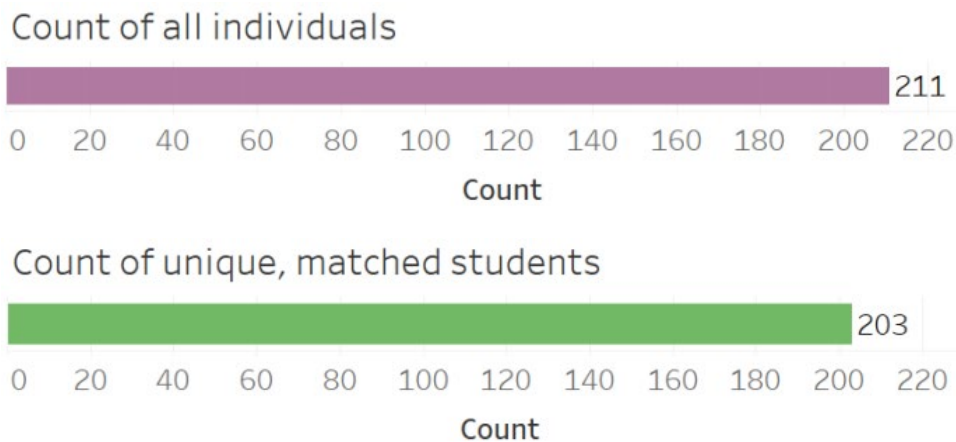
*STUDENT DEMOGRAPHICS AND CHARACTERISTICS*

The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment, Evaluation, & Research. To compare this data to the University of Utah student body, see [Appendix B](#).

Data in this section does not include students who engaged in Admission Reviews, as AER is not able to report data for individuals who are not current students. Demographics for those cases are included in a separate section.

*ODOS ACCOUNTABILITY 2019-2020 – STUDENT CHARACTERISTICS  
Report for the Office of the Dean of Students - Authored by AER*

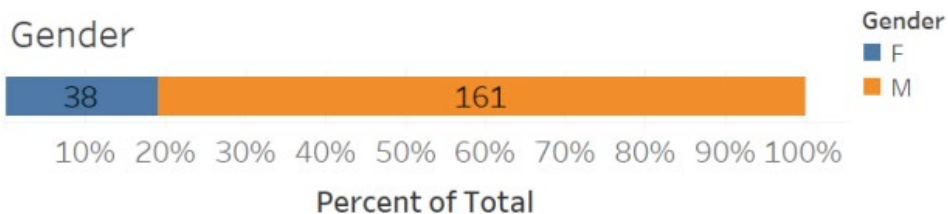
The following two charts show the number of students who were engaged in the Accountability process through the Office of the Dean of Students during the 2019-2020 year. Information is based on the most recent semester in which they were eligible to enroll. The first chart shows the overall count, and the second chart shows how many unique students matched with the student data file. Differences between these two charts are likely due to students who went through the Accountability process but were not eligible to enroll at any point during the 2019-2020 year.



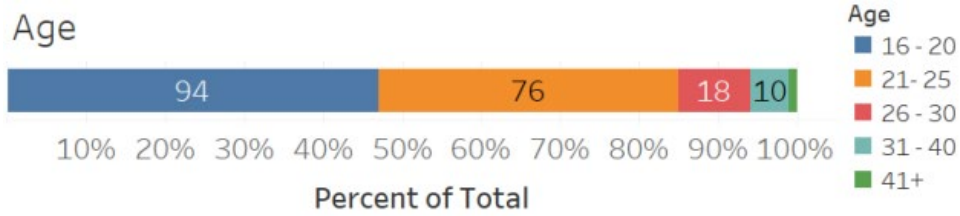
*STUDENT DEMOGRAPHICS AND CHARACTERISTICS*

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

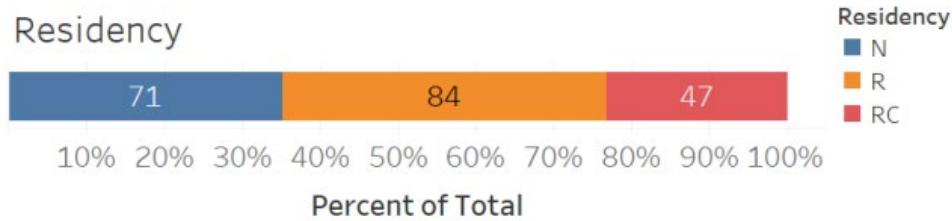
Among students who engage with Student Accountability, male students are significantly overrepresented. This trend is consistent with previous years.



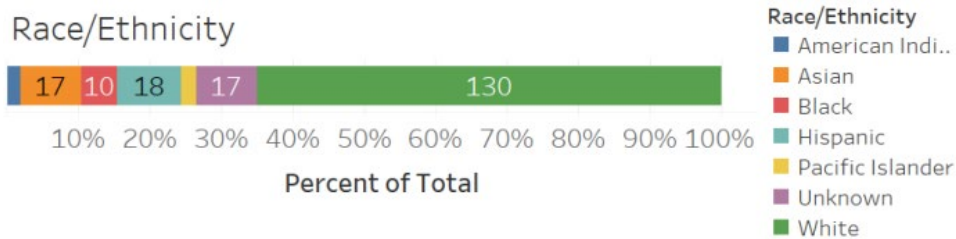
Similarly, the trend of younger students being overrepresented continues.



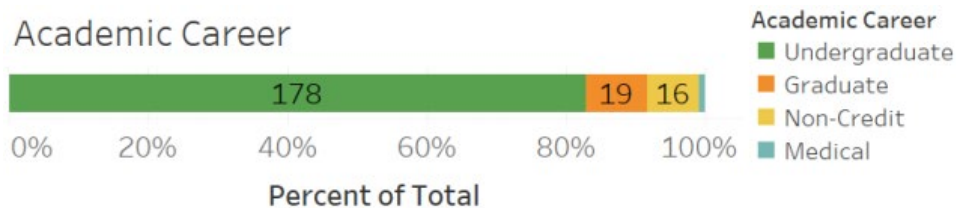
Students classified as Non-residents for tuition purposes are slightly overrepresented in Student Accountability data.



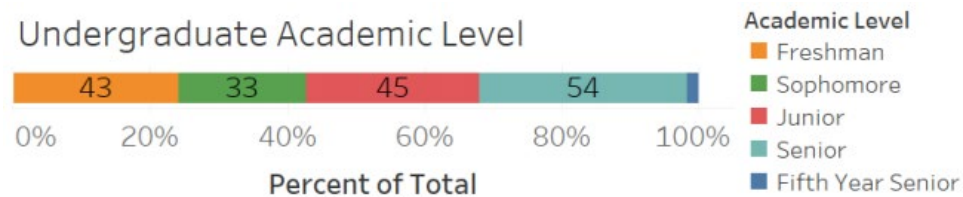
The distribution of students who engaged with Student Accountability across race/ethnicity categories roughly reflects the distribution across student body at the University of Utah.



Consistent with data from previous years and with trends related to age, Undergraduate students are overrepresented among students who engaged with Student Accountability.



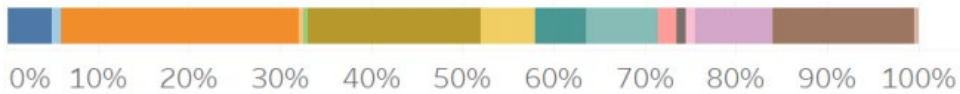
That trend is again echoed in undergraduate level, with Freshman being somewhat overrepresented.





The breakdown of students by college is very similar to that for the student body overall. Some colleges may have slightly more students than we would have expected, but not significantly.

### College



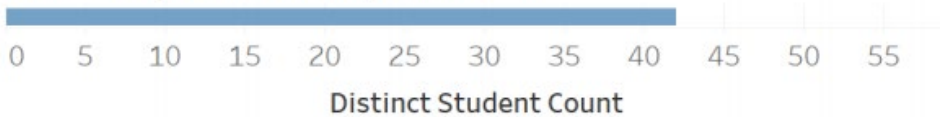
### College



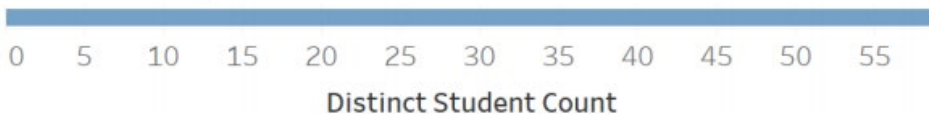
### ADDITIONAL STUDENT CHARACTERISTICS

Numbers are relatively small, but do indicate that we see overrepresentation from Fraternity & Sorority Life members, students living in Housing and Residential Education, International Students, and Student Athletes.

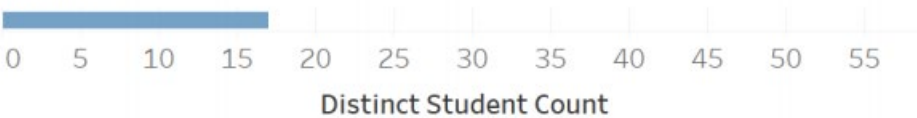
#### Fraternity and Sorority Members



#### HRE Housing

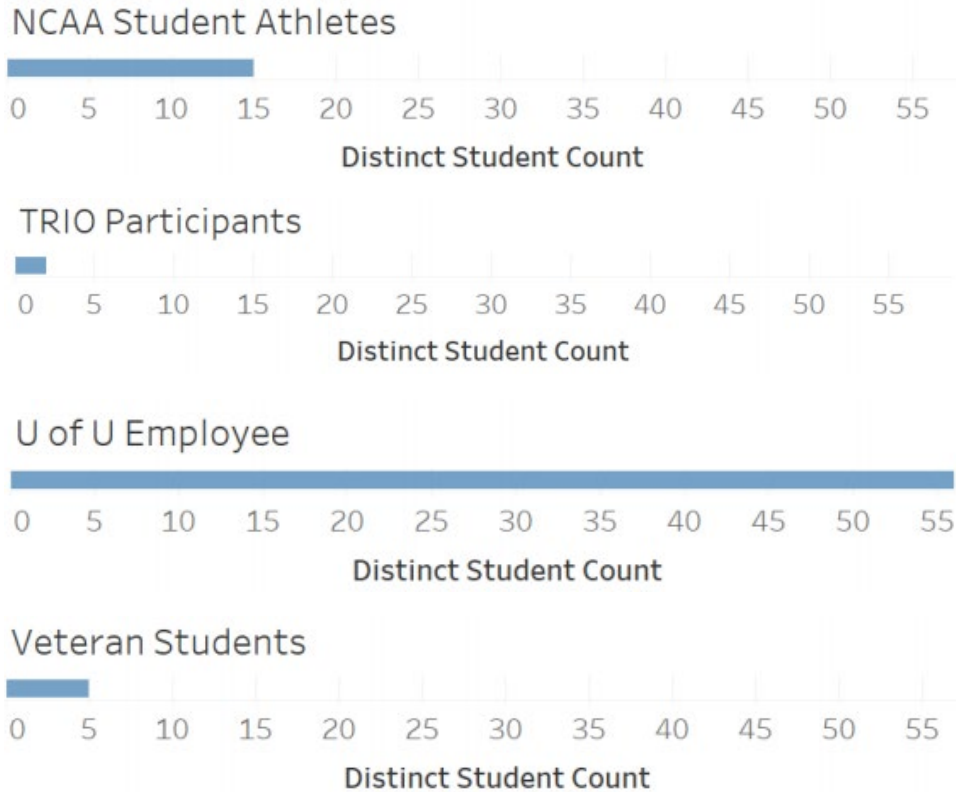


#### Honors



#### International Students





## ADMISSION REVIEW

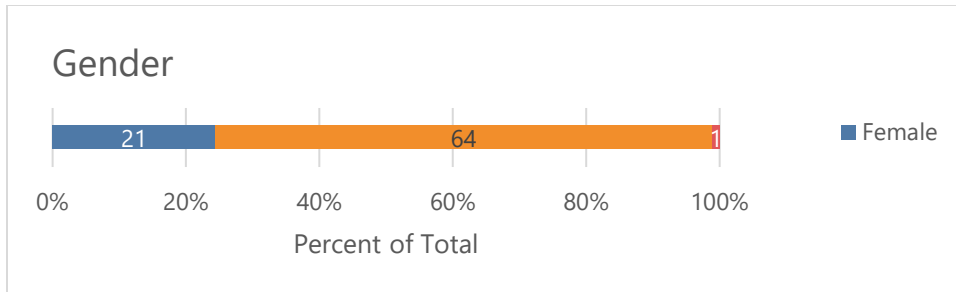
**Goal:** Take a longitudinal look at our Admission Review process. Specifically, we hope to identify the students who enroll at the University and send this group of students an email at the end of each semester or year. The purpose of this outreach would be to gather qualitative data on the review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

In January 2020, we identified 33 students who had been through the process and were still enrolled. Given the small number, we were concerned that we might not get enough completed surveys to provide helpful information. We plan to move forward with post-meeting surveys for students who engage with our office. We will include Admission Review meetings in this plan.

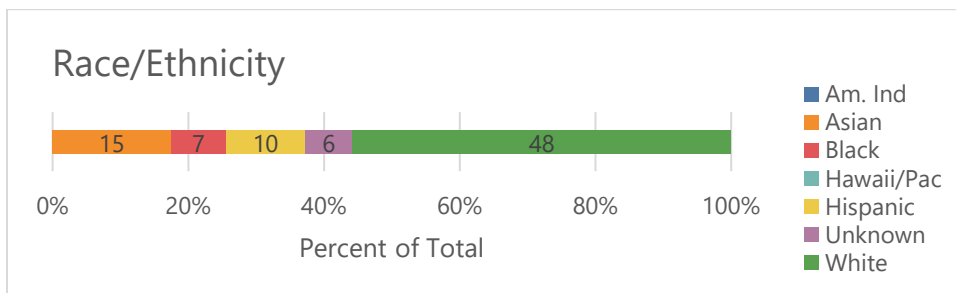
**Goal:** Connect Admission Review incidents to student records for students who enroll to make it possible to track and report on subsequent recidivism.

We have developed a process to create a student file in Advocate when an Admission Review incident is submitted, with very minimal information. When a student enrolls, Advocate imports additional information to this record.

This information has allowed us to better track student demographics, such as gender and ethnicity. For example, male students make up a much larger portion of students who engage in the Admission Review process than would be predicted by the percentage of male students among the student body at the UofU. That pattern echoes what we see in our Behavioral Misconduct data.



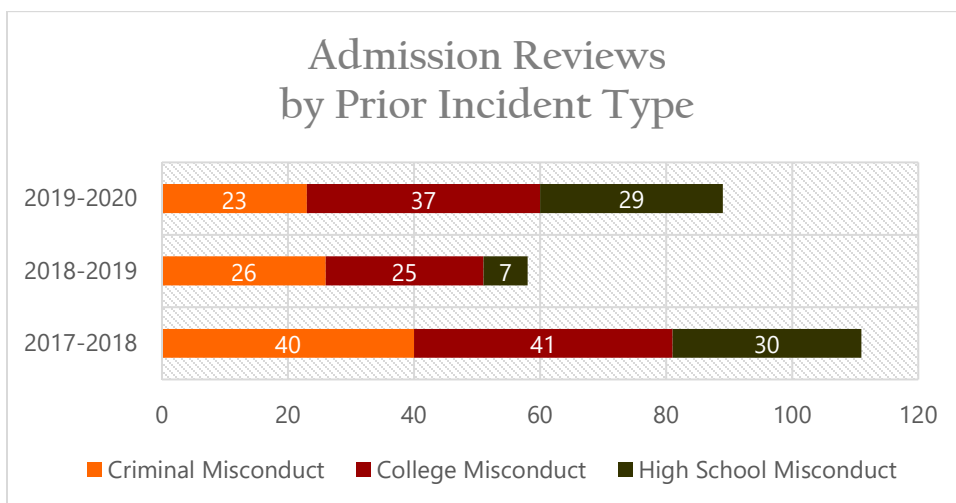
On the other hand, we do see a difference in patterns regarding race/ethnicity. Although the distribution of race/ethnicity for Behavioral Misconduct issues roughly matches the student body of the UofU, for Admission Reviews we see a smaller percentage of white students than expected.



Tracking this information has also made it easier to see which students later enroll and track recidivism. To date, only **2 students** who have completed the Admission Review process have had subsequent behavioral concerns.

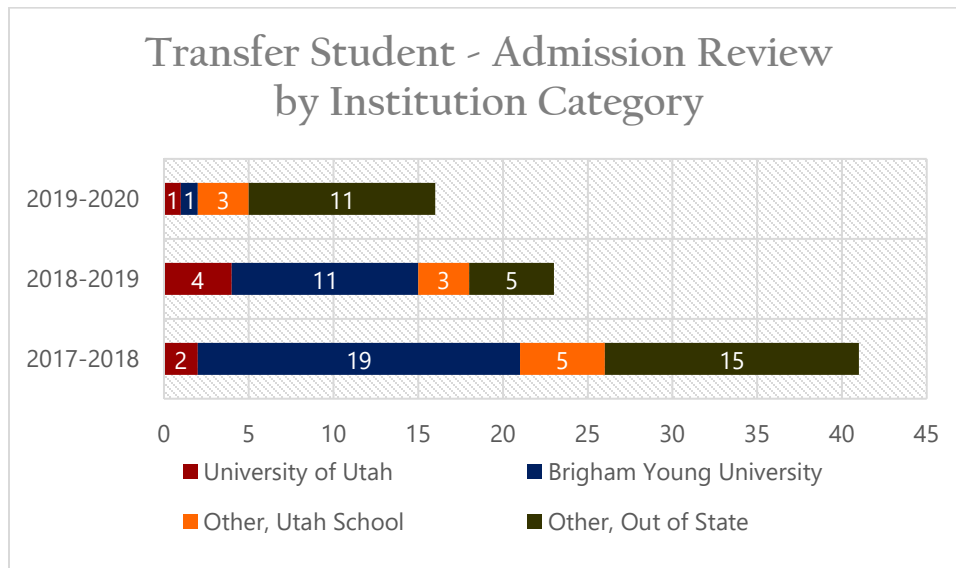
#### UTILIZATION DATA

In the third year of this process, admission review cases have settled somewhere between year one and year two.



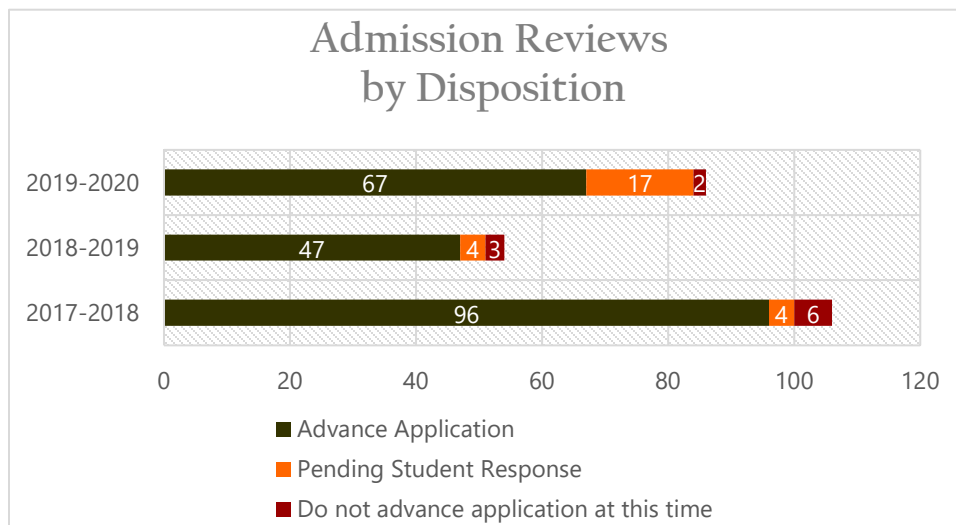
Despite making up a majority of Admission Reviews in previous years, the number of cases from students who had previously attended BYU dropped dramatically in 2019-2020. This drop may

reflect differences in how the Office of Admissions is handling reports of Honor Code violations from BYU for behavior that would not constitute a Student Code violation at the University of Utah.



In 2019-2020 **56%** of cases referred to ODOS closed within **one week**. Most referrals result in a recommendation that the applicant should be allowed to move forward in the admission process. The number of applicants who did not respond to outreach increased this year. The applications of those who do not respond will remain on hold.

In a few cases, based on the timing or severity of the incident, our staff does not recommend advancing the application.



As of September 2020, **31** of the 67 students recommended to advance later had their records updated in Advocate, indicating that they had enrolled.

## PRESENTATIONS FOR STUDENTS AT ORIENTATION

The Office of the Dean of Students collaborates with the Center for Student Wellness to contribute to New Student Orientation by conducting a 30-minute presentation entitled “Joining the CommUnity.” This presentation includes many important topics such as 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.

In 2019-2020, the ODOS worked with the Office of Orientation and Transition to record a version of this presentation that would be made available for an online pre-orientation module. This enhancement proved to be vitally important when the Office of Orientation and Transition canceled all in-person orientation sessions for summer due to the novel coronavirus pandemic.

### UTILIZATION DATA

Before the shift to all virtual New Student Orientation, the ODOS continued to co-present the “Joining the CommUnity” presentation. After the shift, students viewed the recorded session via a Canvas course.

	<b>In-person</b>	<b>Virtual</b>
<b>First-Year</b>	129	4356
<b>Transfer</b>	558	1665
<b>UOnline</b>		99
<b>Total</b>	<b>687</b>	<b>6120</b>

## PRESENTATIONS FOR STUDENT GROUPS/CLASSES

Additionally, in 2019-2020 the ODOS gave presentations on a variety of topics for many different student groups. Titles included:

- Behavioral Intervention for Teaching Assistants
- College of Engineering Teaching Assistant Training
- College Preparation
- Center for Student Wellness Ambassador Training
- Intervening with Distressed Students
- Introduction to Behavioral Intervention & Student Support
- Leadership
- Office of Equal Opportunity/Affirmative Action & Student Rights & Responsibilities
- Overview of Office of the Dean of Students & Behavioral Intervention Team, and Title IX
- Overview of Office of the Dean of Students & Behavioral Intervention Team
- Overview of the Office of the Dean of Students
- Responding to unrest

- Student Leader Training
- Student-Athlete Advocate Introduction

While the presentations are tailored somewhat to the audience and their specific needs, most 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 **25 presentations** were conducted, reaching an **estimated 1640 students**.

#### 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 2019-2020, the Executive Assistant facilitated **320 conduct background checks**.

#### UTILIZATION DATA

<b>Requestor</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Federal Investigators	72	51	57
Dean’s Certifications (Schools, Boards, Bar Association)	138	116	139
Other On-Campus (Registrar, ASUU, etc.)**	62	227	124
<b>Total</b>	<b>272</b>	<b>394</b>	<b>320</b>

#### SUPPORT TO HOUSING & RESIDENTIAL EDUCATION

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

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

#### UTILIZATION DATA

<b>Hold Type</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
HRE Holds	60	138	63
3rd Millennium Certificates	76	120	99

## 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, the ODOS may support students through navigating complex University policies, explaining their rights and responsibilities, connecting them with campus and community resources, or other interventions.

### ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC OBJECTIVES

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



## STUDENT-ATHLETE ADVOCACY

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

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

With campus closed and athletics canceled in response to the novel coronavirus pandemic, there was a noticeable drop in Student-Athlete Advocacy cases after February. The Student-Athlete Advocate was able to assist the Student Support Team with several cases.

### GOALS AND OUTCOMES

**Goal:** *Develop a Student Conflict Resolution Center within the Office of the Dean of Students*

One of the critical skills listed in the Student-Athlete Advocate position summary is Conflict Resolution Skills. This section describes that:

An essential element of the Advocate's role is that of facilitating the resolution of conflict between parties. It is important that the Advocate have a thorough understanding of what leads to conflict, the nature of conflict, and methods for resolution. The skills used to assist inquirers or complainants manage their conflicts include: supporting student-athletes in learning how to deal with the matter directly if they wish to do this, serving as a communication conduit between parties, bringing them together through an informal mediation process, approaching the conflict generically (especially when a student-athlete is afraid of retaliation), and influencing systems change which could obviate the individual problem. The Advocate must also have the ability to support student-athletes in determining which method would be appropriate for their specific situation and facilitating students' understanding of resulting resolutions.

During 2019-2020, the Student-Athlete Advocate (SAA) made considerable efforts to build upon her conflict resolution skills. While earning a Master of Legal Studies, she participated in a course focusing on Conflict and Legal Crisis Management in which covered a wide array of approaches to handling conflict, as well as conflict prevention and management strategies.



Although the SAA was on family leave from August-November 2019, she had the opportunity to apply these skills as she supported student-athletes experiencing conflict.

While working remotely since March 2020, the SAA has been working to develop a Student Conflict Resolution Center within the Office of the Dean of Students. While the core functions of the ODOS center around student conduct, behavioral intervention, and student-athlete advocacy, the department frequently addresses policy questions and mediates resolutions to interpersonal conflict. Increasingly, students find it difficult to communicate face-to-face and resolve conflicts without assistance. Generational research and data gathered annually by the ODOS support this narrative. Specifically, the amount of "information only" (conflict-involved, but no policy violations) reports have increased 467% since 2016-17, with the total number of these reports more than doubling each year since 2016-17.

Using a student-driven approach to engage in productive dialogue to navigate conflict, a student conflict resolution center would provide one-on-one coaching, informal mediation services, and small group facilitation. To this end, the SCRC would employ several student-employees on a part-time basis that would be supervised by an existing full-time staff member who is a trained mediator.

The development of conflict resolution skills are not only necessary to support student-athletes, but would positively impact the campus community as a whole. The goal of creating an SCRC is to teach students tools to steer conflict situations in constructive directions and empower them to solve problems for themselves. The SAA plans to pursue additional mediation and conflict resolution training during 2020-21.

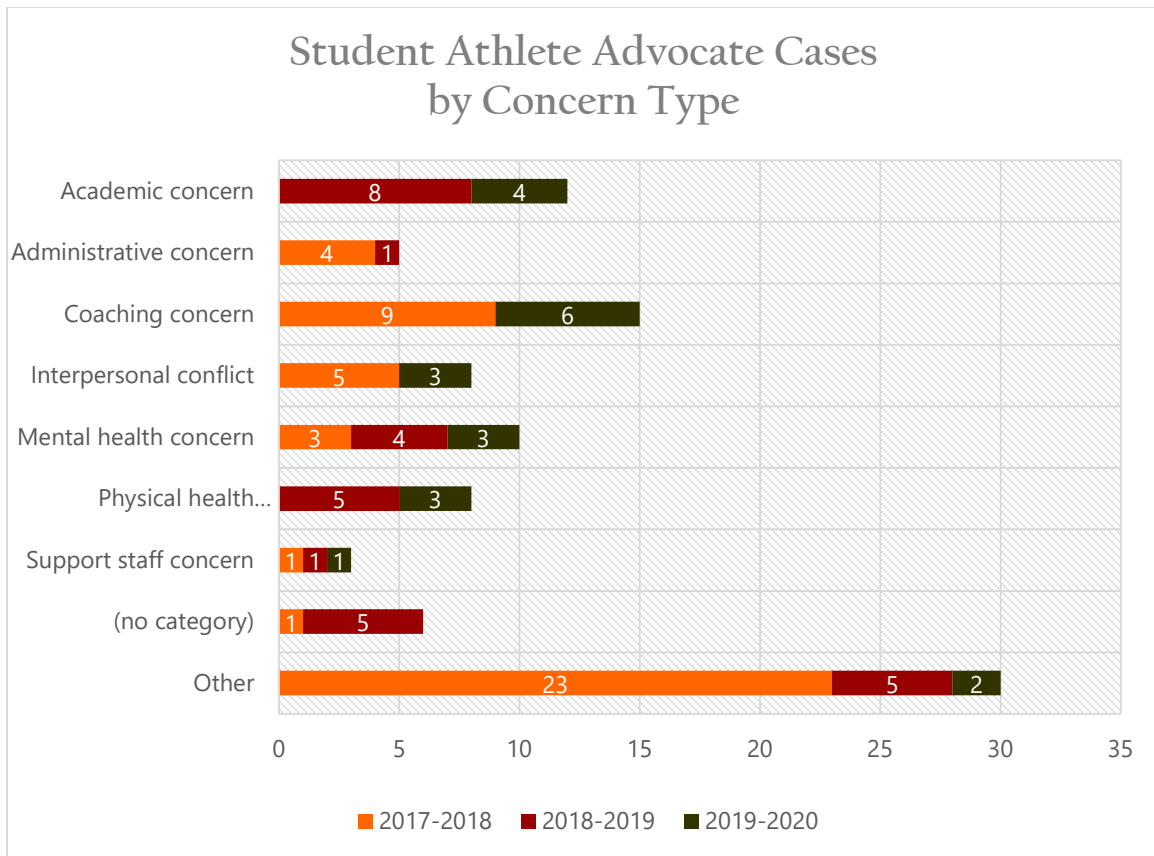
**Goal:** *Travel with Women's Tennis and Men's Lacrosse teams.*

Due to travel restrictions for COVID-19, plans to travel with teams have been postponed indefinitely. Team travel goals will be revisited when it is safe to do so.

#### UTILIZATION

Over the last 3 years, the most common concern types have been:

- Coaching Concern
- Academic Concern
- Mental Health Concern

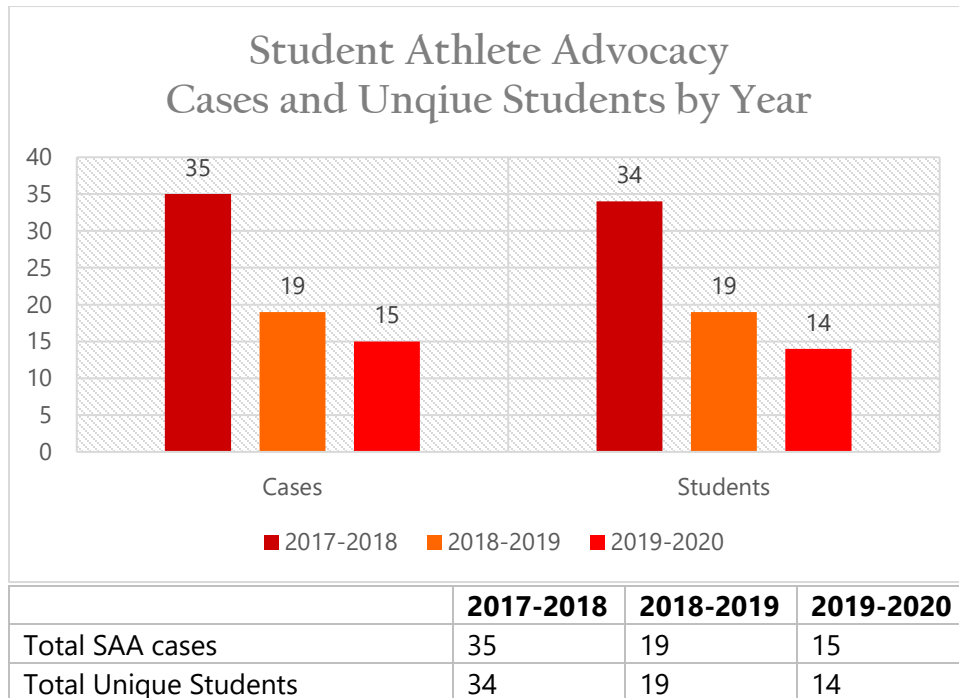


#### QUOTE FROM ATHLETICS

- Leila has always been of great help to our student-athletes. Her role as a neutral and external resource helps to provide student-athletes with an additional layer of needed support. In a specific situation this year, Leila was instrumental to our department in gauging the student-athlete experience of one team in particular after concerns were brought forward by a parent of a student-athlete. Because the Student-Athlete Advocate position is a neutral resource that reports outside of the Athletics Department, Leila's assistance provides an immediate level of credibility and trust. In this situation, Leila was able to instantly gain the trust of all student-athletes involved, so they could be open and honest about their experiences. This assistance was crucial in that it provided an unbiased lens to evaluate the concern and identify both the source of the conflict and how to effectively address it. Leila did the work to provide a climate assessment around the team and the concerns that were brought forward and then facilitated an informal mediation process to help both the coach and the student-athlete see the situation from each other's perspective. Not only did it result in a plan for both parties moving forward, but it also equipped the student-athlete with some life skills to help them navigate their own future personal and athletically-related conflicts. Without Leila in this specific situation, I do not believe all sides would have respected the decision in the same way. – Liz Prince, Associate Athletic Director for Sport Administration & Student-Athlete Well-Being

## UTILIZATION DATA

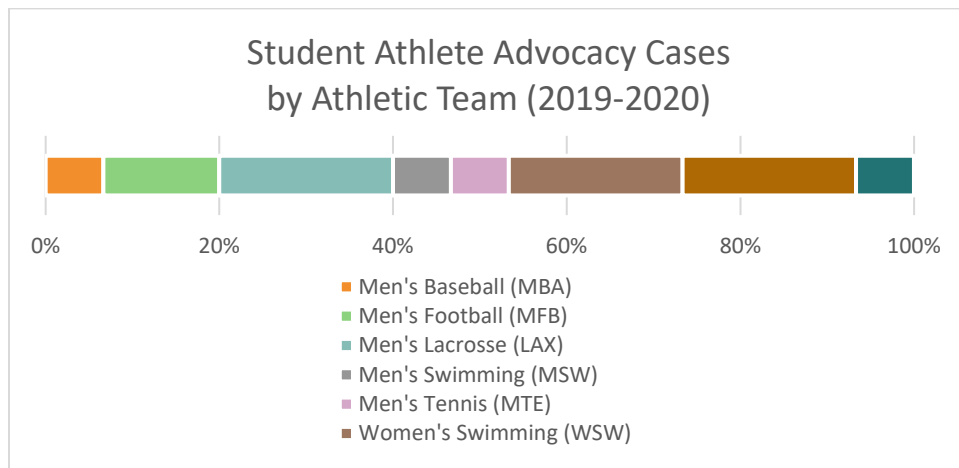
The chart below represents cases where a Student Athlete Advocacy case has been created in the case management system.



In addition to the new cases that were created in 2019-2020, 2 cases from previous years were modified in 2019-2020.

## STUDENT CHARACTERISTICS

Because of the relatively small number of students, Student Affairs Assessment, Evaluation, & Research was not able to produce a utilization report. However, we still track students by Athletic Team.



## PUBLIC RELATIONS & COMMUNICATION

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

### ALIGNMENT WITH STUDENT AFFAIRS STRATEGIC OBJECTIVES

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

### PARTICIPATION ON COMMITTEES

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

### COMMUNITY ENGAGEMENT

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

### SUPPORT FOR STUDENT DEATHS

When informed that a student has passed away, the ODOS 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. Due to the novel coronavirus pandemic, we were not able to hold a memorial service in April 2020, but 15 students would have been recognized.

### UTILIZATION DATA

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

	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Student Deaths	24	16	15

## OFFICE OF THE DEAN OF STUDENTS WEBSITE

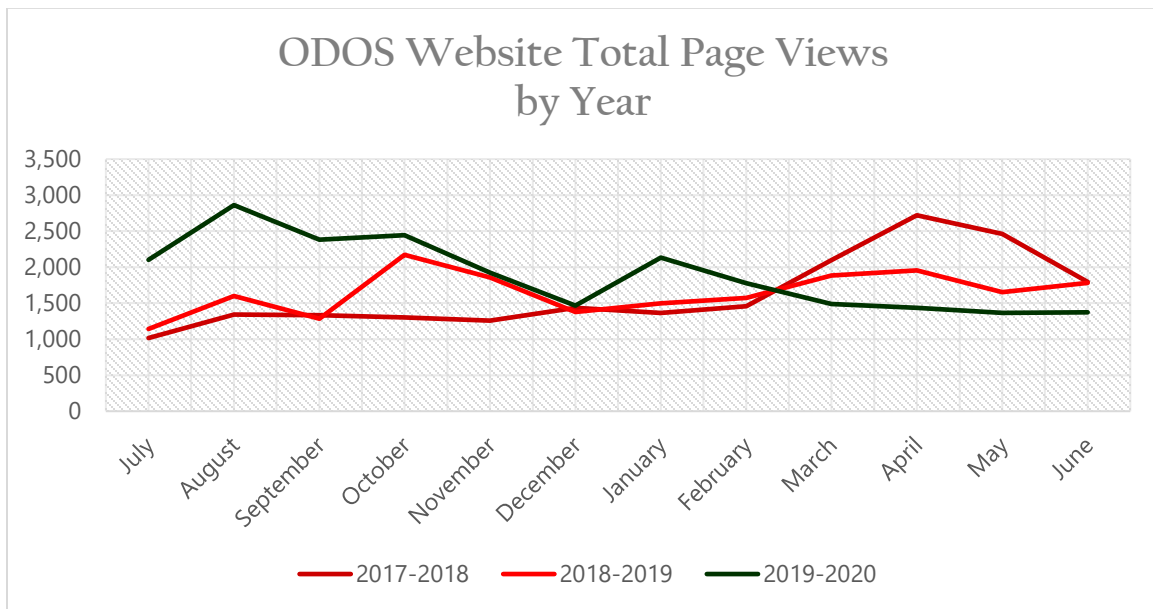
The Office of the Dean of Students maintains a website as a hub of information to help direct students and the wider campus community to appropriate resources. The website supports students by providing critical information at key moments as they navigate obstacles to their education.

This year, as we rebranded the office under the Student Support & Accountability banner we also updated and reorganized the website. We also made some minor adjustments to direct students to important coronavirus information and resources, including creating a form for students to request temporary attendance adjustments for COVID related reasons.

In the coming year, we will move the website to a new template, which will provide another opportunity to rethink and redesign the website.

### 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 drop in web traffic that aligns with the COVID-19 pandemic and a reduction in our Student Accountability incidents.



## STAFF EXCELLENCE

The Office of the Dean of Students operates an efficient and effective office by training and supporting staff to utilize best practices in the field and to contribute to knowledge creation within the field. The office also seeks to support staff excellence across campus by educating the campus community about resources, student conduct policy and behavior, and federal mandates as well as providing tools and resources for students and staff to help them to make healthy decisions.

### ALIGNMENT WITH THE STUDENT AFFAIRS STRATEGIC OBJECTIVES

- Staff Excellence

### STAFF MANAGEMENT

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

### AWARDS AND RECOGNITIONS

STAFF	AWARDS AND RECOGNITIONS
Ames, Leila	Master of Legal Studies, S.J. Quinney College of Law, University of Utah, August 2019
Hills, Whitney	Finalist, University of Utah Academic Advising Committee Outstanding Advisor Award - New Advisor (2019-2020) M.Ed. Educational Leadership and Policy, Emphasis in Student Affairs University of Utah, Spring 2020

### COMMITTEES AND MEMBERSHIPS

STAFF	COMMITTEE
Ramirez, Jason	U of U – President’s Leadership Council U of U – Emergency Management Situation Triage and Assessment Team (STAT) U of U – U Thriving Steering Committee U of U – Racist and Bias Incident Response Team (Co-Chair) U of U – Athletic Advisory Committee U of U – Pedestrian Safety Working Group U of U – Innovation and Economic Prosperity Committee U of U – Student Commission U of U – Clery ASR Committee Academics – Leadership Minors Steering Committee Academics – Council of Academic Deans SA – Student Affairs Leadership Team SA – University Union Board SA – Student Affairs Social Connection Committee (Co-Chair)

	<p>SA – Behavioral Intervention Team</p> <p>SA – Campus Events Advisory Committee</p>
Burton, Brian	<p>SA - Student Support Case Manager Search Committee, Chair</p> <p>SA - Associate Director for Student Support Search Committee, Chair</p> <p>SA - Campus Events Board Advisory Committee, Member</p> <p>Committee on Student Affairs, Member</p> <p>U of U - Center for Violence Prevention, Founding Advisory Board</p> <p>U of U - Department of Public Safety Advisory Committee, Member</p> <p>U of U - Chief of Police Search Committee, Member</p> <p>U of U - Department of Public Safety Crisis Support Specialist Search Committee, Member</p> <p>U of U - Department of Public Safety Sgt. Interviews, Committee Member</p> <p>U of U - Presidential Safe U Month campaign, Planning Team Member</p> <p>U of U - Surveillance System Administrators Committee, Student Affairs Representative</p> <p>U of U - Interpersonal Violence Prevention and Education Collective, Member</p> <p>U of U - Graduate Student Mental Health Working Group, Member</p> <p>U of U - Campus Safety Taskforce, Policy &amp; Best Practice Subcommittee, Chair</p> <p>U of U - Behavioral Intervention Team, Member and Chair</p> <p>U of U - Clery Campus Safety Committee, Member</p> <p>U of U - Student Behavior Committee, Ex-Officio Member</p> <p>U.S. Department of Justice, OVW Campus Program Project, Student Affairs Representative</p> <p>ASCA Fraternity and Sorority Life Community of Practice, Member</p> <p>ASCA LGBTQIA+ Community of Practice, Member</p>
Warr, Richelle	<p>U of U - Campus Safety Reporting Committee – Clery</p>
Hola, Tevita	<p>SA - Student Affairs Diversity Council (04/2019-Present)</p> <p>U of U - Student Affairs Appellate Committee (02/2020-Present)</p> <p>NaBITA -(4/2019-Present)</p> <p>HECMA -(4/2019-Present)</p>
Hills, Whitney	<p>U of U - Behavioral Intervention Team</p> <p>U of U - Interpersonal Violence Prevention and Education Collective, Curricular Initiatives (Spring 2020 - )</p>
Clarcken, Kim	<p>SA - Co-Chair of Hourly Staff Retreat</p> <p>SA - Co-Chair Student Support Staff Committee</p> <p>SA - Interim administrative support for SADC from September through February</p> <p>U of U _ Wellness Ambassador Committee</p>

## PRESENTATIONS AND PUBLICATIONS

**Hills, Whitney** & Magana, Sydney (2019). Higher education and incarceration: Redefining Utah's student population. 2019 NASPA Region V Conference, Ogden, UT.

## FACULTY APPOINTMENTS

<b>STAFF</b>	<b>Position</b>	<b>Academic Department</b>
Tongaonevai, Ulysses	Associate Instructor	Ethnic Studies/School of Cultural & Social Transformation

## PROFESSIONALISM

<b>STAFF</b>	<b>CONFERENCES ATTENDED</b>
Ramirez, Jason	NASPA Institute for New Associate Vice Presidents
Burton, Brian	Legal Issues in Higher Education Annual Conference Office on Violence Against Women Technical Training: Student Conduct Track
Tongaonevai, Ulysses	ASCA Gehring Academy Utah Domestic & Sexual Violence Awareness
Ames, Leila	Pac-12 Mental Health Summit (January 2020)
Hills, Whitney	2019 NASPA Region V Utah Conference, Ogden, UT 2019 NASPA Western Regional Conference, Portland, OR

<b>STAFF</b>	<b>OTHER TRAINING</b>
Ramirez, Jason	NASPA ATIXA/TIX 20 hour certificate for Decision Makers and Student Conduct Administrators
Burton, Brian	Clery Center - Clery Act: Trending Now UDVC - Advanced Domestic Violence and LAP Training ADL's Confronting Hate and Bigotry as a University community NACUA - Campus Free Speech: Uncertainty & Legal Implications UDVC - Domestic Violence and Lethality Assessment Protocol Mental Health First Aid P.O.S.T. Behavioral Threat Assessment Ending Discrimination on Campus: The Stanford Settlement and the Future of College Mental Health Higher Ed Seminar Series: Felony and Admission Process ASCA - Ensure Fair & Just Processes for All on Your Campus NACUA - Free Speech and Bias Issues on Campus: Law, Policy, and Practice ASCA - Adjusting to Life as a Remote Employee ASCA - Moving Processes to Remote ASCA - Handling Outstanding Cases ASCA - Codes in Remote Processes Everfi - Be the Buffalo: What Buffalo Can Teach Us About Campus Communities and Crisis Leadership



	<p>ASCA - Supervising and Supporting Staff Remotely</p> <p>OVW - Student Conduct Webinar</p> <p>ASCA - Solidarity &amp; Self Care</p> <p>OVW - From Classroom to Dorm Room: Serving Survivors with Disabilities on Campus</p> <p>ASCA - Investigation Modifications</p> <p>ASCA - Intervention from Isolations</p> <p>ASCA - Shaking up Sanctions</p> <p>ASCA - The Future of Higher Ed</p> <p>OVW - 5 Years Later: Assessing Institutional Compliance with the VAWA Amendments to Clery</p> <p>NaBITA - Threat Assessment Training: Looking Glass</p> <p>ASCA - Model Policy for Student Organizational Misconduct</p> <p>ATIXA - New Regulations Overview</p> <p>ACE - Discussing the Final Rule</p> <p>NWTC - Student Support in the Era of Social Distancing</p> <p>NACUA - Title IX: The Department of Educations' Final Rule on Sexual Misconduct</p> <p>ASCA - Return to Campus</p> <p>SUNY - Keeping Focus: Reviewing Clery Act Requirements in Light of New Title IX Regulations</p> <p>SADC - The Importance of Black Spaces on Campus</p> <p>ASCA - Updates to Dept of Ed Title IX Regulations</p> <p>CUPA-HR - "Title IX Final Rule Released: What You Need to Know Now"</p> <p>ADL - Lunch &amp; Learn: Hate Crime 101</p> <p>Veoci - Digitally Managing the Return to Campus</p> <p>Trauma-Informed Responses and Interviewing with Justin Boardman</p> <p>ATIXA - How to Meet Title IX Training Requirements in 2020</p> <p>ADL - Community Forum: Is Free Speech Destroying Itself Online?</p> <p>Clery Center - How to Clery: Policy and Procedure Development</p> <p>Symplicity - Utilizing Advocate in Approach to Covid-19</p> <p>UVM - Legal Issues Webinar Series: First Steps and Decision Points: Preparing for the New Title IX Reality</p> <p>ASCA - Effective Communication Strategies to Encourage Health Behaviors on Campus: Encouraging Individual Actions for the Collective Good</p> <p>OVW - Campus Response to Interpersonal Violence</p>
Ames, Leila	<p>Dept. of Athletics training on Winning Culture (February 2020)</p> <p>Real Recruit Software Training (February 2020)</p> <p>Cross-Cultural Challenges During COVID-19 (April 2020)</p> <p>CIVITAS Training (June 2020)</p>

Warr, Richelle	<p>Everfi - Supporting the Mental Health of Underserved Students (July 2019)</p> <p>Symplicity - Advocate Webinar: Series (July 2019 -June 2020)</p> <p>Clery Center - Clery Act: Trending Now (July 2019 and December 2019)</p> <p>Everfi - Breakthrough Strategies in Prevention Education Webinar Series (September 2019)</p> <p>Everfi - Achieve for College (September 2019)</p> <p>NASPA - Task Forces: A Model for Collaborating to End Sexual Violence in Higher Education (September 2019)</p> <p>Everfi - Creating an Environment of Mental Wellness: Case Studies in Excellence (October 2019)</p> <p>NACCOP - Developing a Clery Compliance Committee (March 2020)</p> <p>ACPA - Working Remotely in a Student Affairs Role (March 2020)</p> <p>Everfi - Be the Buffalo: What Buffalo Can Teach Us About Campus Communities and Crisis Leadership (March 2020)</p> <p>Everfi - Institutionalizing Vulnerability: Why Creating Psychological Safety is Critical to Inclusive Excellence (March 2020)</p> <p>Leveraging Best Practices in Supporting and Engaging Online during Campus Closures (April 2020)</p> <p>Technology and Innovative Strategies to Address Campus Mental Health Resources Demand (April 2020)</p> <p>Student Affairs Assessment Leaders MOOC – Applying &amp; Leading Assessment in Student Affairs (March 2020)</p> <p>Everfi - Exploring your Sexual Assault Prevention Impact Report, May 2020</p> <p>Keeping Focus: Reviewing Clery Act Requirements in Light of New Title IX Regulations (May 2020)</p> <p>ADL - Hate Crime 101 (May 2020)</p> <p>Everfi - Foundry Summer School: Preparing Your Account (June 2020)</p>
Hola, Tevita	<p>SADC - What is the University of Utah Prison Education Project? (June 2020)</p> <p>Navigating Trauma Exposure and Overwhelm: Theory and Tools for Sustaining Your Wellness Anna Lifson, MSW, LGSW, Care Manager / University of Minnesota (June 2020)</p>
Hills, Whitney	<p>Clery Center - Clery Act Training Online Course (March 2020)</p> <p>Trauma Informed Interview Training (May 2020)</p>
Clarcken, Kim	<p>Advocate training (August 2019)</p> <p>ODOS Staff retreat (August 2019)</p> <p>Emergency Response Training (August 2019)</p> <p>Student Success Town Hall (September 2019)</p> <p>ADL - Confronting Hate &amp; Bigotry (September 2019)</p>

	<p>Campus Free Speech: Uncertainty &amp; Legal Implications (October 2019)</p> <p>SADC: Diversity &amp; Inclusion (October 2019)</p> <p>Introduction to Mindfulness (HR) (October 2019)</p> <p>Peer Support (HR) (October 2019)</p> <p>Town Hall: Knowledge Transfer (October 2019)</p> <p>Town Hall: Community Engagement (October 2019)</p> <p>SADC: SafeU - Student Perspective (October 2019)</p> <p>SADC: Self exploration as a found. for American Indian student achievement</p> <p>SADC: Overshadowed Persistence Effects of policies on Undocumented Students</p> <p>SA Salaried staff retreat (December 2019)</p> <p>SADC - JED campus (January 2020)</p> <p>SADC - Hx of Power &amp; Campus Sexual Violence (February 2020)</p> <p>Microsoft TEAMS training (April 2020)</p> <p>Zoom training (May 2020)</p> <p>SADC - Importance of Black Spaces on Campus (May 2020)</p> <p>CIVITAS training (June 2020)</p> <p>Conversations for Change (June 2020)</p>
--	---

<b>STAFF</b>	<b>OTHER ACCOMPLISHMENTS</b>
Tongaonevai, Ulysses	Promotion to Associate Director of Student Accountability
Ames, Leila	Awarded a Parent Plus Fund grant for a proposed Student Conflict Resolution Center
Warr, Richelle	Symplicity - Advanced Features Focus Group, November 2019
Hola, Tevita	Participated in the revision of the Case Management Manual for Student Support Case Managers. Participated in the revision of the Student Support with Distressed Students presentation.
Clarcken, Kim	Acted as Executive Assistant for Student Development and Inclusion (September 2019 to February 2020) Coordinated program for Beacons of Excellence Supported Women's Resource Center when they were between administrative assistants Took on role of managing C-Cure card access for Union (January of 2020 - Present)

# 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. We present our plans for the future with the challenges and opportunities combined.

## CHANGES IN GUIDANCE FROM THE DEPARTMENT OF EDUCATION

The changes to guidance and regulations from the Department of Education regarding Title IX will go into effect on August 14, 2020. The Office of the Dean of Students will be working closely with the Office of Equal Opportunity & Affirmative Action and the Office of General Counsel to implement necessary changes to comply with these regulations.

The Dean and Associate Dean of Students participated on the committee to review the regulations and determine what changes to campus policies and procedures were needed. The ODOS also worked with campus partners to communicate these changes out to the community.

The ODOS will continue to work with the Offices of General Counsel and Equal Opportunity and Affirmative Action to sort out processes related to the new regulations. We will strive to ensure that students are treated equitably and receive the support they need throughout these processes.

## POLITICAL/IDEOLOGICAL DIVISION IMPACTING LEARNING ENVIRONMENTS

The political and ideological division felt across the nation reverberate through our campus community. The Black Lives Matter (BLM) movement is an example of the social and racial movements visible around the country and within our campus community. We expect this activism to intensify in the coming year through the vice-presidential debate, the presidential election, and the subsequent outcomes.

Among the roles of the ODOS, we support students as they explore their rights and how their ideas interact with others who may hold opposing views. We also offer support to students who may feel targeted or

threatened by others exercising those rights. We welcome this as an opportunity to develop and promote civil discourse as well as to provide safe and supportive spaces for all students.

To support both individual students and student groups as they explore a multitude of ways to engage in activism, we plan to build a library of resources on our webpage. We envision this page will highlight applicable policies and procedures, include a FAQ section (e.g., time, place, and manner restrictions, etc.), and will include a digital link request a meeting with the Dean or the Associate Dean of Students. If political and ideological continue to deepen, we expect the need for these resources to increase.

As part of our commitment to creating a safe and supportive learning environment for all students, the Dean of Students serves as co-chair of the Racist and Bias Incident response team. This team is working on several fronts to improve the University's ability to respond to and address incidents of bias and racism on our campus.

The Office of the Dean of Students is just one of many offices on campus struggling to uphold the values of educational institutions as marketplaces of ideas and maintain a safe environment for learning to take place. This work is challenging, but it is also an opportunity to work as a campus-wide team to improve the campus climate.

## INCREASE IN UTILIZATION OF AND COMPLEXITY OF SERVICES WITH COVID

Before the drop in utilization correlating with the novel coronavirus pandemic, case numbers were increasing across all areas of the Office of the Dean of Students. With the return to campus in the fall, we expect to see changes in the ways that we serve students and changes in the issues that bring them to our office. We have already seen this, as we have started assisting students with COVID related issues.

We anticipate that Student Support cases will continue to increase in number, as COVID-related issues will add to the existing caseload. We expect the need for other concerns, such as mental health, to remain constant or increase.

On the other hand, for Student Accountability, we are seeing fewer of the cases that typically make up our caseload, such as referrals for possessing alcohol at the stadium. But, other incidents that are unique to the pandemic, such as housing probation cases that are arising due to violations of COVID restrictions, will replace those.

## ASSESSMENT

The Office of the Dean of Students will be working with Student Affairs Assessment, Evaluation, and Research to create a departmental scorecard, which will enable us to track trends and benchmark against previous years in real-time. We are excited about how this enhanced information can shape our practice.

We are also working to conduct a post-engagement student survey that will ask students to provide feedback about their experiences with our office. We plan to use information gathered through this survey to evaluate whether we are meeting our goals when we work with students and to look for areas where we can improve.

### CHANGES TO THE STUDENT CODE

The Office of the Dean of Students has been working to have an updated Student Code of Conduct approved for several years. Attempts to enforce COVID restrictions have made the limitations of the current student code glaringly apparent. Finalizing the new Student Code is a priority for Fall 2020.

The Dean and Associate Dean of Students will continue to work with the Office of General Counsel and the Academic Senate to approve and implement the updated student code. Educating students, faculty, and staff about the new Student Code will provide another opportunity to promote the work of the ODOS.



# APPENDIX A: DIVERSITY ACTION PLAN

\*\*\* DRAFT \*\*\*

## **Diversity Action Plan**

Office of the Dean of Students  
Student Accountability & Support

### **Overall Framework**

As we continue both our individual and group journeys toward a more inclusive department, division, and campus, it has been helpful for our team to work within a framework. A framework not only provides common language and points of reference but identifies a shared goal. In other words, a framework should help us 1) identify where we currently are, 2) where we want to be eventually, and 3) the steps to get there. Several of our team members have reviewed the following framework created by Dr. Andrew M. Ibrahim as a starting point. While there are shortcomings with any framework (this one included), it is a good place to start as we continue developing the Diversity Action Plan (DAP) for our area (see framework illustration)

### **Goal**

Assuming that the whole is the sum of individual parts, we believe that our collective and individual efforts in this work, combined with intentional and frequent team efforts, will help us move toward our goal of becoming anti-racist.

### **Individual Work**

As a first step, we have to understand where we currently are individually and as a team. To this end, I propose utilizing a simple self-assessment (e.g., Social Identity Wheel activity) for our staff to identify where they believe they are and identify several SMART goals to move along the spectrum. This work and follow-up on goals will take place primarily in 1:1 meetings between the Director and ADs and the ADs with their respective staff (case managers, GAs). Additional group work and discussions will occur during our staff meetings/team huddles.

### **Group Work**

Changing the Narrative

1. Common Ground/Gaining Buy-In
  - a. Why is this work important?
  - b. What is the purpose?
  - c. Whose responsibility is it anyways?
  
2. Self-Assessment (Fear Zone)
  - a. Exploring your inner circle
  - b. Discussions
  - c. Reflections
  
3. Unpacking "-isms" & more (Learning Zone)

- a. Conference sessions/Webinars/Podcast/Articles
  - b. Discussions
  - c. Trainings
  - d. Allyship
  - e. Dialogue
  - f. Mirco/Marco aggressions
  - g. Systematic “isms”
  - h. Institutions of power/privilege
  - i. Rebuilding community after moments of tension or high stress
4. Team Assessment (Learning Zone)
- a. Reflection
    - i. Ways in which we do and do not reflect our students?
    - ii. How do we support our colleagues? How do we check-in?
  - b. Demographics of staff
    - i. Based on social identity wheel (see attached)
  - c. Student engagement
    - i. Demographics of:
      - 1. Respondents
      - 2. Complainants
      - 3. Referred
    - ii. Assessment – ODOS outward/inward perception
      - 1. Focus group – potential in the Spring and we could use students from the Fall.
      - 2. Connection or positive rapport with student groups
    - iii. Policy
      - 1. Review to be sure these are not targeted towards one group
      - 2. Reviewing our sanctions from a systemic or systematic lens
    - iv. Sanctioning
      - 1. The Behavior/Action
        - a. Understanding the why as it related to the behavior
        - b. Are there external factors that may be contributing to these behaviors?
        - c. How can we address those behaviors AND support/educate the student with resources to overcome challenging times?
        - d. Why its concerning?
        - e. Campus/community impact
      - 2. Implications/Factors
        - a. How might this sanction impact student A different from student B?
        - b. How can we be fair and equitable with sanctioning? Especially when we know that one student has access to a lot more than the other student.



- c. It's through these conversations that two things happen. First, we gain knowledge and understanding about the student. Second, we engage in cultural humility
    - d. Consider our sanctions...are they from a systemic or systematic lens?
  - v. Student Support/Conduct Case Management
    - 1. Demographics
    - 2. Reporters and where we receive the most reports from (department/college)
    - 3. Length of case being open and quality of notes/care
    - 4. Fair and equitable actions for all students
    - 5. Approaching each case different and with a cultural lens – no two cases are the same
- 5. Action Planning (Growth Zone)
  - a. To be completed as a team
- 6. Campus/Departmental Implementation (Growth Zone)
  - a. To be completed as a team



## Social Identity Wheel Overview and Framing Material

### Overview

The Social Identity Wheel worksheet is an activity that encourages staff to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts staff to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorize those identities based on which matter most in their self-perception and which matter most in others' perception of them. The Social Identity Wheel can be used in conjunction with the Personal Identity Wheel to encourage staff to reflect on the relationships and dissonances between their personal and social identities. The wheels can be used as a prompt for small or large group discussion or reflective writing on identity by using the Spectrum Activity Questions on Identity.

### Goals

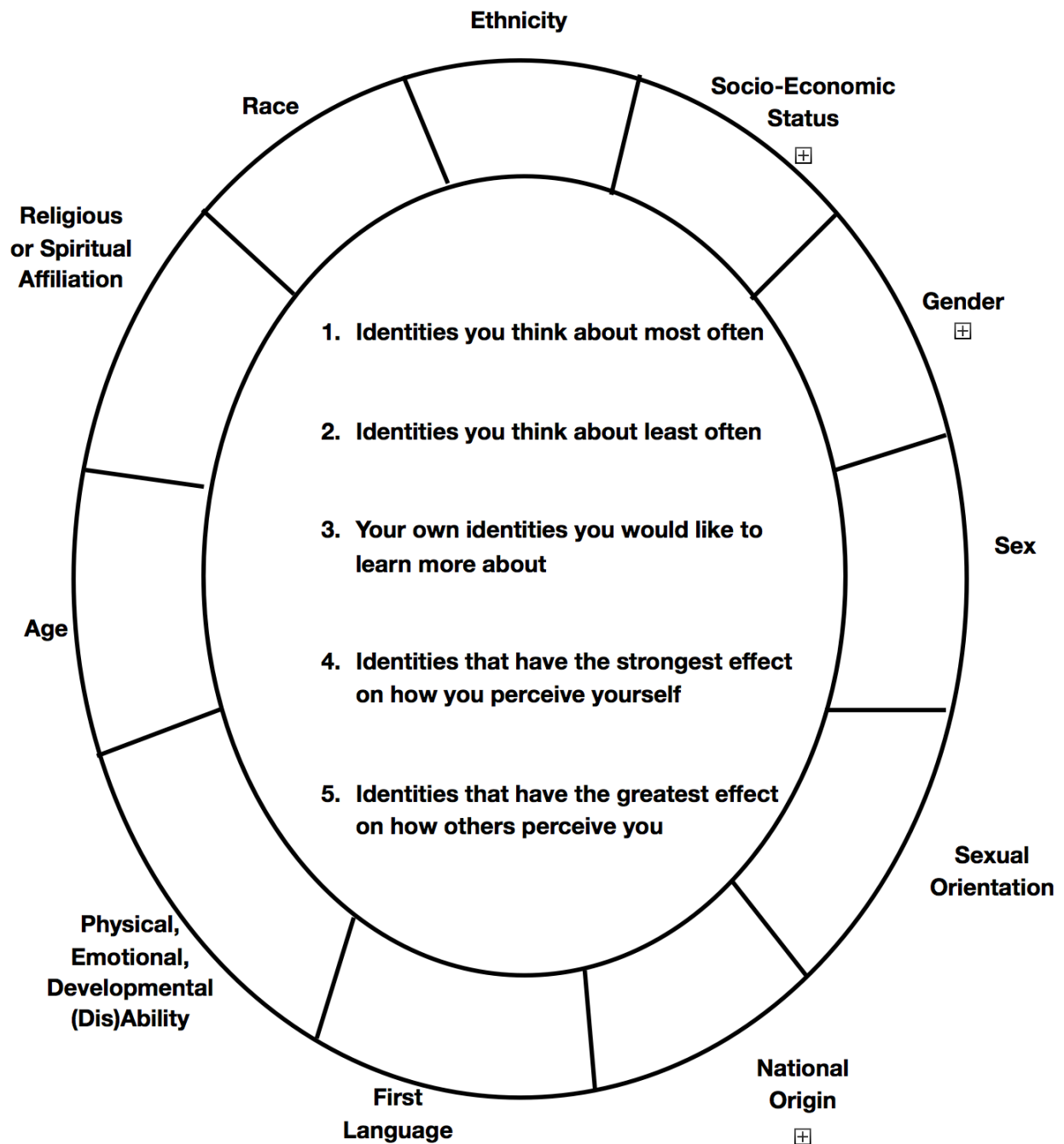
- To encourage staff to consider their identities critically and how identities are more or less keenly felt in different social contexts. The classroom and the university can be highlighted as a context as a way to approach questions on barriers to inclusion.
- To illuminate how privilege operates to normalize some identities over others. For example, a staff member who speaks English as their first language can reflect on why they rarely need to think about their language as an aspect of their identity while some of their peers may identify language as the aspect of their identity they feel most keenly in the classroom.
- To sensitize staff to their shared identities with their classmates as well as the diversity of identities in the classroom, building community and encouraging empathy.

### Challenges

- The staff may not perceive the activity as relevant to their work and thus may exhibit resistance.
- Staff may not be familiar with particular concepts, or they may have different assumptions about those concepts that the activity assumes. For example, they may not know the difference between the terms "sex" and "gender," or they may be resistant to the distinction between the two.
- If the wheel is used as a discussion prompt or if staff are in close quarters and are able to see what their peers have written on their worksheets, this exercise may feel especially vulnerable to staff with invisible identities that they may not want to disclose to the class. Disclosure in verbal or written form should be voluntary and discussion questions should be broad enough that students can opt to not talk about more vulnerable aspects of their identities while still leaving space for them to share if they wish.

### Other Associated Material

Personal Identity Wheel <http://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>



# APPENDIX B: ASSESSMENT, EVALUATION, & RESEARCH STUDENT CHARACTERISTICS REPORT



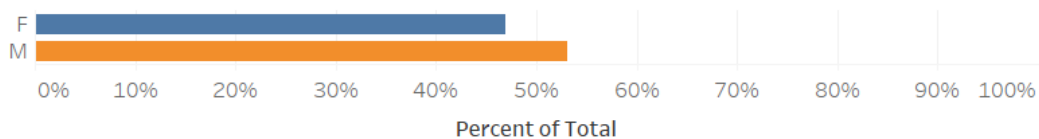
## Student Characteristics – University Student Body (Fall 2019)

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

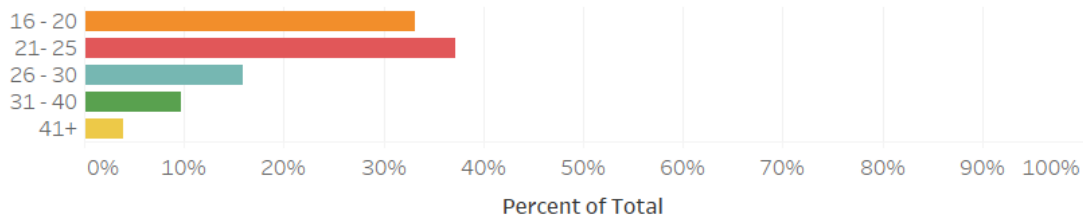
### University of Utah Demographics

\*Includes matriculated students only, excludes non-credit semesters and null values

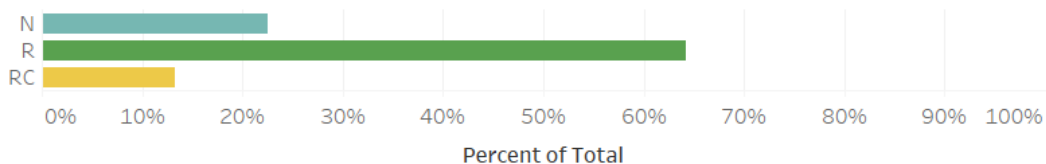
#### Gender



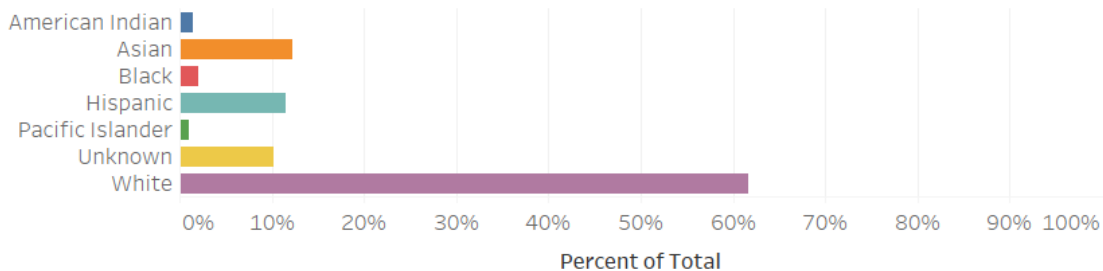
#### Age



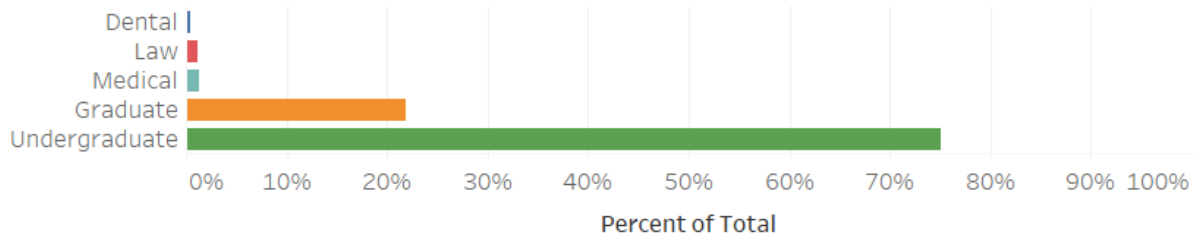
#### Residency



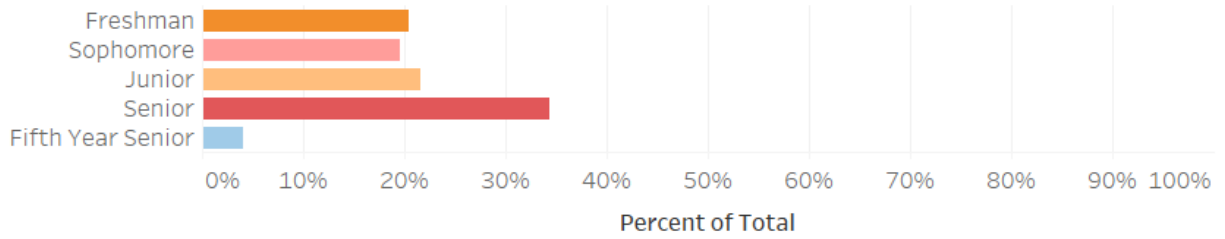
#### Race/Ethnicity



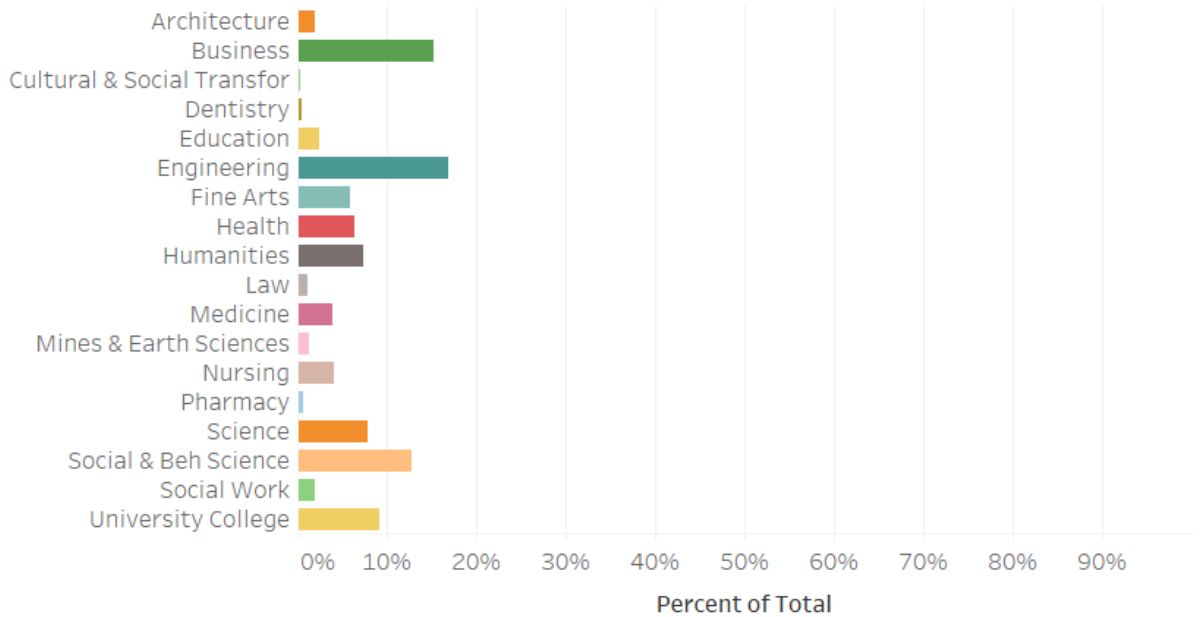
### Academic Career



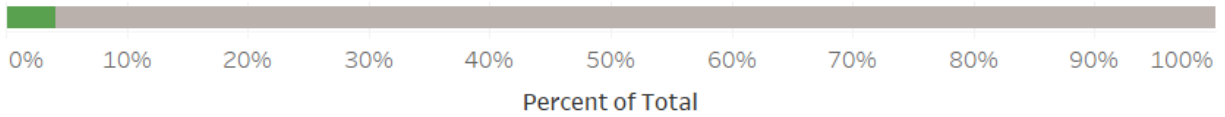
### Undergraduate Academic Level



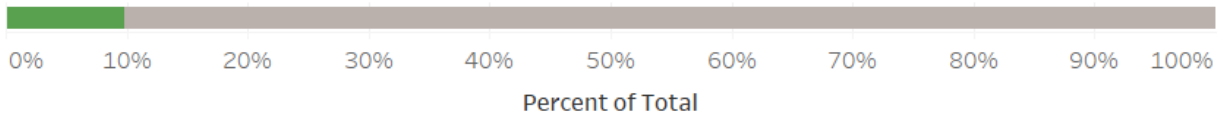
### College



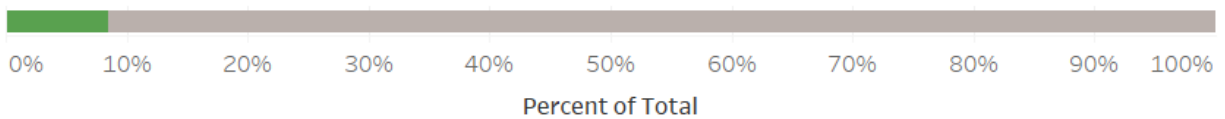
### Fraternity/Sorority Members



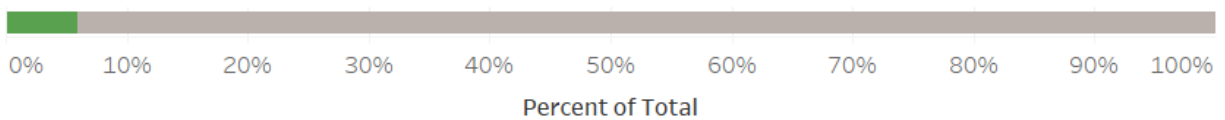
### Honors



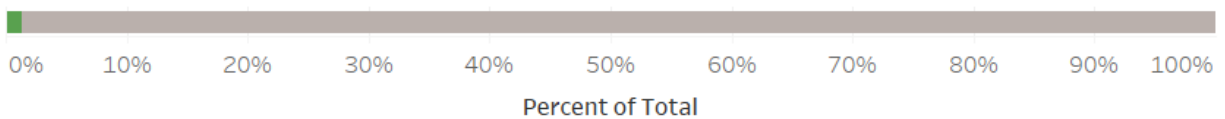
### HRE



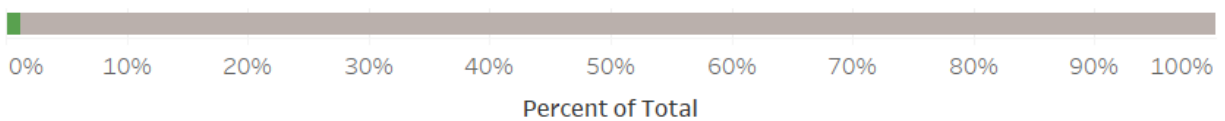
### International Student



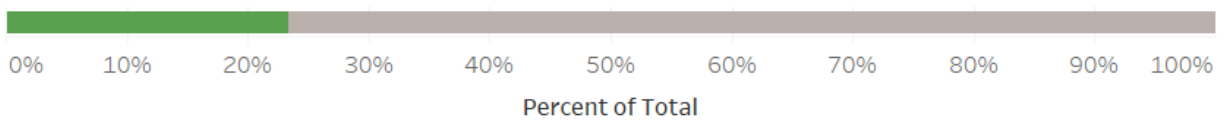
### NCAA Athlete



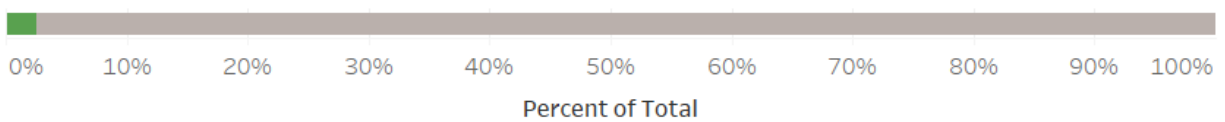
### TRIO



### University Employee



### Veteran



# APPENDIX C: EVERFI COURSE IMPACT REPORT SNAPSHOTS

## AlcoholEdu for College Snapshot

University of Utah

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier decisions related to alcohol.

### Reach

**5,896 students** at University of Utah

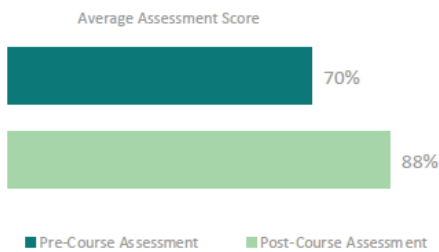
have participated in AlcoholEdu for College since the start of the 2019-2020 academic year.

### Course Impact

Students increased their alcohol-related knowledge, and their skills associated with healthier behavior.

### Course Impact

Students increased their alcohol-related knowledge, and their skills associated with healthier behavior.



#### Your students agree AlcoholEdu for College:

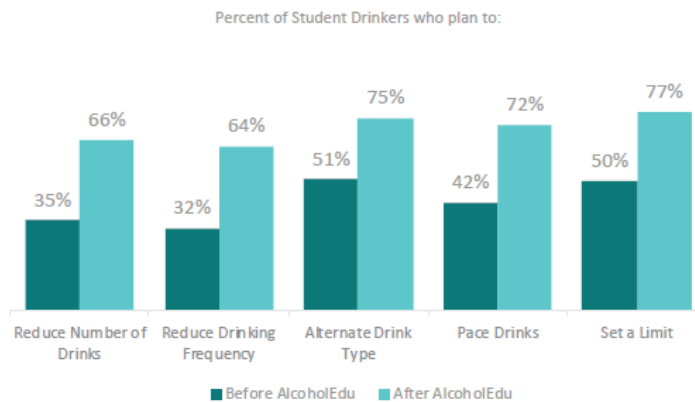
Helped them establish a plan ahead of time to make responsible decisions about drinking	94%
Prepared them to help someone who may have alcohol poisoning	94%
Prepared them to prevent an alcohol overdose	93%

### Drinking Behavior and Norms

Behavioral intention – or planning to make a change – is a key predictor of future behavior. Intent to change drinking habits can be impacted by perceptions – or misperceptions – of peers’ behavior.

Prevention education can influence the students’ perception of norms at your school and increase their intention to avoid risky behavior in the future.

**59%** of students at University of Utah report that AlcoholEdu changed their perceptions of others’ drinking behavior.

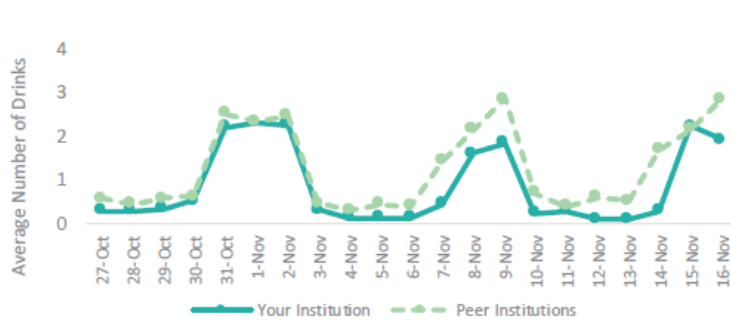


EVERFI

AlcoholEdu you provides you with a wealth of information on your students' drinking habits: When, Where, Why (and Why Not) they are drinking.

University of Utah can use this information to inform prevention program content, audience, and delivery.

When

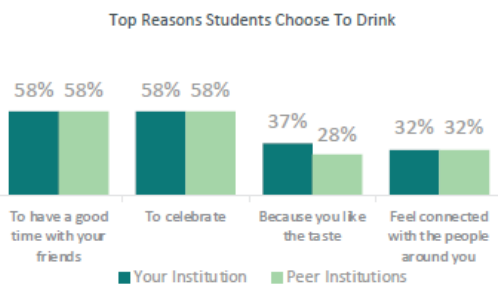


*Tip:* What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

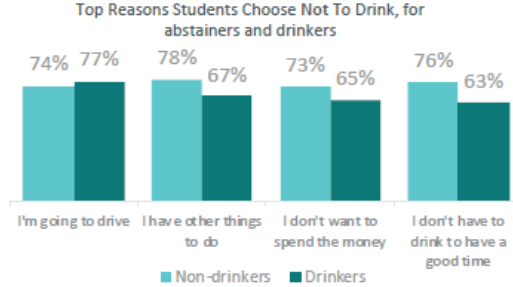
Where



Why



Why Not



*Tip:* "It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus? By nondrinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.





# Diversity, Equity, and Inclusion for Students Snapshot

University of Utah

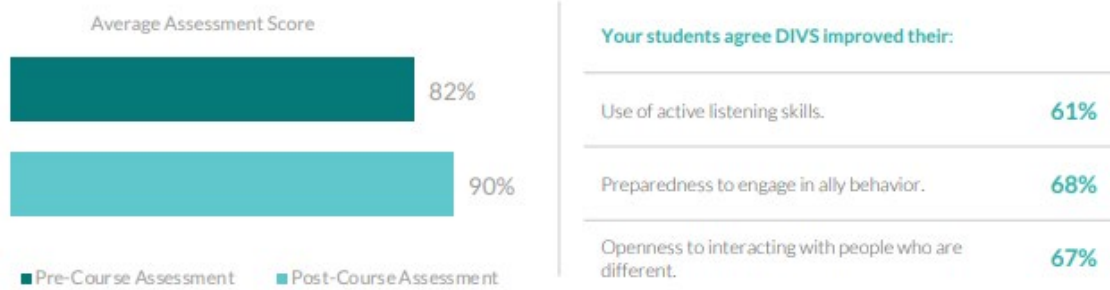
Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

## Reach

**1652 students** at **University of Utah** have participated in Diversity, Equity, and Inclusion for Students since the start of the 2019-2020 academic year.

## Course Impact

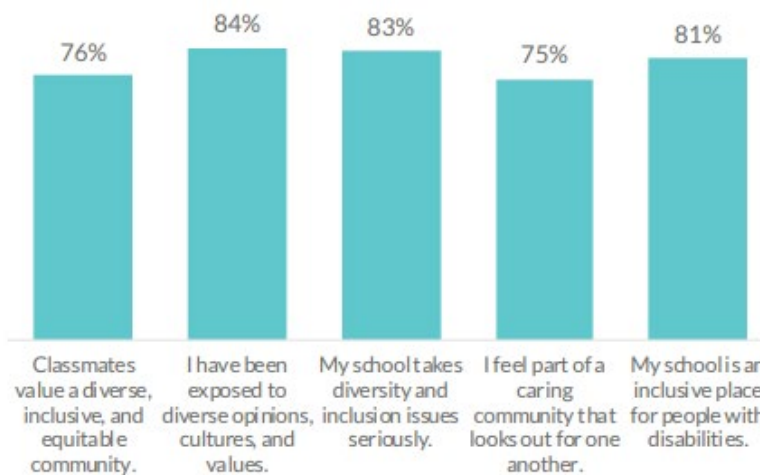
Students increased their prevention knowledge, and their skills associated with healthier behavior.



## Perceptions of Campus Climate

Student's perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent abuse and harassment.

**46%** of students at **University of Utah** agree that they can play a role in making their school more inclusive.



EVERFI

# Mental Well-Being for Students Snapshot

University of Utah

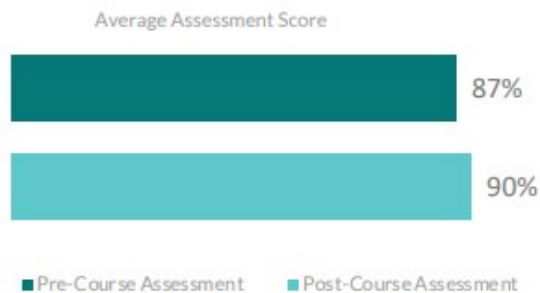
Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

## Reach

**5661 students** at **University of Utah** have participated in Mental Well-Being for Students since the start of the 2019-2020 academic year.

## Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.



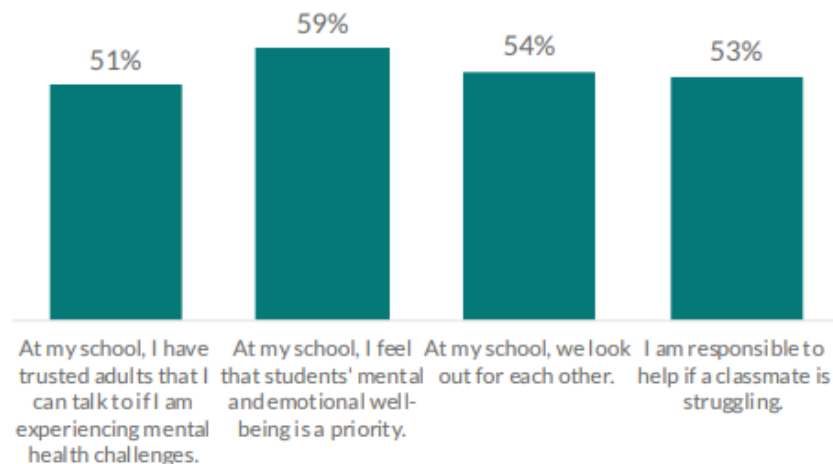
### After taking Mental Well-Being for Students, your students agree:

Seeking help for my mental health can make a positive difference.	88%
My mental health can improve over time.	87%
If I needed to seek professional help, I would know where to go on campus.	57%

## Perceptions of Campus Climate

Student's perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to address mental well-being.

**16%** of students at **University of Utah** are currently or plan to be involved in supporting mental health at your school.



EVERFI

## Bystander Intervention

Proactive bystander behaviors – stepping in directly or engaging other observers indirectly – are some of the most important ways students can support and build a healthy campus environment.

Mental Well-Being for Students helps students build their bystander skills.

### Top Bystander Behaviors

When they intervened in mental health situations, your students most often employed one of the following behaviors:

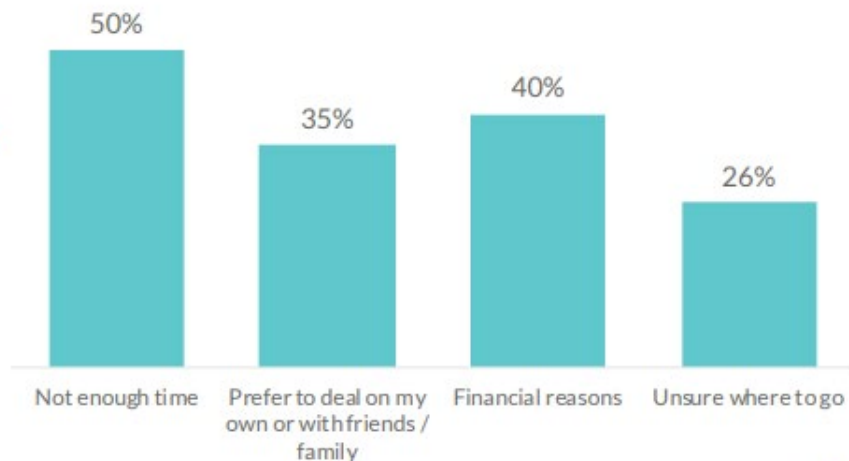
- 1 Expressed my concern for their well-being to them directly.
- 2 Listened to them talk about their issues or distress
- 3 Checked in with the person I was concerned about at a later time.

**70%** of students at University of Utah believe they have the ability to make a difference in the mental health of others.

## Barriers to Accessing Care

Not all students who feel that they need support for their mental health are able to access formal care. Among your students who indicate a need for mental health services, here are the top barriers to receiving care:

**51%** of students at University of Utah reported needing help for emotional or mental health problems feeling blue, anxious, or nervous sometime in the last 12 months.



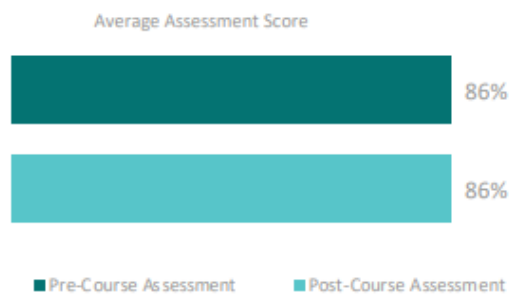
Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

## Reach

**6400 students** at **University of Utah** have participated in Sexual Assault Prevention for Undergraduates since the start of the 2019-2020 academic year.

## Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.



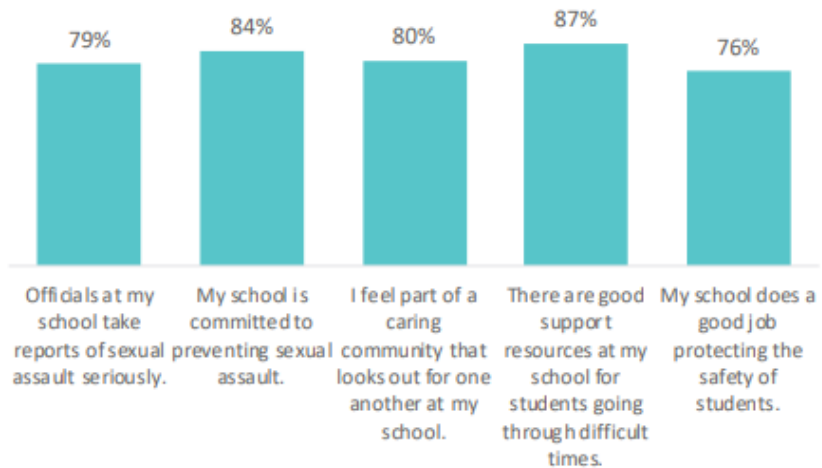
### Your students agree SAPU:

Helped me identify characteristics of healthy and unhealthy relationships.	77%
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	79%
Provided me with skills to better support someone who has experienced sexual assault.	78%

## Perceptions of Campus Climate

Student's perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent abuse and harassment.

**48%** of students at **University of Utah** agree that they can play a role in preventing sexual assault at your school.

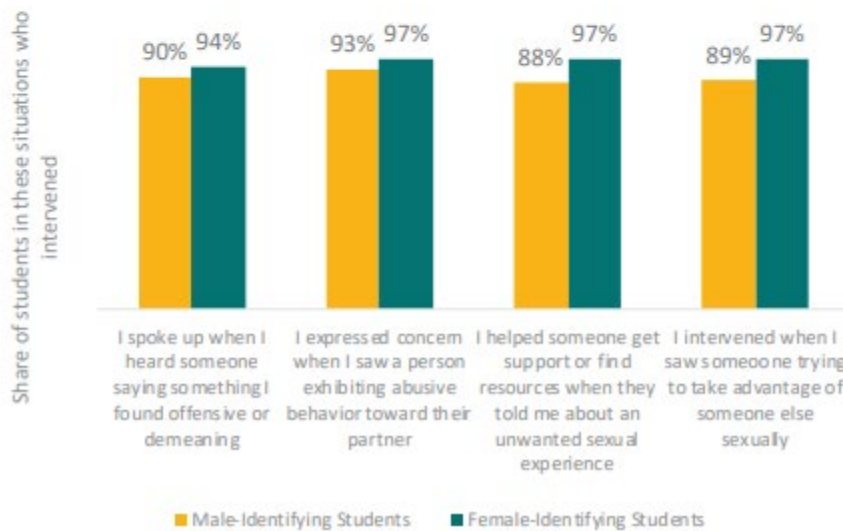


## Bystander Intervention

Proactive bystander behaviors – stepping in directly or engaging other observers indirectly – are some of the most important ways students can support and build a healthy campus environment.

SAPU helps students build their bystander skills. University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

## Bystander Intervention Scenarios



**78%** of students at University of Utah agree that SAPU made them more confident in their ability to intervene when they see concerning behavior.

## Preferred Bystander Behaviors

### Male Identifying Students

- 1 Asking the person who you're concerned about if they need help.
- 2 Finding the friends of those involved and asking them for help.
- 3 Stepping in and separating the people involved in the situation

### Female Identifying Students

- 1 Asking the person who you're concerned about if they need help.
- 2 Finding the friends of those involved and asking them for help.
- 3 Following up later to check in with the person who you were concerned about.

**Tip:** Research has shown that male-identifying students may be more likely to engage in active, confrontational bystander behaviors than their female identifying peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.

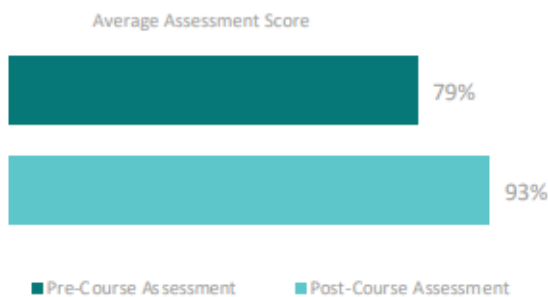
Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

**Reach**

**2821 students** at University of Utah have participated in Sexual Assault Prevention for Graduate Students since the start of the 2019-2020 academic year.

**Course Impact**

Students increased their prevention knowledge, and their skills associated with healthier behavior.



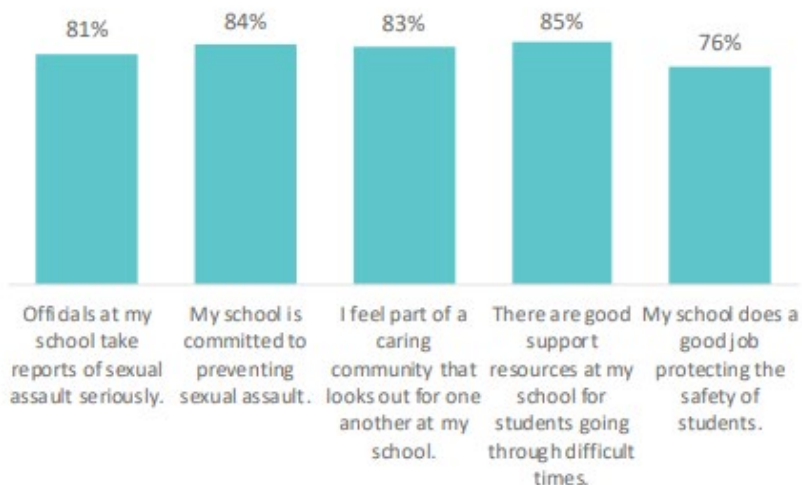
**Your students agree SAPG:**

Helped me identify characteristics of healthy and unhealthy relationships.	<b>78%</b>
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	<b>77%</b>
Provided me with skills to better support someone who has experienced sexual assault.	<b>80%</b>

**Perceptions of Campus Climate**

Student’s perceptions of the commitment and intentions of their institution can have a huge impact on their feelings of safety and support, their experience while on campus, and their likelihood to join the community effort to prevent abuse and harassment.

**60%** of students at University of Utah agree that they can play a role in preventing sexual assault at your school.

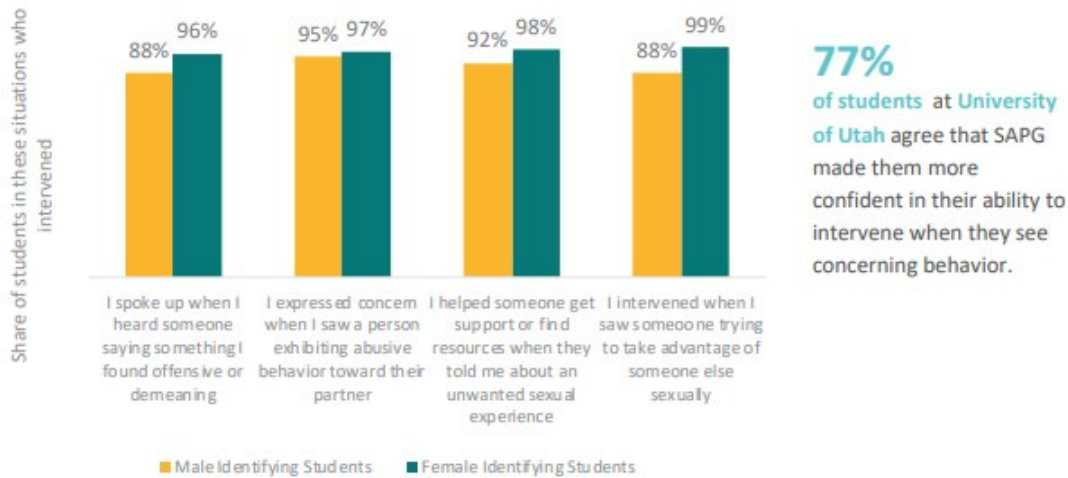


### Bystander Intervention

Proactive bystander behaviors – stepping in directly or engaging other observers indirectly – are some of the most important ways students can support and build a healthy campus environment.

SAPG helps students build their bystander skills. University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

### Bystander Intervention Scenarios



### Preferred Bystander Behaviors

#### Male Identifying Students

- 1 Asking the person who you're concerned about if they need help.
- 2 Telling someone in a position of authority about the situation.
- 3 Creating a distraction to cause one or more of the people to disengage from the situation.

#### Female Identifying Students

- 1 Asking the person who you're concerned about if they need help.
- 2 Following up later to check in with the person who you were concerned about.
- 3 Finding the friends of those involved and asking them for help.

**i** **Tip:** Research has shown that graduate students are particularly vulnerable to both sexual harassment and retaliation in the academic workplace. Efforts to reduce hierarchical power structures and disperse power more broadly among faculty and graduate students through means such as adopting mentoring programs, committee-based advising and developing confidential and accessible means to report behavior and access support services may reduce these incidences and improve the program or department climate overall.

