

Office of the Dean of Students

ANNUAL REPORT 2020-21



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Land Acknowledgement

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our urban Indian communities through research, education, and community outreach activities.



Overview of the Office of the Dean of Students

Our Purpose

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

Our Values

Creative Problem-solving: We will bring new ideas and innovative solutions to facilitate creative problem-solving.

Leadership: We mentor, educate, and train students to become effective leaders and responsible citizens.

Responsibility: We encourage students to make responsible choices and be accountable for their decisions, actions, and academic success.

Collaboration: We endeavor to demonstrate cooperative, responsive, and timely service to our constituents and have mutually beneficial relationships with campus and community partners.

Inclusion: We value the growth and learning that comes from the exchange of thoughts and ideas among individuals with diverse abilities, beliefs, cultures, experiences, and intellectual backgrounds.

Fairness: We will consistently apply community standards in all we do.

Our Staff

Jason Ramirez	Associate Vice President and Dean of Students
Brian Burton	Associate Dean of Students and Director of Student Support & Accountability
Montelleo Hobley, Jr. [^]	Associate Director of Students for Student Support
Ulysses Tonga'onevai	Associate Director of Students for Student Accountability
Whitney Hills	Case Manager for Student Support
Tevita Hola	Case Manager for Student Support
Leila Ames	Student Athlete Advocate
Kim Clarken	Executive Assistant
Richelle Warr	Assessment & Records Manager
Oriana Flores [^]	Graduate Assistant for Student Conduct
Khoi Ngyuen [^]	Office Assistant
K'mwe Paw	Office Assistant
Leila Safi [*]	Office Assistant

[^]Started position in 2020-21

^{*}Vacated position in 2020-21

Letter from the Dean of Students

Unique, exceptional, unparalleled, and unprecedented were all words used to describe the academic year of 2020-2021. Universities across the country worked to modify and adapt educational opportunities and services to best serve our student populations in a way that kept them safe and engaged with our communities. The Office of the Dean of Students was not immune from these changes. We learned to pivot to accommodate the increase of student care and support cases that became our “new normal”. Our understanding of student need changed as quickly as we had moved to a virtual environment. Our definition of engagement also moved into uncharted territory. While we opened the year as a distanced and online office, our office continued to remain flexible and adaptable as we knew the University would soon open its doors and pivot back to an in-person experience in the Fall. With the ever-changing needs of our students, our office has remained a consistent source of student support and advocacy.

Notable Incidents

In 2020-2021, the coronavirus pandemic continued to affect the operations of the University of Utah. Adapting our systems and experiences to better engage students and provide safe environments became the priority for all. Pandemic fatigue, mental health crises, and food and housing insecurities continued to rise in regularity as students navigated the challenging year. In addition to supporting our students, the University had to also learn how to better support our staff and faculty in new work environments. This, coupled with the continued racial tensions and volatile political environment, created a perfect storm of challenge for our many communities, both on and off campus. To add to the many burdens our students and employees face, Utah also faced one of the worst climate years on record with a mega-drought and wildfires beyond the scale seen in decades. As with past years, the Office of the Dean of Students continued to rely upon creative problem-solving and deeper efforts to continue to support and advocate for our students and communities. Many of these efforts will be outlined throughout this report.

Office Developments

For the past year, the Office of the Dean of Students has continued to adjust our day-to-day operations. After welcoming new staff, our team has continued to work together to build better services for our students. Student Accountability has been working over the past year to begin building up our Restorative Justice program. These efforts are also being linked into our effort to create services for Conflict

Mediation and Resolution. Leila Ames, Student Athlete Advocate, has been building the foundation of this program to provide a myriad of new programs and resources for students. She aims to provide more educational programs, conflict coaching, and mediation within small organizations. Additionally, the Office has prepared to provide extended virtual hours throughout the week. Like similar efforts of many of the other departments within Student Affairs, these trial hours are designed to further assist students who may not be able to connect with our team during the traditional business hours. Lastly, we are currently continuing our work with the Chief Safety Office to finalize the policy and procedures surrounding the campus Threat Assessment Team.

Adjusting to new needs and revising our services has made the past year very challenging. Just as our institution remains vigilant in the pandemic, we have learned that our office can adapt quickly to our changing environments. Although we are eager to return to a more “in-person” experience, some of our virtual offerings will continue. This will continue to provide flexibility and options to our growing student body. Our offices will continue to strive for excellence, continue to find new ways to support the success of our students, and continue to help create safe environments for our faculty, staff, students, and their families. We truly feel ready to help students discover their Passion, People, and Purpose. We are thankful to be part of such a dynamic and thriving community and appreciate your support and collaboration,

Jason Ramirez
Associate Vice President and Dean of Students



Accomplishments

- Finalized the Racist & Bias Incident Response procedures and launched the RBIRT reporting site.
- Created a part-time student position dedicated to developing resources for student activism and hired a new student leader for this role. Relatedly, we created and launched a speech and expression webpage to house resources as created.
- Established a working relationship and procedures with administrative staff at Huntsman Mental Health Institute (HMHI) to provide support and reintegration for students after discharge.
- In partnership with the Chief Safety Office, updated benchmarking for the University's Threat Assessment Team (TAT) and formalized team members.
- Provided campus-wide training regarding compliance with the statewide face-covering mandate.

One University

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

Equity, Diversity, and Inclusion

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

To that end, we have developed an Anti-Racism Plan (see page 59). We look forward to the work ahead of us.

Special Note for 2020-21— COVID-19 Adjustments

As we continued in a mostly virtual setting this year, the Office of the Dean of Students and Student Accountability & Support retained many of the adjustments we made to our services, operations, and staff assignments for the COVID-19 pandemic. The change 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 provide a summary and description of ways 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 support 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 increases 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 of our efforts toward student support.
- **Cross-Training Our Staff:** As we brought on a new Associate Director for Student Support in a primarily virtual environment, we continued to collaborate to meet student needs. Case managers who had previously worked exclusively in student conduct took on full caseloads in student support. Our Student-Athlete Advocate continued to assist with general student support as she continued working with student-athletes. Our new case manager, who started just one week before the shift to online, had to take on a full student caseload very quickly. Cross-training our staff across functional areas was one positive outcome of our department's response to the COVID pandemic.
- **Rethinking Communication & TouchPoints:** Historically, we initiated contact with students via the 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 in both the overall response rate and in timely responses from students. Students often responded 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 for obtaining consent from students to share their student records (FERPA release). Working with the Office of the Registrar, we've moved away from paper forms and 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 of 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 Training:** Like most of the campus, our office had to adjust to the way we "normally" met with students, staff, and faculty. We shifted all of 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 has 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 a number of our standard training modules (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 training 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. We plan to utilize Canvas more frequently to both expand our reach and assess learning outcomes 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 and/or lived with someone identified in a high-risk category (e.g., elderly, diabetic, etc.). 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. Later, we [recorded](#) these training modules 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 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 that provides key services and programs for students and the University of Utah community. Our staff demonstrates professional knowledge of national best practices, leadership, and an ethic of care for our community.

Core Objectives

Promoting the Safety & Support of Students & the Campus Community

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

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

Alignment with the Student Affairs Strategic Objectives

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



Student Support

Within the Office of the Dean of Students, the Student Support Team 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 their behavior. Our goal is early identification and intervention to prevent escalation or behavior patterns 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 academic colleges and Student Affairs departments in a positive way. At times, cases managed by Student Support remain active for the entirety of the student's academic tenure at the institution.

Goals and Outcomes

Goal: *Incorporate D-Scale, E-Scale, and Overall Risk assessments into both the initial and closing evaluations.*

- *Student Support Staff will consistently complete the NaBITA risk rubric to obtain D-Scale and E-Scale scores for students of concern.*
- *Student Support Staff will develop an action plan after completing the NaBITA risk rubric and apply appropriate interventions to best support the student of concern.*
- *Student Support Staff will be able to: identify best practices and interventions, evaluate the effectiveness of problem-solving strategies, and reflect on lessons learned during the closing evaluation of each case.*

The work of Student Support is rooted in best practices and ongoing publications from the National Behavioral Intervention Team Association (NaBITA), Higher Education Case Managers Association (HECMA), National Association for Student Personal Administrations (NASPA), American College Personnel Association (ACPA), and more. As a result, we are consistently looking for opportunities to provide our students with the best and most innovative support services possible.

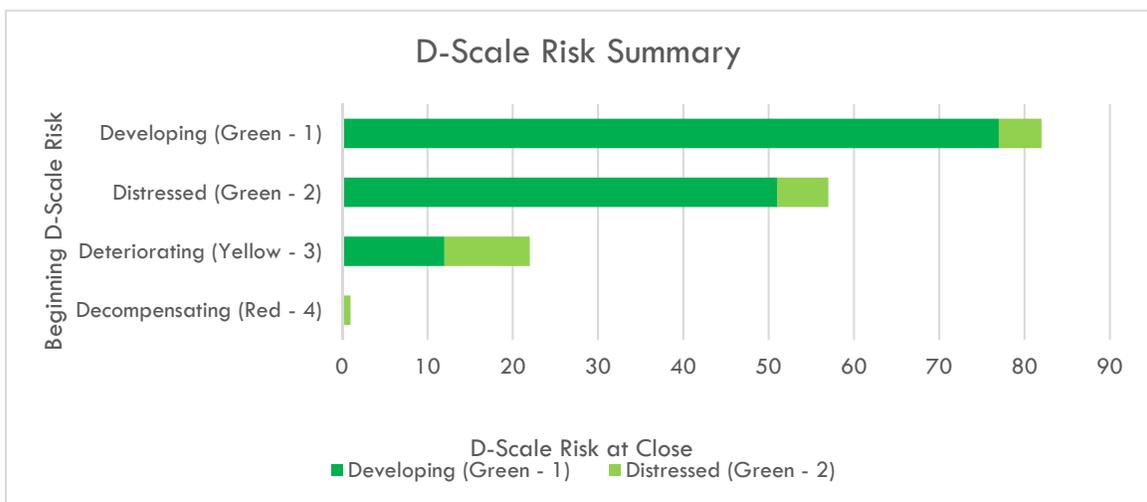
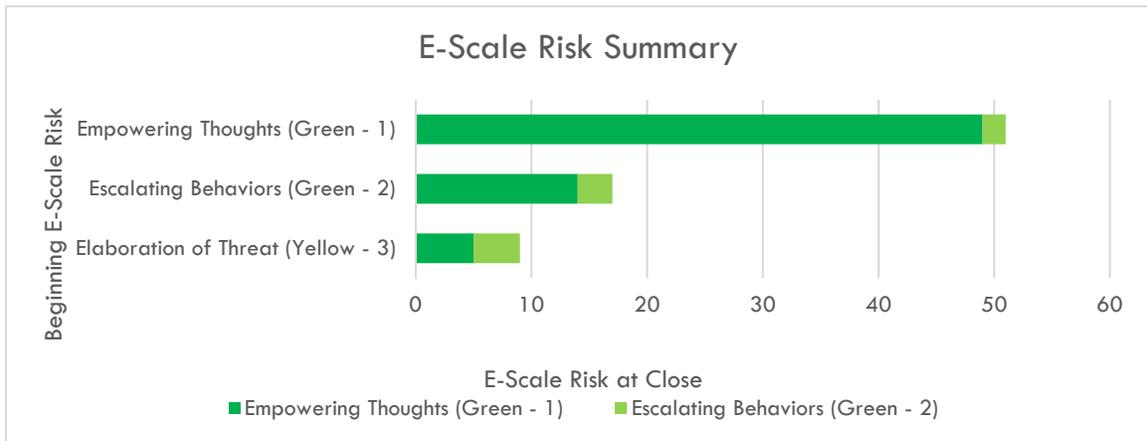
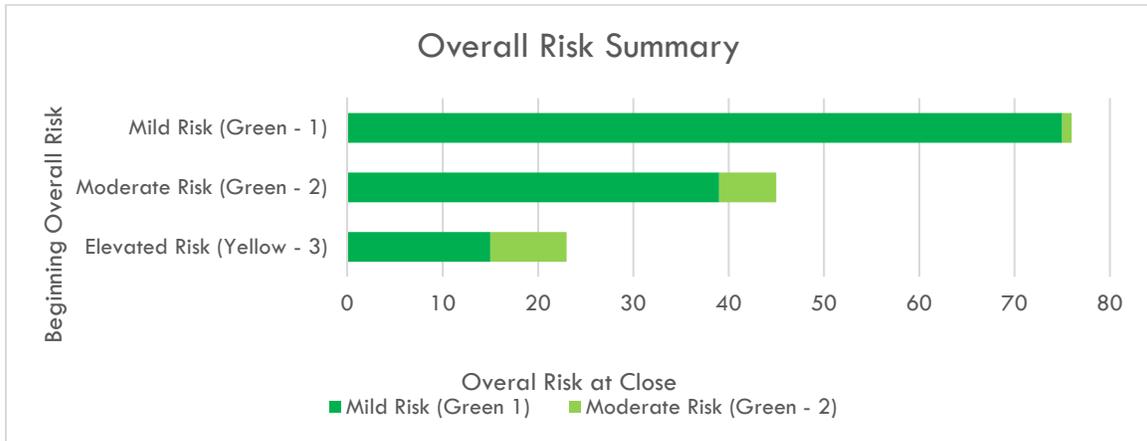
In July 2020, we began using the NaBITA Risk Rubric to assess D-scale and E-scale for each student when first connected to our office. We repeat the assessment after the issue has been resolved or after working with the student for some time. The initial evaluation helps to determine appropriate interventions to deescalate this situation. The reassessments allow us to track the change in risk over time and evaluate whether our interventions have had the intended effect.

NaBITA Risk Rubric (See Appendix A).

- D-Scale: Four-level scale assessing life stress and emotional health
- E-Scale: Four-level scale assessing hostility and violence to others
- Overall Summary: Four-level scale describing the overall risk
- Interventions: Suggested actions from the NaBITA risk rubric based on the risk level

Not all cases with an initial evaluation had a closing evaluation and vice versa. Additionally, there were many more D-Scale evaluations than either E-Scale or Overall.

For this comparison, we compared cases that had both an initial and a closing evaluation. All cases closed with risk levels in the mild or moderate range. Most moved down in risk level, though a small percentage of cases with a Mild risk level closed while in a higher Moderate level of risk.



Quotes from Students

“Thank you so much for following up. I have worked with each one of my professors and have adequate extensions for all of my assignments. Things are seeming to normalize right now and so I’m sure I’ll be able to

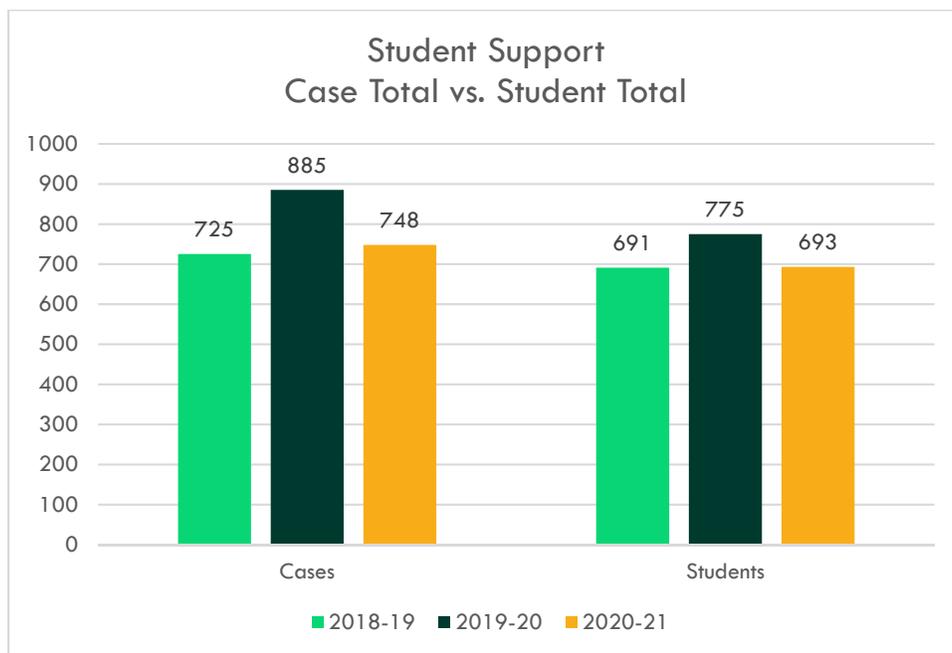
make those deadlines and have a somewhat normal rest of the semester. I will most definitely reach out if there are any other issues or if I have any more questions about any resources and such. Thank you again for all that you do.”

“I truly appreciate yours and the University’s support. I would not have been able to continue my academic career without either one.”

“I just wanted to let you know that I will be participating in the convocation tomorrow for the College of Social and Behavioral Science. . . . I wanted to thank you for always making time for my random stops at the office and offering your support, both at SLCC and at the U. It was really helpful and nice knowing someone on campus. I appreciated it a lot, thank you!”

Utilization Data

In addition to the **748 cases** opened between July 1, 2020, and June 30, 2021, an additional **100 cases** opened before July 1, 2020, carried over into or reemerged during 2020-21.



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

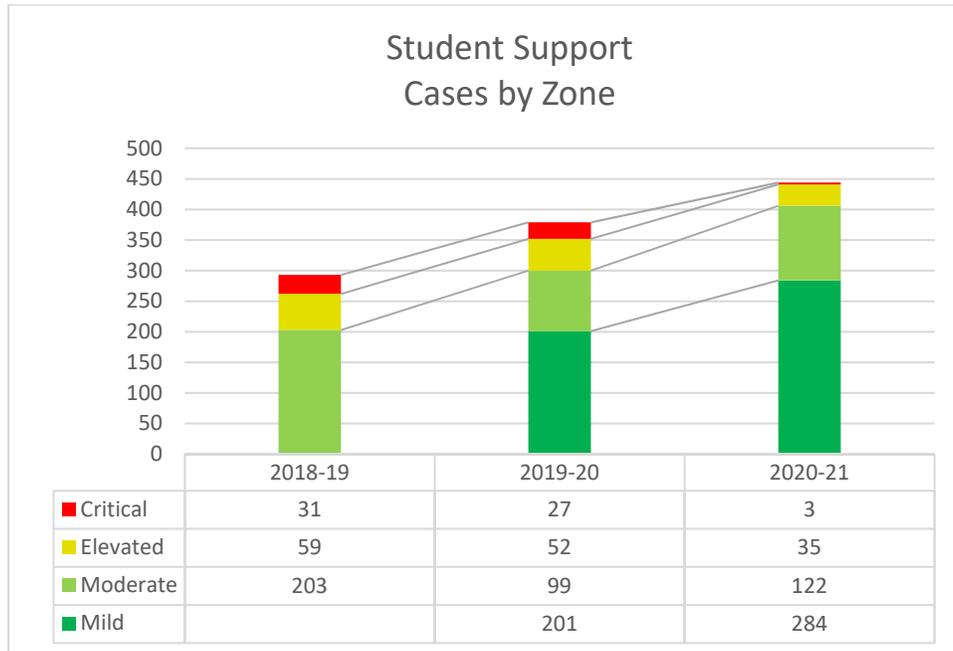
A total of **1976 unique students** were involved in the **2372 cases** handled by the Student Support team over the last three years. Only **336 of those students** were involved in **2 or more cases**. These data indicate that, for the most part, students get connected with the support they need after the first engagement.

However, there are a small number of cases that span multiple semesters and receive support from our office throughout their time at the University. **8 students** received support from our office in **5 or more cases across** the last three years.

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 influences the range of interventions BIT chooses to employ.

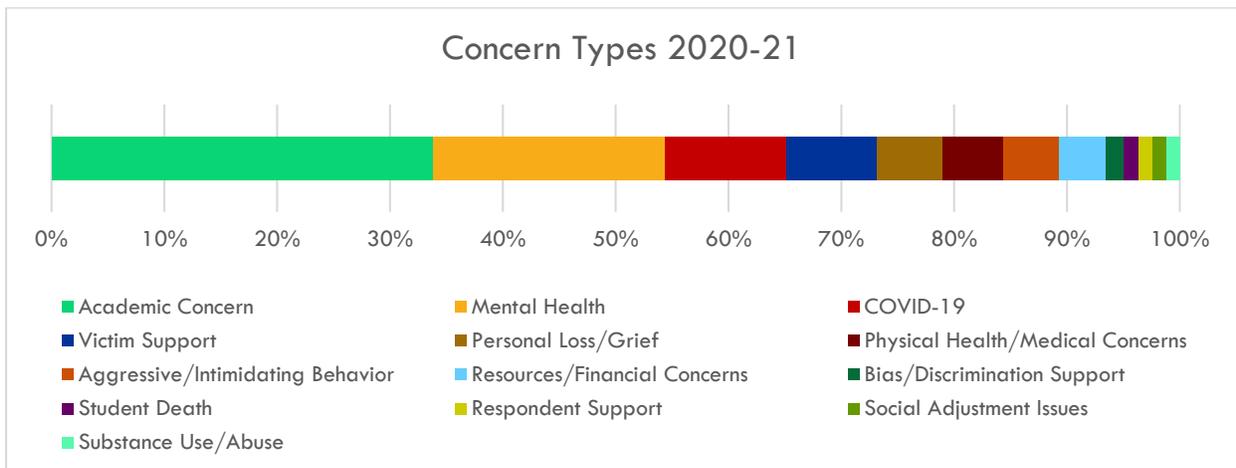
In the last year, the total number of cases categorized by zone increased, but cases categorized in the highest tiers continued to decrease.



Student Support - Cases by Concern Type

This year, the Student Support team, in coordination with the Resident Outreach team in Housing & Residential Education, revamped the data structure for recording student concerns. The new hierarchy paints a better picture of trends in student concerns.

This year almost 80% of concerns fell into five broad categories: Academic Concerns, Mental Health, COVID-19, Victim Support, and Personal Loss/Grief. The COVID-19 issues are specific to the global pandemic. Similarly, the spike in support for Personal Loss/Grief appears unique to the current year.

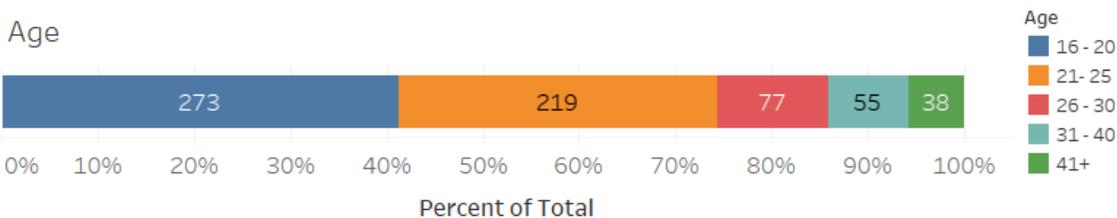
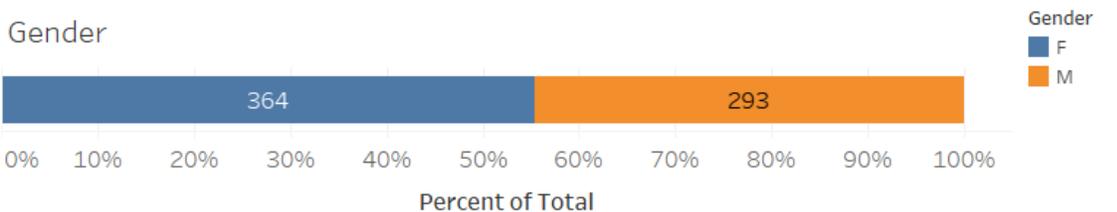


Digging a little deeper into the top five categories, we can understand more about what is behind those trends. For example, we saw many reports from faculty expressing concern for students who were not participating online. Under mental health, we can see the majority of cases involved depression or suicidality.

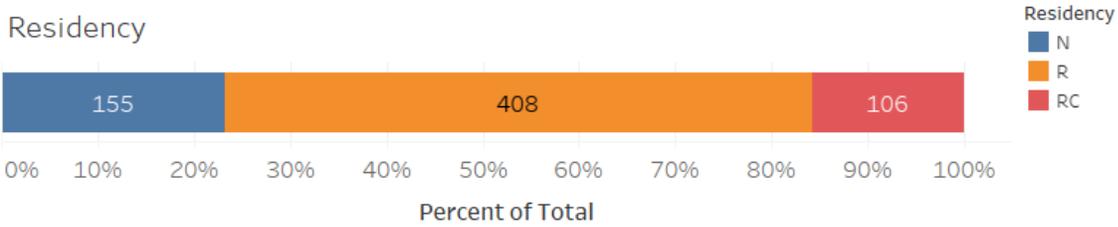
Academic Concern	253
Not Participating	58
Withdrawal Support	55
Classroom Disruption	6
General	134
Mental Health	153
Depression	33
Anxiety	27
Suicidal Ideation (Current)	23
Hospitalization	21
Suicide (Attempted)	14
Suicidal Ideation (Past)	7
Sleep Issue	5
Eating Disorder	2
Suicide (Completed)	1
General	20
COVID-19	81
University changes impacting experience	30
Positive Test for COVID-19	20
In quarantine	12
Being tested and requesting support	8
General	11
Victim Support	60
Personal Loss/Grief	43

Student Demographics and Characteristics

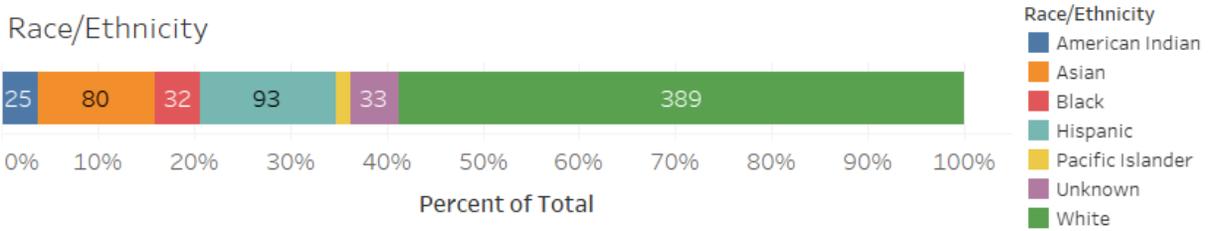
The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment & Analytics.



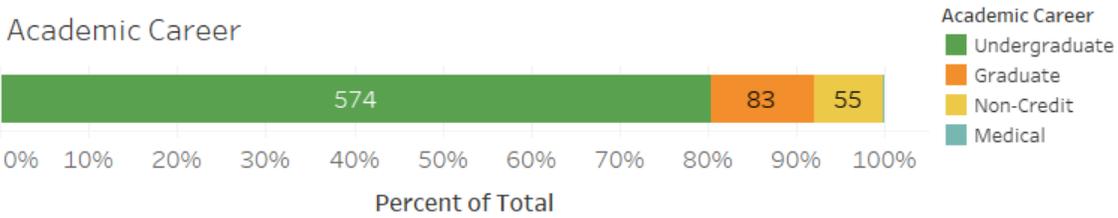
Residency



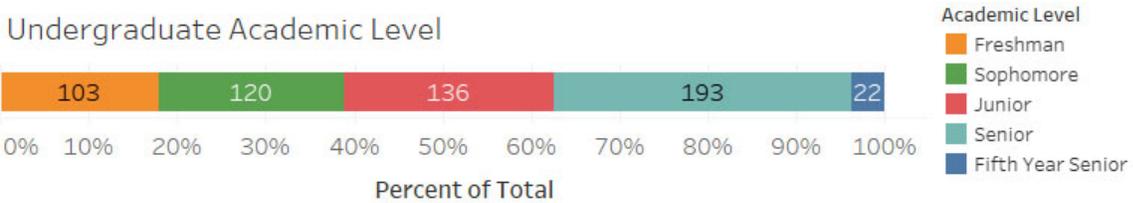
Race/Ethnicity



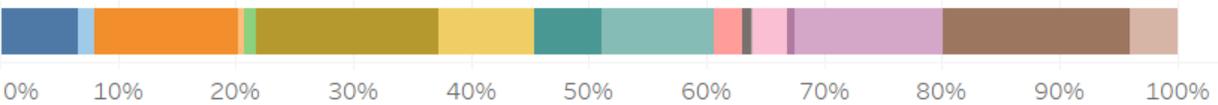
Academic Career



Undergraduate Academic Level



College



Additional Student Characteristics

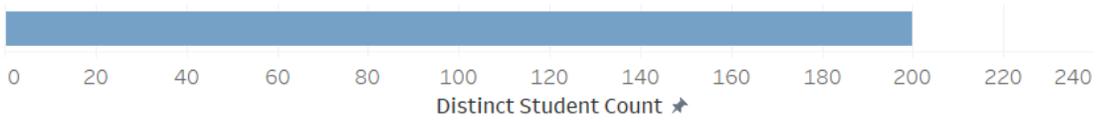
HRE Housing



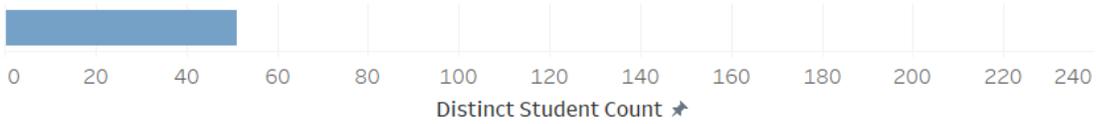
Honors



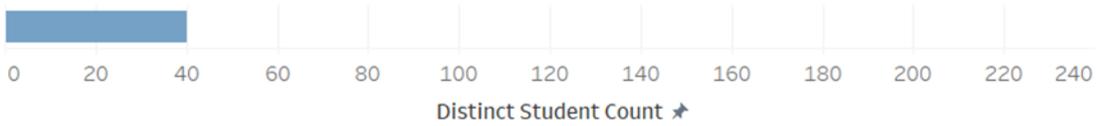
U of U Employee



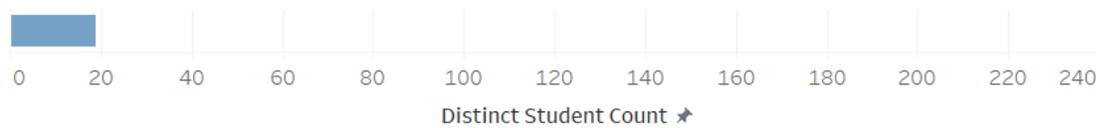
Fraternity and Sorority Members



International Students



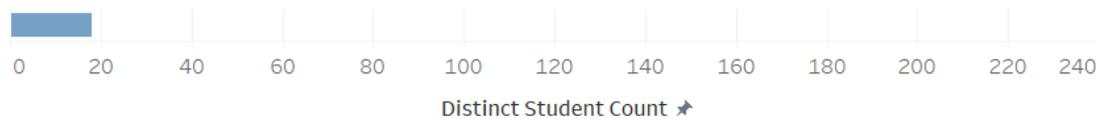
NCAA Student Athletes



TRIO Participants



Veteran Students



Behavioral Intervention Team

The Behavioral Intervention Team serves as a collaborative body that assesses risks and behaviors that could harm the campus. The responsibilities of BIT members include assembling weekly to review students of concern and make preliminary and proactive plans for intervention or threat assessment. 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.

- Office of the Dean of Students
- Student Support & Accountability
- Center for Student Wellness
- University Counseling Center
- Center for Disability & Access[^]
- Office of General Counsel
- Housing & Residential Education
- International Student & Scholar Services[^]
- University Police Department
- Department of Public Safety
- Office of the Chief Safety Officer *
- Office of Faculty Affairs*
- Equal Opportunity & Affirmative Action
- Human Resources
- Academic Advising Center
- University Hospital
- Athletics*[^]
- Income Accounting*[^]
- Mental Health First Responders*
- Office of Financial Aid & Scholarships*[^]

**New office represented on BIT [^]Ad-Hoc/alternate*

In cases where risk assessment indicates a need for 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 BIT members strive to help students be successful at the University and value the need to keep others safe.

Goals and Outcomes

Goal: *Ensure the BIT reflects campus through identities and offices involved.*

We added six new offices to the team, three of which are listed as ad-hoc while the other three are considered a part of the core group.

Goal: *Establish summer (June-Aug) and winter (December-January) training series consisting of tabletop exercises, assessment reviews, internal process refreshers, and more.*

This summer the Student Support team facilitated training on NaBITA risk assessment, Advocate Symplicity, and BIT internal processes. Additionally, the team worked through two tabletop exercises which were co-facilitated by the Chair(s) of BIT and the Threat Assessment Team (TAT).

In the coming year, we plan to:

- Identify and train 4-6 BIT members on administering WAVR-35, SIVRA, and other assessments.
- Update website and all marketing materials for the BIT.

- Identify and rearrange the number of offices represented on the Core BIT by moving some to the Ad-Hoc team.
- Review and update the BIT manual.

Utilization Data

From the 748 cases opened this year, Student Support and the BIT discussed **151 students** 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, presentations were somewhat limited due to restrictions around in-person meetings due to the coronavirus pandemic. In the coming year, we are planning to create a recorded training that will be available to departments on demand. Then we can focus training on more specific needs and topics.

Goals and Outcomes

Goal: *Expand presentation offerings to include Conflict Resolution and De-escalation.*

As we work to develop the Student Conflict Resolution Center, the Office of the Dean of Student has begun developing resources for the campus community. Part of our efforts this year included developing a Conflict Resolution training, which we delivered to International Student & Scholar Services in March 2021.

Much of our effort this year centered on De-escalation training and specifically de-escalation in the context of navigating conflicts about face-covering policies on campus. ODOS staff conducted **9 de-escalation** trainings in 2020-21 for more than 450 participants. With time, face-covering policies may no longer be relevant, but we anticipate the de-escalation skills will be valuable for a long time to come.

Utilization Data

Based on our records, the ODOS gave **21 presentations** that were targeted to faculty and staff at the University of Utah, despite being unable to provide in-person presentations during the COVID-19 pandemic.

- Advocate Overview & Training
- College of Engineering TA Training
- Community Standards Courses
- Conflict Resolution Training
- De-escalation Training
- Face Coverings and De-Escalation
- Intervening with Distressed Students
- Overview of ODOS (Student Accountability & Support)
- PDC Teaching Tuesday Face Coverings and De-escalation

- UUPD Command Staff Training (Student Code/Support)
- UUPD New Officer Training (Student Code/Support)

We estimate that at least 746 staff or faculty attended an ODOS presentation in 2020-21.

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.*

From July 1, 2020, to June 30, 2021, the University of Utah had 1,137 chats and 28 tips from the SafeUT App. More detailed information about SafeUT at the University of Utah can be found in Appendix B.

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 like these, is essential to student persistence. It sets clear expectations about behaviors that can negatively affect both retention and graduation. Through these courses, we educate students 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 this training (Everfi) also developed a course to prepare students to return to campus during the novel coronavirus pandemic. We delivered this course to students throughout the 2020-21 academic year.

Goals and Outcomes

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

With support from the Office of the Registrar and the University Information Technology, we successfully developed and implemented a registration hold associated with completing the Sexual Assault Prevention Ongoing: Healthy Relationships course. This hold lifts automatically when a student completes the course. More than 7,000 students have completed the ongoing training so far.

In the coming year, we will continue to roll ongoing training out to the next cohort and repeat training for the first cohort. We will also add the AlcoholEdu Ongoing as an optional training for undergraduate students.

Goal: *Leverage the Everfi platform to deliver Return to Campus training for students.*

We offered this course to all students eligible to enroll for Fall 2020, Spring 2021, and Summer 2021. Throughout the year, nearly 25,000 students completed this optional training. At present, we do not feel it

will be necessary to continue to offer this course in Fall 2021. We will instead direct students to the wealth of information available at coronavirus.utah.edu.

Goal: Share data from Everfi assessments with other offices, which may benefit from the data.

In 2020-21, we began sharing engagement data from Everfi with Student Leadership & Involvement monthly. This report included a cumulative count gauging interest in various engagement opportunities and contact information for those students expressing a desire to be contacted about those opportunities.

Activity	Interested Students
Engagement	
Attending Events	491
Planning Events	234
Activities	
Board Games	318
Bowling	360
Community Service	275
Dance Classes (hip-hop, break dancing, ballroom)	204
Fitness Classes (pilates, yoga, spinning)	341
Intramural Sports Tournaments	224
Karaoke Night	163
Live Music	385
Movie Nights	445
Outdoor Adventures	500
Pool Tournaments	134
Spiritual Activities	146
Student Talent Shows	135
Trips to Cultural Events (theater, music)	346
Trips to Galleries/Exhibits	328
Trips to Local Sporting Events	232
Video Game Tournaments	264
Nothing Specific - Just a cool place to hang out	382
Prevention Efforts on Campus	
Diversity, Equity and Inclusion Opportunities	238
Mental Well Health Efforts on Campus	745
Sexual Assault Prevention and Education on Campus	3522
Setting policies related to alcohol and other drugs	338

While compiling these data, we pulled out data for students who identified as being in recovery and desiring to be connected with Recovery Support services on campus. Rather than pass on their data to other offices, the Assessment & Records Manager reached out to students directly and provided contact information for the Recovery @the U program.

Support Services	Interested Students
Recovery Support (AlcoholEdu)	402
Recovery Support (Prescription Drug Abuse Prevention)	348

Additionally, we provided de-identified data and reports from our Mental Well-being course to the University Counseling Center and information about Sexual Assault Prevention training to the U of U Campus Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence & Stalking.

Goal: Utilize texting platform to remind students and improve completion of Sexual Assault Prevention courses before registration.

After Spring registration began in November, University leadership was concerned about the effect Sexual Assault Prevention holds had on Spring enrollment. To reduce any impact, we sent text message reminders to all students eligible to enroll for Spring 2021 who still had SAP holds. The texts used an interactive script to answer frequently asked questions and direct students to appropriate resources.

Results from the first implementation were somewhat mixed. Many students appreciated the reminder or connected with appropriate resources through the texting campaign. However, many of the people we reached were not planning to enroll and were less appreciative of the outreach.

We also underestimated the number of students who would go off-script responding to the text message. The interactive script was not sufficient to answer more specific questions. We also messaged more than 3,000 students at once, which resulted in more responses than our staff could handle in a short amount of time.

We took the lessons we had learned from the first attempt and modified our approach in Spring 2021. In our second campaign, we only contacted currently enrolled students who still had the hold. We also spaced out our messaging over several days. Instead of using an interactive script, we used a simple nudge and then monitored for responses to address any questions. This targeted approach was far more successful.

To assess our efforts, we monitored course completion for a week following the texting campaign. We messaged 403 students. **67 of those students (roughly 17%) completed the training within 7 days of receiving a text reminder.**

We will continue to utilize this targeted outreach to encourage students to complete the mandatory training.

Utilization Data

Implementing the registration hold for the Sexual Assault Prevention course dramatically improved utilization in all courses.

Course	Part 1	Part 2
AlcoholEdu	5,992	3,799
Diversity, Equity and Inclusion	1,442	1,353
Prescription Drug Abuse Prevention	1,863	2,116
Mental Well-Being	4,067	3,231
Sexual Assault Prevention for Undergraduate Students	7,889*	5,279
Sexual Assault Prevention for Graduate Students	2,946	2,321
Sexual Assault Prevention Ongoing: Healthy Relationships	7,399	2,454
Staying Healthy in a Changing Environment	24,926	n/a

*Excluding assignments for Fall 2021

Additionally, due to confusion about the registration holds, the ODOS decided to release Sexual Assault Prevention for Undergraduate Students to students starting Fall 2021 early. In previous years, we released this training to students in mid-July. This year we opened the course in April. We will still focus our messaging about the course around the start of the Fall semester, but opening the assignments in April helped reduce confusion for incoming students.

The results have been surprising. Without any messaging, 4,419 students had already completed the training as of June 30, 2021.

Digital Badge

The Community Standards Competency Digital Badge continues to be a 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.

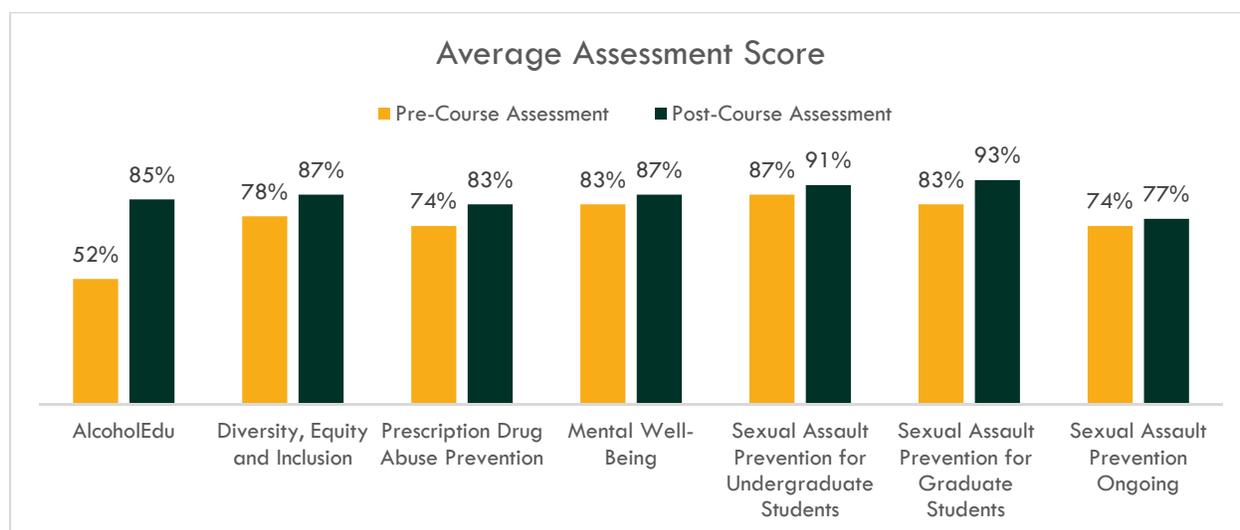
We began awarding these badges in April 2020. More than 1,000 students completed the requirements in the 2020-21 year.

1 Jul 2020 - 30 Jun 2021



Learning Outcomes

Each course includes a pre-course assessment and a post-course assessment to gauge improvement in student understanding of key concepts as a direct result of completing the course. Every course shows an improvement in average score from the pre- to the post-course assessment.



In addition to this measure of learning, we ask students to rate the extent to which they agree or disagree with various learning outcomes for each course. Across the board, most students who complete the courses report finding the information useful and effective. More detail about these measures can be found in the Impact Reports.

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.

Compliance with Federal Regulations

In recent years, there has been a spotlight on government legislation regarding crime reporting, sexual assault, and other forms of violence on college campuses. 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.

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.

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 went into effect on August 14, 2020. The following text appeared in an [@thU article in August 2020](#). The article highlights what has changed and what remains the same

Here are the key points:

- Mandatory reporting remains the same.
- Definitions of "Sexual Misconduct" remain the same:
 - "Sexual Misconduct" is a broad term that includes sexual or gender-based harassment, intimate partner violence, sexual exploitation, stalking, nonconsensual sexual contact and nonconsensual sexual penetration. "Sexual Misconduct" also includes the crimes of dating violence, domestic violence, sexual assault and stalking as defined by state and federal law. The definition of "Sexual Harassment" is being expanded to include the Davis standard as set out by the U.S. Supreme Court which is, "Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's program or activity."
- The university will continue to use "preponderance of the evidence" as the standard for evaluating the evidence in a sexual misconduct case.
- The new Title IX regulations affirm the university's practice of promptly contacting a person who is reported to have experienced sexual misconduct to discuss the availability of supportive measures—with or without requiring a formal complaint—and to explain options for filing a formal complaint about addressing the reported behavior.
- Providing supportive measures to students, staff and faculty will remain the same.
- The new regulations include enhanced training requirements for the Title IX coordinator, investigator and decision-makers.

The most significant changes affect the process of adjudicating sexual misconduct issues:

- A hearing is required in all sexual misconduct cases. Previously, a hearing was not required if neither party requested one.
- If a party does not have an "advisor" at the hearing, the university will be required to provide an "advisor" for the limited purpose of conducting cross-examination of witnesses, at no expense to the party.
- In Sexual Misconduct cases, the [Office of Equal Opportunity, Affirmative Action, and Title IX](#) will no longer be issuing findings of "insufficient evidence" or "cause." Rather, the Office of Equal Opportunity, Affirmative Action, and Title IX will be issuing investigative reports with recommendations for a Hearing Committee to make a determination of whether or not a policy violation has occurred.

Developing & Upholding Community Standards & Expectations

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

Alignment with the Student Affairs Strategic Objectives

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



Student Conduct Process

Student Accountability manages the Student Behavior components of the Code of Student Rights and Responsibilities (Policy 6-400, Section III of the University of Utah Regulations Library.) This work includes reporting, investigating, and adjudicating violations of the Code, while also ensuring students' rights to due process and upholding 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 are designed to protect individuals and the campus community and to create an environment conducive to achieving the academic mission of the institution.

Goals and Outcomes

Goal: *To provide students with a thorough, transparent, and fair due process*

Students continue to agree to informal resolutions indicating that our process is fair. Specifically, students can hold themselves accountable for misconduct through reflection and self-conviction in participating in our process.

To ensure we accomplish our goals, we administered a survey in April 2021 to all students who participated in the student conduct process in 2020-21. We reached out to 48 students who were still enrolled. Only six have responded. With such a small number of responses, we cannot draw any conclusions. However, the data so far are encouraging, with most students agreeing that they were treated with respect and felt heard throughout the process. We will need to repeat this assessment in the future to continue to gather data about the effectiveness of our work.

Goal: *To educate and provide students with learning outcomes when found responsible for policy violations that have a positive effect on their 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, indicating personal growth as they overcome adversity while engaging in the conduct process.

Most students who engage with the ODOS for behavioral misconduct issues move forward without further incident. Between July 1, 2018, and June 30, 2021, a total of **925 identifiable students** were involved in the cases handled by the Student Accountability team, including Information Only reports. Of those 925

students, **58 students were involved in 2 or more incidents**. Only **9 students were ultimately found responsible in more than 1 case** over the past three years. In some cases, students may not have additional issues because they have separated from the University through graduation, transfer, suspension, or otherwise stopping out. The ODOS does not currently track data related to the retention and graduation of students involved in the student conduct process.

In the assessment we distributed to students in April 2021, we also included questions to gauge learning outcomes, such as:

- I am more likely to reflect on my decision before taking action.
- I gained a better understanding of my rights and responsibilities as a student.
- I gained a better understanding of my social responsibilities at U of U.

Again, we have only received six responses. We will need more data to determine how well our processes are facilitating these learning outcomes. We hope to continue this assessment in the future.

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

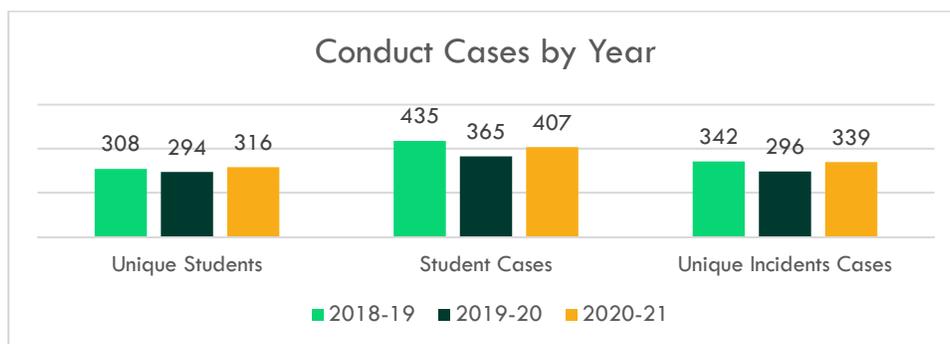
Students are expressing an understanding of social responsibility. Specifically, they exhibit awareness that their behaviors affect others. Their participation in the student conduct process shows their commitment to the University community standards. We see evidence of this learning in the sanction process, including the reflection papers and apologies letters. Our case managers also receive feedback directly from students.

Quotes from Students

- “I very much appreciate your support and willingness to help me move into the future through the informal resolution and the associated actions.”
- “I think you have been very helpful this week. I appreciate the support you have provided.”
- “Thank you again for all your help and understanding! Made this situation easy.”
- “Thank you so much for helping me through this! I really appreciate all the help and patience you’ve given me.”

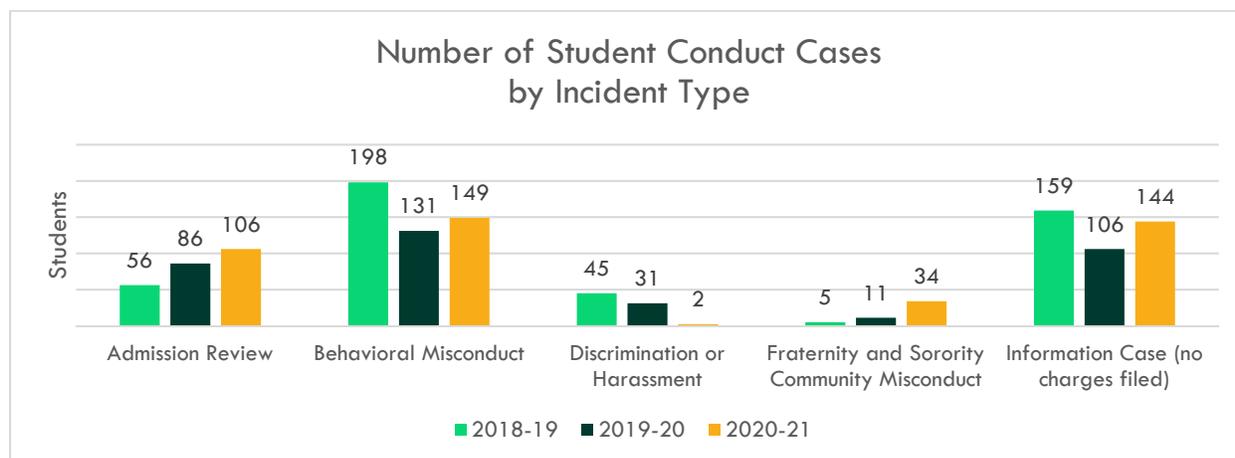
Utilization Data

The number of cases managed by Student Accountability was significantly affected by the novel coronavirus pandemic in 2019-20. This year the number of cases nearly returned to pre-pandemic levels.



Even as new incidents continue to emerge, work on existing cases continues. In addition to the 339 incidents reported in 2020-21, Student Accountability modified **16** incident reports created before July 1, 2020

during 2020-21. These changes indicate ODOS staff performed additional work for those cases. The specifics vary, but this work may involve recording completed sanctions or noting meetings, emails, or phone calls regarding the incident.

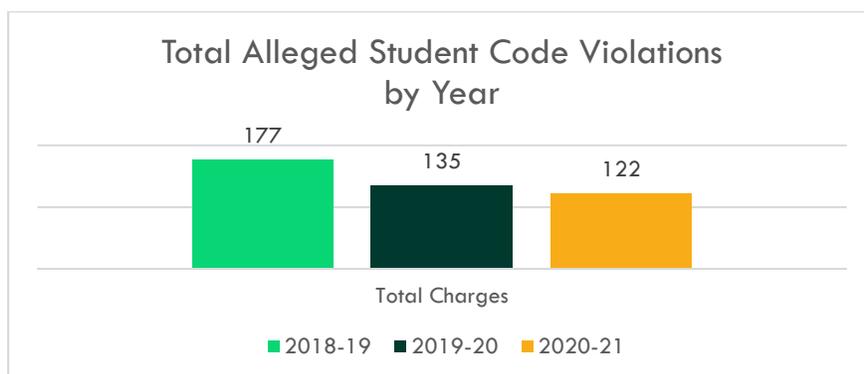


* A single incident may be categorized with 1 or more incident type

The number of Behavioral Misconduct cases is nearly the same as in 2019-20. Information Only cases increased from the previous year but were similar to 2018-19.

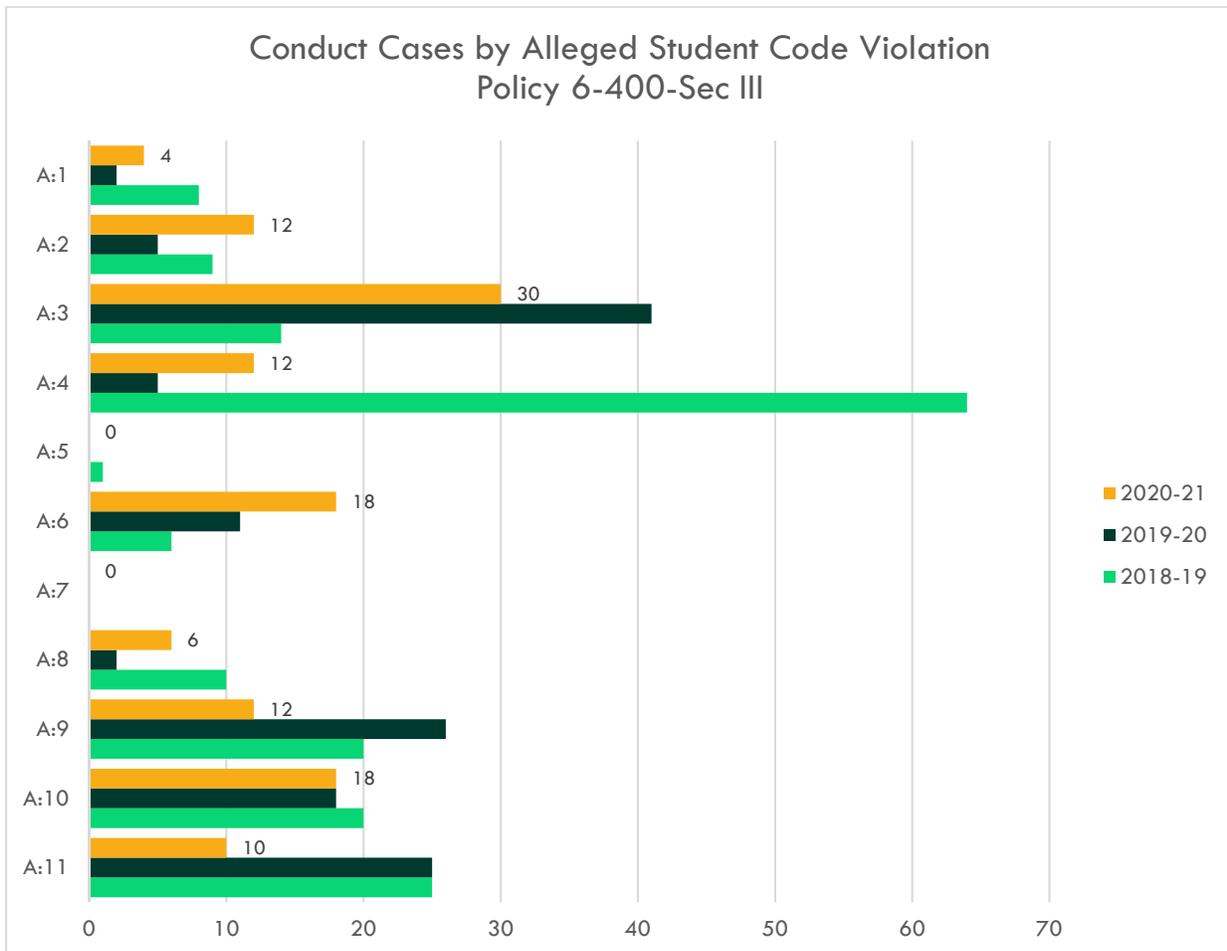
There were only two Discrimination or Harassment incidents recorded this year. We discontinued using that incident type early in Fall 2020 to reduce confusion, as discrimination/harassment cases are reported to the Office of Equal Opportunity and Affirmative Action (OEO/AA) to be investigated under the University's non-discrimination policy. We still track our involvement in these cases using other indicators in the case, such as including a field to indicate a related OEO/AA case number.

Fraternity and Sorority Misconduct cases doubled again this year. Many of the referrals this year came from community members concerned about large gatherings amid COVID restrictions. The vast majority of these reports involved non-chapter facilities, which are located off-campus and may be affiliated with members of a specific fraternity or sorority (e.g., satellite houses).



Overall, the total number of alleged violations was slightly lower than the previous year. We noted a decrease in allegations for alcohol misuse and violation of federal, state, or local civil or criminal laws on University premises. This decrease is related to pandemic restrictions, which eliminated the referrals that would typically follow football games.

On the other hand, we saw an increase in the number of allegations of intentional disruption and misuse of University resources. Many of these incidents occurred in online learning spaces. This change is also reflective of the ways pandemic restrictions have affected campus.



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

Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students. These data were provided by Assessment & Analytics.

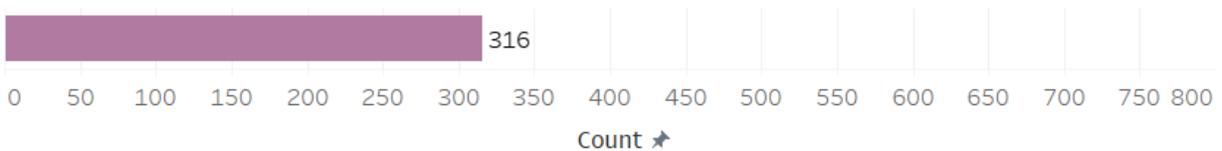
Data in this section does not include students who engaged in Admission Reviews, as A&A cannot report data for individuals who are not current students. Demographics for those cases are included in a separate section.

ODOS Accountability 2020-2021 – Student Characteristics

Report for the Office of the Dean of Students - Authored by A&A

The following two charts show the number of students who engaged in the Accountability process through the Office of the Dean of Students during the 2020-2021 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 2020-2021 year.

Count of all individuals



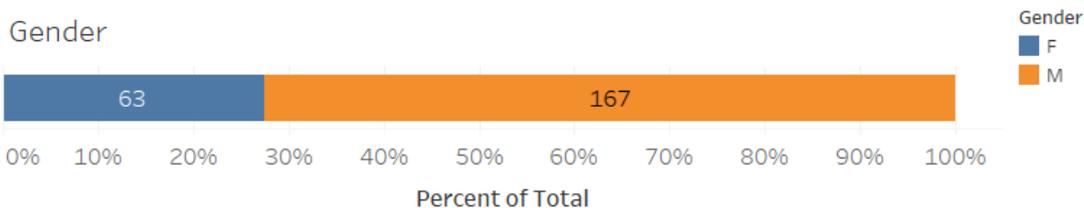
Count of unique, matched students



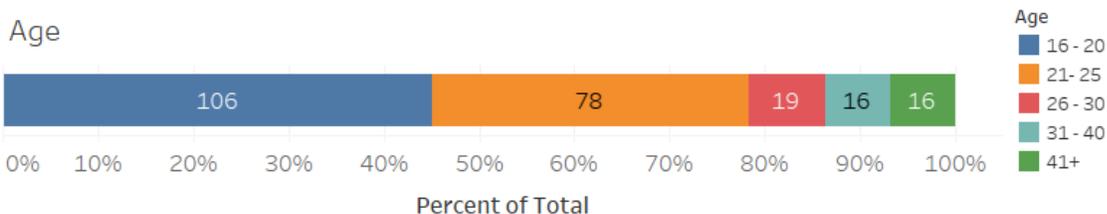
Student Demographics and Characteristics

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

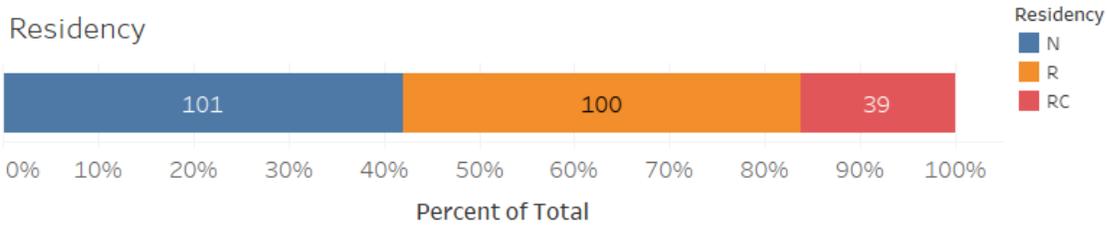
Gender



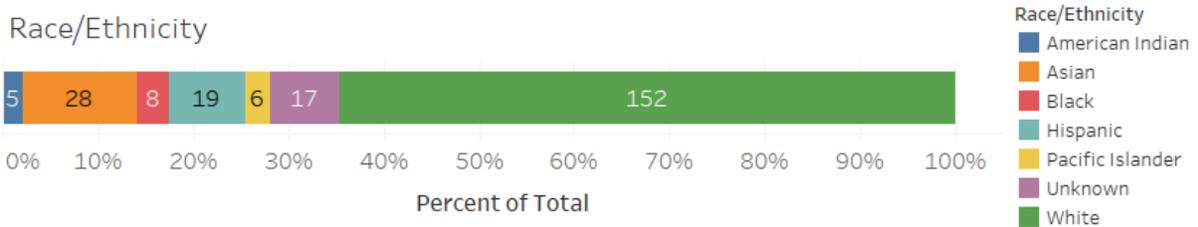
Age



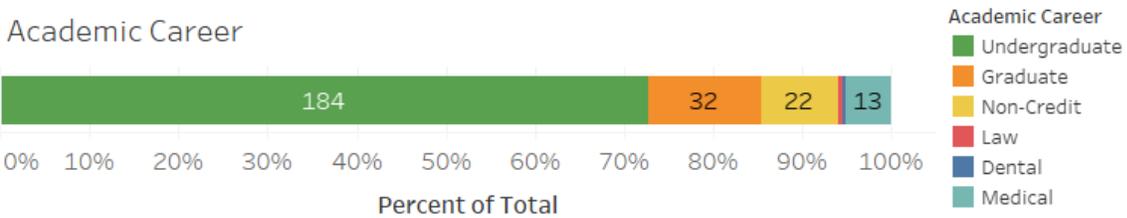
Residency



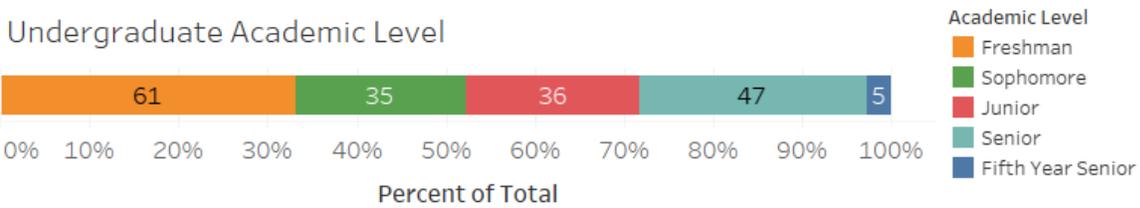
Race/Ethnicity



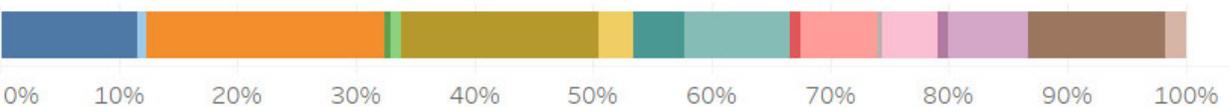
Academic Career



Undergraduate Academic Level



College



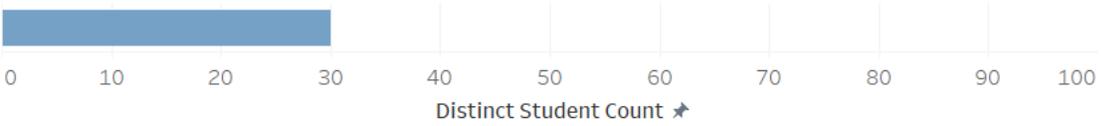
College



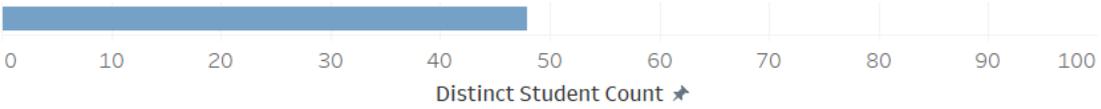
Additional Student Characteristics

Despite Fraternity & Sorority Misconduct cases doubling since last year, we actually have fewer students who are Fraternity & Sorority members than in 2019-20.

Fraternity and Sorority Members



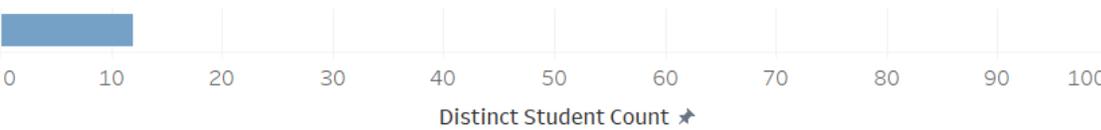
HRE Housing



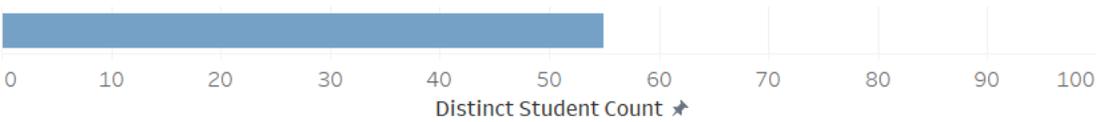
International Students



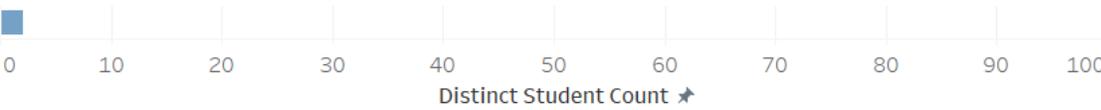
NCAA Student Athletes



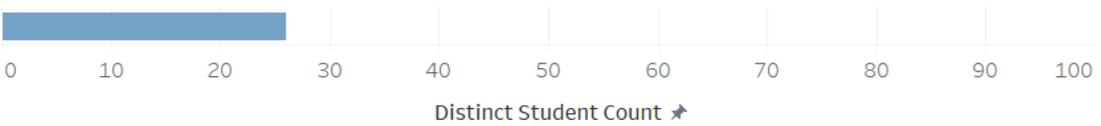
U of U Employee



TRIO Participants



Honors



Veteran Students



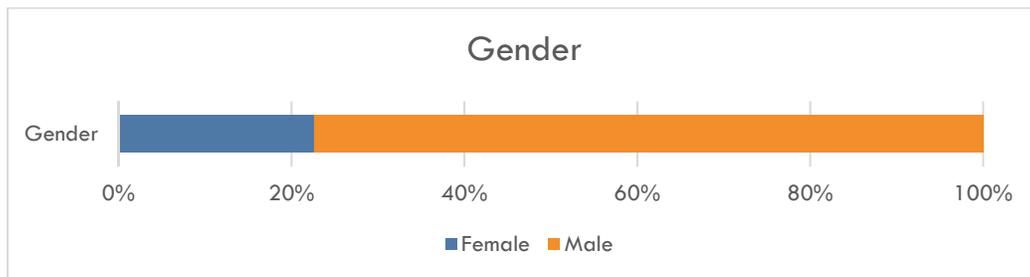
Admission Review

The Student Accountability team assists the Office of Admissions with the holistic admission process by conducting admission reviews for students who disclose prior misconduct in their application. This process will be changing in the coming year, as the University will no longer be including a question about prior misconduct in the application.

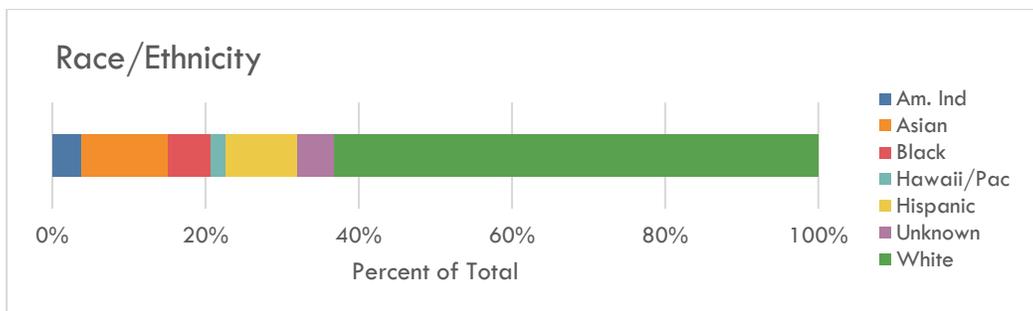
Goal: Connect Admission Review incidents to student records for students who enroll to make it possible to track and report on subsequent recidivism.

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

This process has allowed us to better track student demographics, such as gender and ethnicity. For example, male students make up a 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 U of U. That pattern echoes what we see in our Behavioral Misconduct data.



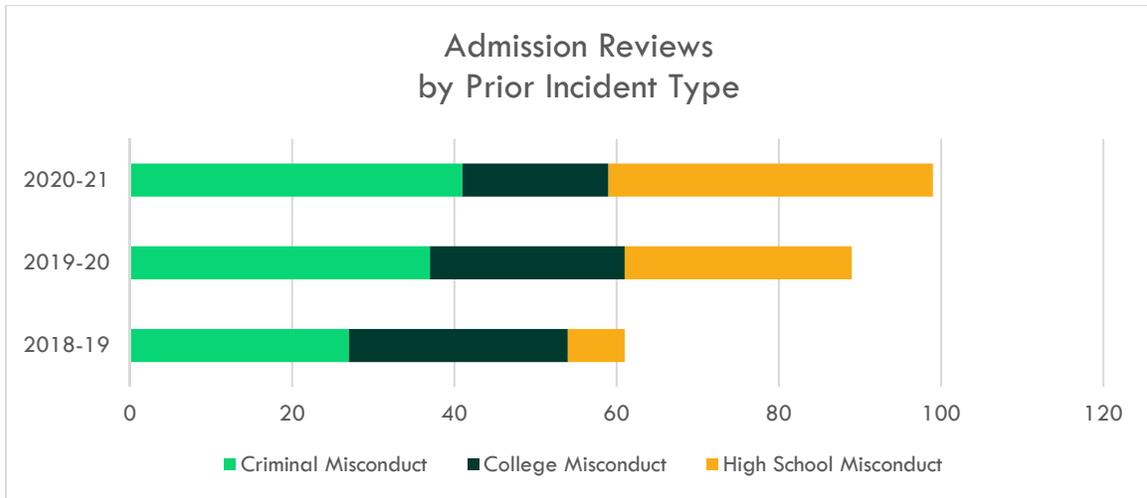
On the other hand, we do see a difference in patterns regarding race/ethnicity. Specifically, we see a smaller percentage of white students than we might otherwise expect based on the demographics of the University.



Including this data has also made it easier to see which students later enroll and to track recidivism. To date, only **2 students** who have completed the Admission Review process have been found responsible for subsequent behavioral incidents.

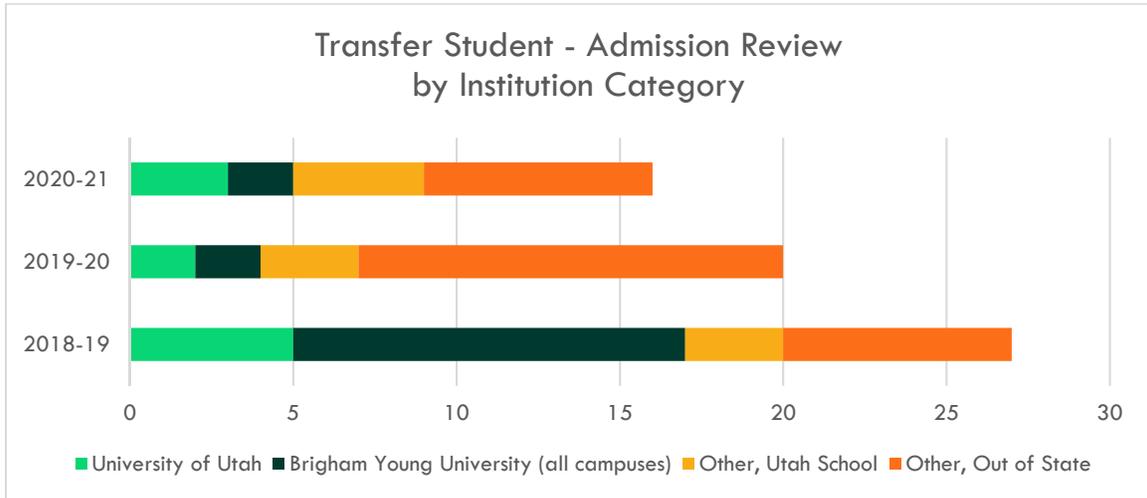
Utilization Data

This year, the number of admission review cases increased over last year. In 2019-20, there was a dramatic increase in the number of referrals regarding high school misconduct. That trend continued this year. The number of students referred for criminal misconduct also steadily rose.



	2018-19	2019-20	2020-21
College Misconduct	27	24	19
Criminal Misconduct	27	37	45
High School Misconduct	7	28	40

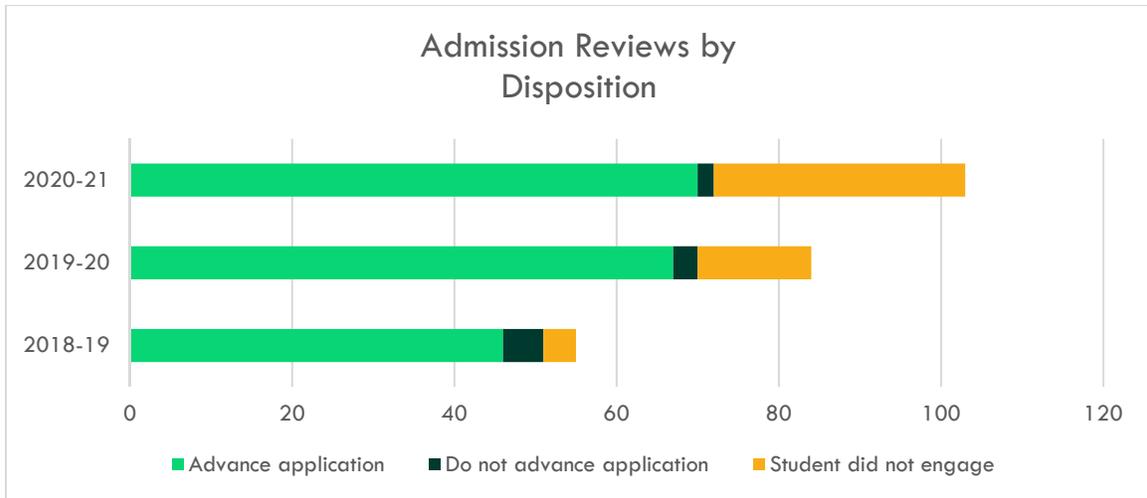
Similarly, the number of referrals for college misconduct continued to decrease. Again, the number of referrals for misconduct at any Brigham Young University campus was much lower than in 2018-19. This drop likely differences in how the Office of Admissions handles reports of Honor Code violations from BYU for behavior that would not constitute a Student Code violation at the University of Utah.



	2018-19	2019-20	2020-21
University of Utah	5	2	3
Brigham Young University (All campuses)	12	2	2
Other, Utah School	3	3	4
Other, Out of State	7	13	7

As in years past, most referrals result in a recommendation that the applicant should be allowed to move forward in the admission process. However, 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.



Disposition	2018-19	2019-20	2020-21
Advance application	46	67	71
Do not advance application	5	3	2
Student did not engage	4	14	31
Grand Total	55	86	104

As of July 1, 2021, 33 of the 71 students we 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 due to the novel coronavirus pandemic.

Utilization Data

The information below are all the students that completed NSO, which includes watching the “Joining the Community” video as of the July 16, 2021.

	First Year	Transfer
2020 Fall Admits	4242	1438
2021 Spring Admits	127	539
2021 Summer Admits	118	239
2021 Fall Admits	4088	1048

Presentations for Student Groups/Classes

Although restrictions on gatherings during the pandemic limited our opportunities for additional engagement, in 2020-21 the ODOS provided focused training for student groups.

Titles included:

- Overview of ODOS (Student Accountability & Support)
- Sigma Nu LEAD Session (Alcohol and Drug)
- Sigma Nu LEAD Session (Accountability and Ethics)
- Conversations for Change
- Fraternity and Sorority Life Covid Conversation – VP McDonald and Dean Ramirez
- Graduate Studies – New Student Orientation

These presentations are tailored to the audience and their specific needs. These timely reminders support students in making better choices as well as developing a stronger connection to the University community.

Conduct Background Checks

In addition to upholding community standards through the student conduct process, the ODOS also supports students and alumni by providing information for background checks. In 2020-21, the Executive Assistant facilitated **584 conduct background checks**.

Utilization Data

Requestor	2018-19	2019-20	2020-21
Private Investigator Reports	51	57	27
Dean's Certifications (Schools, Boards, Bar Association)	116	139	177
Other On-Campus (Registrar, ASUU, etc.)**	227	124	380
Total	394	320	584

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 power 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 and Marijuana 101 classes, which are assigned as a sanction, and uploading the documents to Advocate.

Utilization Data

Hold Type	2018-19	2019-20	2020-21
HRE Holds	138	63	137
3 rd Millennium Certificates	120	99	84
Marijuana 101	-	-	13

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 as a resource for student-athletes to report misconduct or mistreatment they may experience while participating 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 2020. As teams began returning to practices and competition, case levels have also returned to normal. Throughout 2020-21, the Student Athlete Advocate also assisted the Student Support Team with several cases and further developed the Student Conflict Resolution Center.

In April 2021, we repeated the Student Athlete Advocate survey to continue to build on the information we gathered in 2019. In addition to the questions we used in the previous iteration, we added questions to assess learning outcomes for those who interacted with the SAA. The number of students responding to these subsets of questions was too small to report specifics. However, the responses provided helpful information to inform our practices going into next year.

Goals and Outcomes

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

Recognizing conflict resolution skills as being critical for the work of the Student Athlete Advocate, the SAA began to work developing a Student Conflict Resolution Center last year. 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 conflict 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:

- Conflict Coaching
- Facilitated Dialogues
- Mediation
- Training, Workshops, & Presentations

To this end, the SCRC would engage an existing full-time staff member trained in mediation to supervise a team of part-time student-employees.

The development of conflict resolution skills is necessary to support student athletes and the entire campus community. The goal of creating an SCRC is to change students’ negative perceptions about conflict. We hope to teach students to embrace conflict as an opportunity for growth, provide tools to steer conflict situations in constructive directions, and empower them to solve problems for themselves.

Goal: *Pursue additional mediation and conflict resolution training.*

This past year, the SAA completed the following:

- Thomas-Kilmann Conflict Mode Instrument (TKI) certificate in Advanced Conflict Resolution
- Arbinger Institute Developing and Implementing an Outward Mindset facilitator training
- 40-Hour Online Basic Mediator Training through the S.J. Quinney College of Law

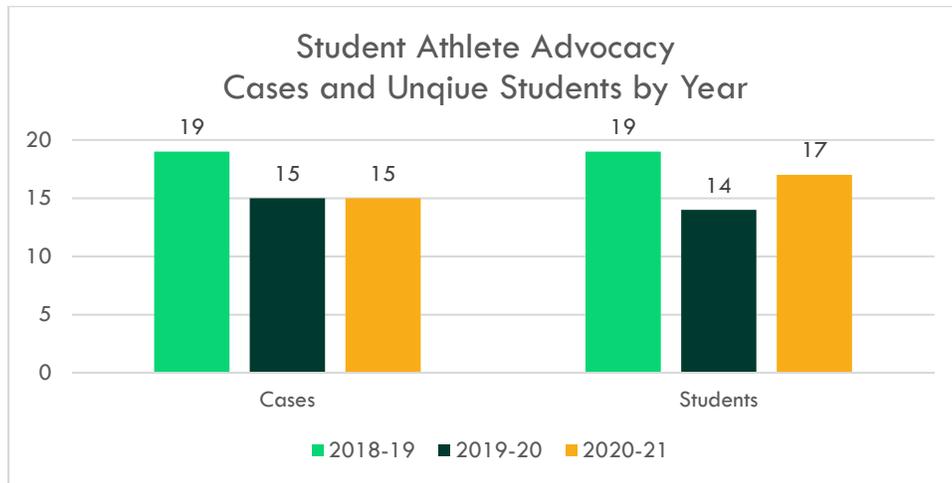
This training provides essential skills to support her work with student athletes and a critical foundation for developing the Student Conflict Resolution Center.

Quote from Student Athlete Advocate Survey

I never felt I had to reach out to her. She had reached out to me and made sure things were good, which was nice. – *Student-Athlete*

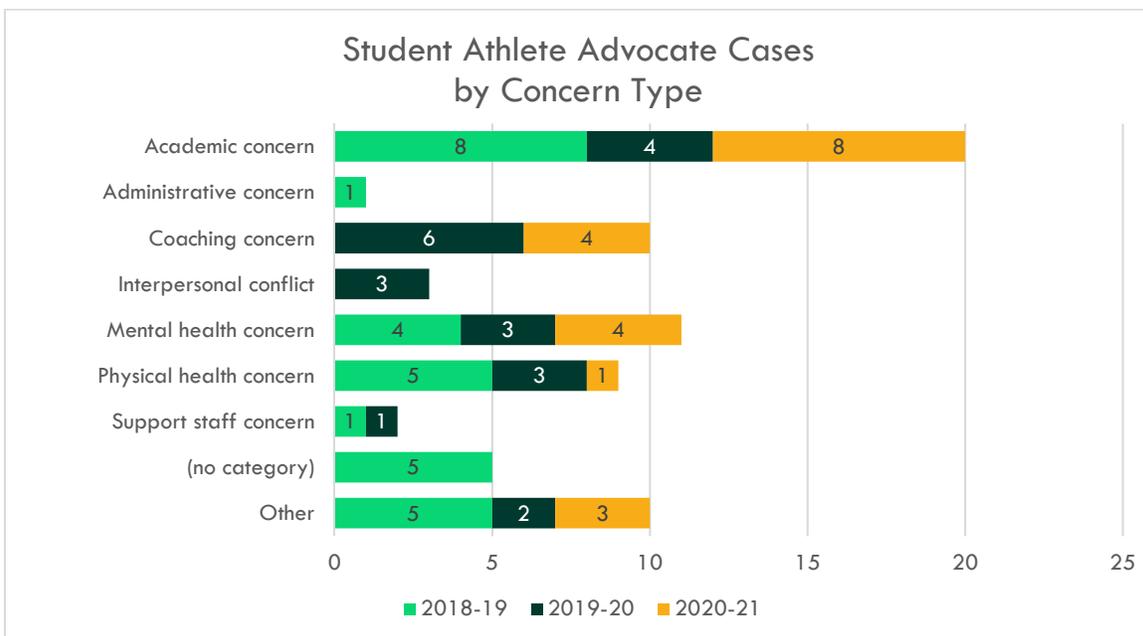
Utilization Data

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



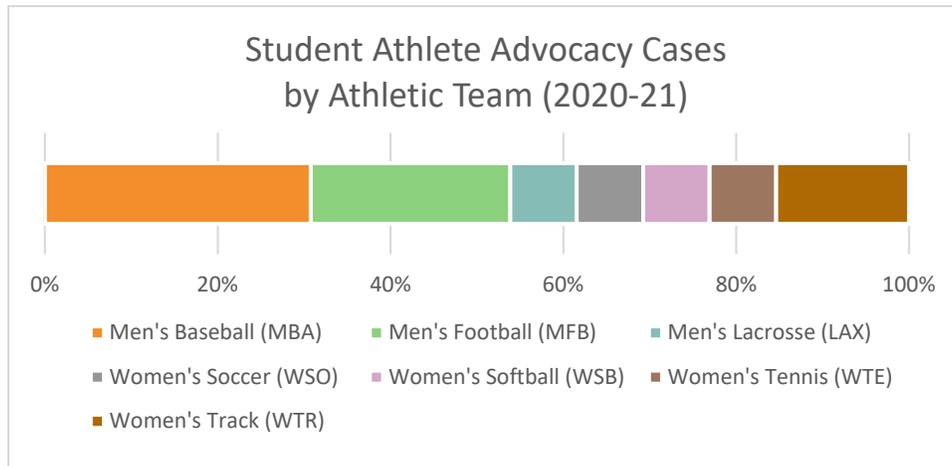
Over the last 3 years, the most common concern types have been:

- Academic Concern
- Coaching Concern
- Mental Health Concern



Student Characteristics

Because of the relatively small number of students, Student Affairs Assessment & Analytics could not produce a utilization report. However, we still track students by Athletic Team.



Public Relations & Communication

The Office of the Dean of Students (ODOS) and the Dean of Students play a pivotal role in representing the University to both the campus community and the 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 several 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.

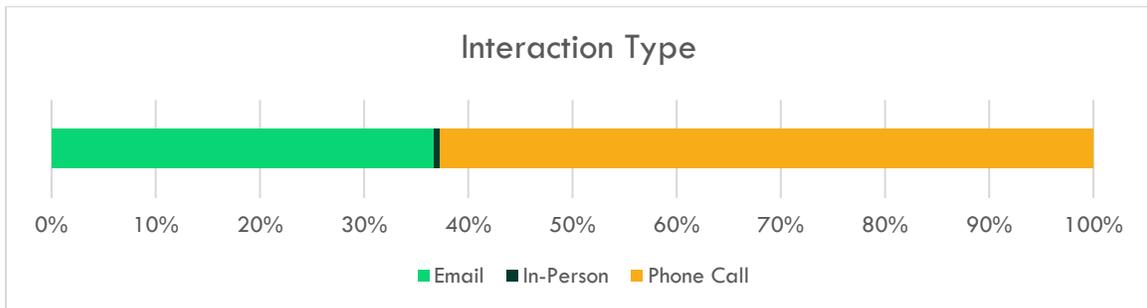
Community Engagement

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.

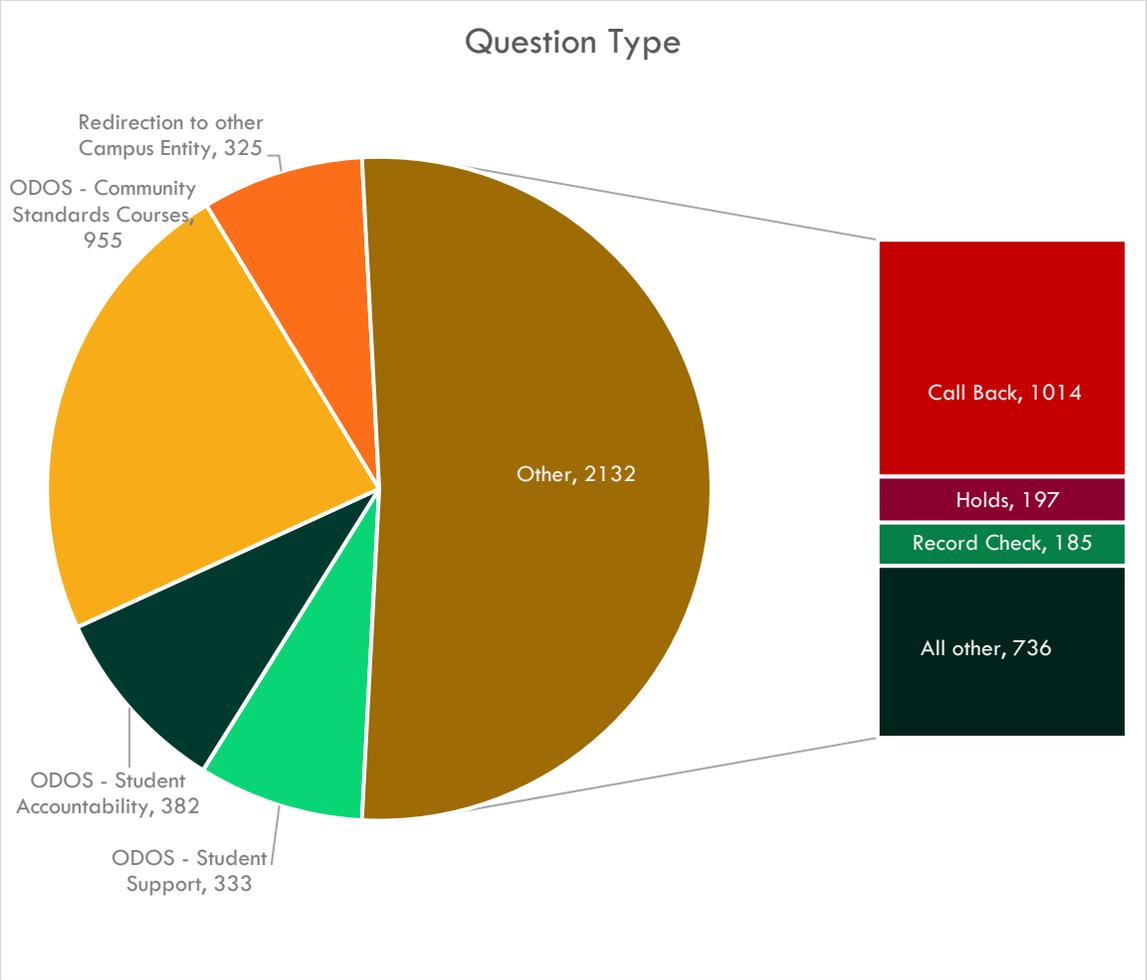
Front Desk Interactions

In September, the Office of the Dean of Students began tracking interactions in a Qualtrics form. Data below reflect interactions between September 14, 2020 – June 30, 2021.

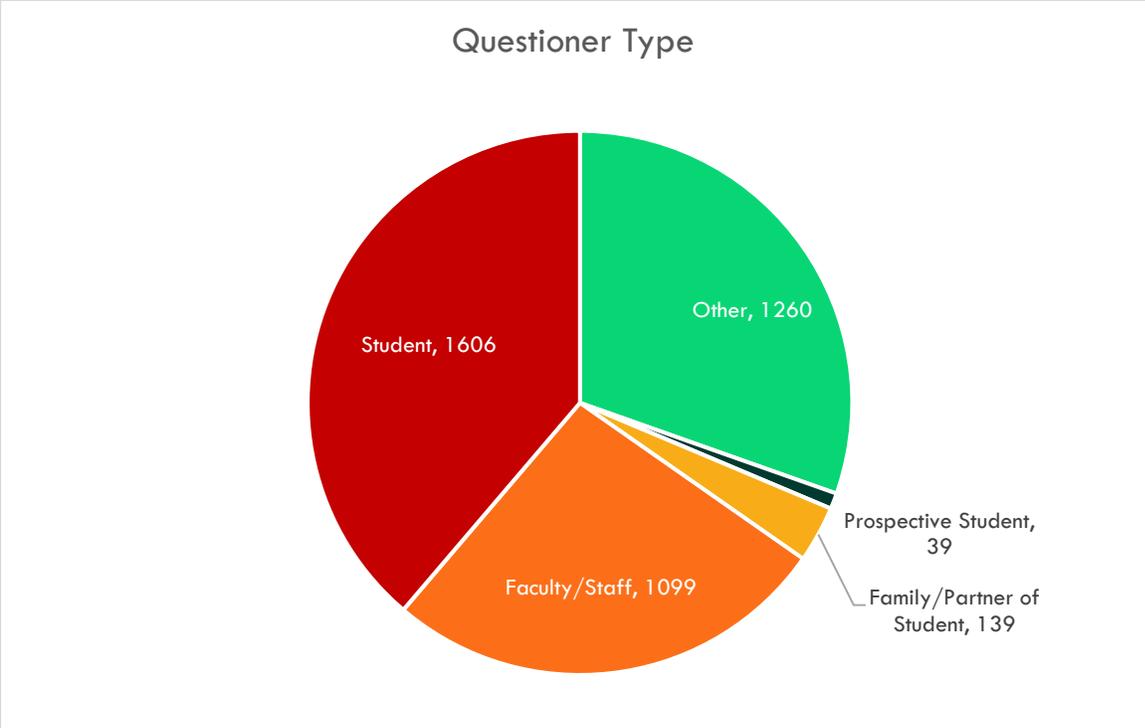
This year, nearly all of the tracked interactions have been phone or email. Given the unique circumstances of 2020-21 and COVID-19 precautions, it is not surprising that In-person interactions accounted for less than .6% of all interactions.



Categorizing the type of questions received has proved somewhat challenging, with nearly half falling into "Other." In future years, we may expand the options to capture high-frequency values.



Similarly, many interactions came from people who did not fall into one of the defined categories.



Questioner	Count
3rd Millennium	75
Law Enforcement/Government Agency	30
Community member	28

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 (for those enrolled in their final semester) or a certificate of achievement to honor the work completed at the University of Utah.

In previous years, students were 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 or 2021. This unexpected change has prompted a reevaluation of our memorial. In Fall 2021, we plan to launch a memorial website to honor those students who have passed. This site will make it easier for the students’ families and classmates to participate in honoring their loved ones.

Utilization Data

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

	2018-19	2019-20	2020-21
Student Deaths	16	15	13

Office of the Dean of Students Website

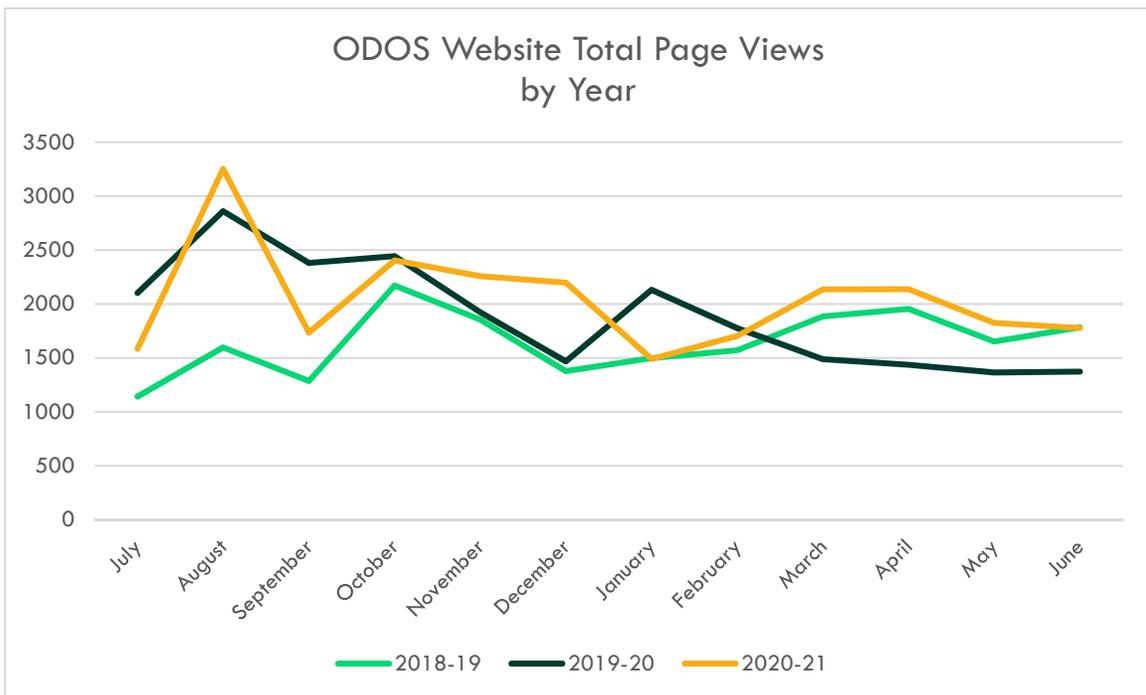
The Office of the Dean of Students maintains a website as a hub of information to help direct students and the wider campus community to appropriate resources. The website supports students by providing critical information at key moments as they navigate obstacles to their education.

This year, we moved the website to a new template. This provided an opportunity to redesign and rethink various aspects of the site. We have also integrated more options into our public reporting form, including Academic Misconduct and Racist/Bias Incidents.

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 consistent, with occasional peaks and valleys.

There was a notable peak this year when, on August 11, the website received 40,981 pageviews from 27,220 unique users. Details from these views make it probable they were spam and should not be considered part of our traffic. As such, we have excluded all data from August 11 in the graph below.



Staff Excellence

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

Alignment with the Student Affairs Strategic Objectives

- Staff Excellence

Staff Management

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



Goals and Outcomes

Goal: *Participate in the Learn & Earn Program*

The Executive Assistant and Office Assistants participated in Student Success and Empowerment's new Learn and Earn program Spring Semester 2021. This program seeks to help student staff members feel the importance of their position on the team in the departments they work with. This experience was a great way to help student-staff feel connected and earn money when work was remote and hours were not available. The program help students polish resumes and articulate skills they have attained while working here. One of our participating students secured a full-time position right before graduating.

Awards and Recognitions

STAFF	AWARDS AND RECOGNITIONS
Burton, Brian	Ph.D., Educational Leadership and Policy, University of Utah, May 2021 NASPA/ATIXA: Title IX Decision-Makers & Student Conduct Administrators, 20 hr. certification
Tongaonevai, Ulysses	Ph.D., Education, Culture, and Society, University of Utah, May 2021

Committees and Memberships

STAFF	COMMITTEE
Ames, Leila	SA - Staff Service Excellence Committee SA - SLI Student Organizations Coordinator Hiring Committee U of U - Indoor Track Facility Working Group (participant)
Burton, Brian	SA - Search Committee, SLI Programming Advisor, Member SA - Search Committee, Assistant Director for Fraternity & Sorority Life, Chair SA - Balanced Scorecard Communications Team, Member SA - Administrative Withdrawal Working Group, Chair SA - Amnesty Policy Working Group, Chair SA - JED Campus University of Utah, Team Member U of U - McClusky Center for Violence Prevention, Founding Advisory Board Member U of U - McClusky Center for Violence Prevention, Intervening with those who cause harm working group, Co-chair U of U - Department of Public Safety Advisory Committee, Member U of U - Surveillance System Administrators Committee, Student Affairs Representative U of U - Interpersonal Violence Prevention and Education Collective, Member U of U - Graduate Student Mental Health Working Group, Member U of U - Behavioral Intervention Team, Chair and Member U of U - Clery Campus Safety Committee, Member U of U - Student Behavior Committee, Ex-Officio Member U of U - TIX Liason U of U - Threat Assessment Team, Member U of U - Gender-Based Violence Consortium, Member U of U - Post-Election Planning Group, Co-Chair U of U - Search Committee, Community Support Specialist for the Safety Office, Member U of U - Racial Bias Incidence and Response Team. Communications Sub-Committee, Member U.S. Department of Justice, OVW Campus Program Project, Student Affairs Representative NASPA Campus Safety and Violence Prevention Knowledge Community, Region V Representative
Clarcken, Kim	SA - Student Affairs Support Staff - co-chair SA - Student Death Protocol working group SA - Student Behavioral Committee working group U of U - Staff Council Staff Council Selection Committee U of U - Public Safety Advisory Committee U of U - Virtual Wellness Ambassador

Hills, Whitney	SA - Hamza Yaqoobi First Generation Union Scholarship Committee SA - Maria Isabel Reyes Memorial Transfer Scholarship Committee SA - Graduate School & Union Student Leader Scholarship Committee SA - Women's Resource Center Scholarship Committee U of U - Racial Justice Dialogue Series U of U - Reviewed Application Materials for UAAC Advisor of the Year Award U of U - UUPD Police Officer Interviews
Hobley, Montelleo	SA - UCC Associate Director, Search Committee Member SA - Basic Needs Collective HECMA NASPA ASCA NABITA ACPA
Hola, Tevita	U of U - Student Affairs Appellate Committee
Ramirez, Jason	SA - Student Affairs Social Connections Committee SA - Campus Recreation Director Search Committee SA - Committee On Student Affairs SA - SALT SA - Union Board U of U - ASR/Clery Report Review Committee U of U - Hillel Campus Climate Initiative Committee U of U - U Thriving Steering Committee U of U - Executive Director of Admissions Search Committee U of U - University of Utah Student Commission U of U -Leadership Studies Minor Committee U of U - Block U Committee U of U - Office of Global Engagement Task Force U of U - Racist and Bias Incident Response Team U of U - Title IX Process U of U - BIT U of U - Covid-19 UofU Command U of U - UofU Situational Triage and Assessment Team U of U - Project Boomerang (Covid-19 Return to Campus) U of U - Stop the Spread Campaign U of U - University Policy Team U of U - Council of Academic Deans U of U - President's Leadership Council U of U - Athletics Advisory Committee UBHE Committee Utah Dean of Students Pac-12 AVP/Dean of Students CEB Advisory Committee
Tongaonevai, Ulysses	U of U - Athletics Diversity, Equity, and Inclusion Research Committee
Warr, Richelle	U of U - Campus Safety Reporting Committee – Clery

Faculty Appointments

STAFF	POSITION	ACADEMIC DEPARTMENT
Burton, Brian	Guest Lecturer	LDRSP 4750, LDRSP 2020
Tongaonevai, Ulysses	Associate Instructor	Ethnic Studies/School of Cultural & Social Transformation

Professionalism

STAFF	CONFERENCES ATTENDED
Ames, Leila	NASPA National Conference (online)
Burton, Brian	Campus Safety Summit (online) Campus Safety Conference - Free Speech and Campus Unrest (online) NASPA/ATIXA Title IX Training Certificate: Title IX Decision-Maker Sexual Conduct Track (online)

	<p>ASCA BIT/Threat Assessment (online) Annual UVM Legal Issues in Higher Education Conference (online) Student Organization Conduct Institute (online) The Conference On Diverse Excellence (CODE) 2021 (online) NASPA National Conference (online) UCASA's Annual Sexual Violence Conference and TIX Meeting (online) Campus Sexual Misconduct: Preventing and Responding to Perpetration (online) D. Stafford BIT/TAT Training (online)</p>
Clarke, Kim	NASPA National Conference (online)
Flores, Oriana	NASPA National Conference (online)
Hills, Whitney	<p>2020 NaBITA Virtual Conference 2021 HECMA Virtual Conference: CARE (Creating, Achieving, Rethinking, Evolving)</p>
Hobley, Montelleo	HECMA Conference 2021
Hola, Tevita	HECMA Conference 2021
Ramirez, Jason	<p>NASPA Live (summer) NASPA Online (Spring) Utah Sexual Violence Conference - UCASA</p>
Tongaonevai, Ulysses	<p>NASPA National Conference (online) UCASA's Annual Sexual Violence Conference and TIX Meeting (online)</p>
Warr, Richelle	<p>Annual UVM Legal Issues in Higher Education Conference (online) The Conference On Diverse Excellence (CODE) 2021 (online) NASPA National Conference (online)</p>

STAFF	OTHER TRAINING
Ames, Leila	<p>Thomas-Kilmann Conflict Mode Instrument (TKI) certificate in Advanced Conflict Resolution Arbinger Institute Developing and Implementing an Outward Mindset facilitator training 40-Hour Online Basic Mediator Training through the S.J. Quinney College of Law</p>
Burton, Brian	<p>DOJ/OVW Campus Response to Interpersonal Violence DOJ/OVW Identifying and Responding to Stalking Crimes on Campus - SPARC (The Stalking Awareness, Prevention, and Research Center) DOJ/OVW Strategic Planning, Assessment, and Sustainability: Finalizing the Plan DOJ/OVW Restorative Justice Strengthening Your Virtual Engagement Title IX Training Certificate: Title IX Decision-Maker Sexual Conduct Track Informal Resolution & Restorative Practices Under New IX Title Regulations ADL Antisemitism and Anti-Immigrant Hate NaBITA's Talking BITS: Helping Via Distance DOJ/OVW Risk Assessment & Response (Part 1) Creating Effective Interventions for Respondents in Student Gender-Based Misconduct Cases DOJ/OVW Building on Shared Values to Mobilize New Men on Campus NAPSA Dialogue and Deliberation Forum Series: Free Speech and the Inclusive Campus Bureau of Criminal Identification (BCI) Certification Friday Forum: Establishing Anti-Racist Policy and Creating Space to Discuss Race and Racism Extremism and the Election: A Briefing for ADL's Western Division DOJ/OVW Creating Inclusive and Accessible Materials for Survivors Mental Health First Aid Training DOJ/OVW Equity Through Resolution DOJ/OVW Beginning with the End in Mind - Post-investigation, Investigation Reports, and Questioning Skills Friday Forum: A Call for Racial Healing Free Speech and Inclusion in Higher Education Adapting Sexual Violence Prevention Curriculum During COVID-19 Threat Assessment in the age of COVID-19: An introduction to the TRAP-18 Campus Free Speech and Technology SIGMA Threat Assessment Training</p>

	<p>U.S. Secret Service National Threat Assessment Center (NTAC) - Averting Targeted School Violence</p> <p>DOJ/OVW Balancing Discretion and Fairness in Student Conduct Policies</p> <p>Stalking Prevention, Awareness, & Resource Center (SPARC) Training</p> <p>Workplace Threat Assessment & Threat Management Training</p>
Clarcken, Kim	<p>Return to Campus webinar 8-13-20</p> <p>The Rise of Anti-Asian Hate - 9/16/21</p> <p>Anti-Racism/Afraid of Racism - 9-17-20</p> <p>Racial Justice Discussion Series - Student Success and Empowerment Leading from a Position of Limited Power - Continuing Ed class 10/18/20</p> <p>EDI Policies Against Racism - 10/25/20</p> <p>Continuing Conversations about Race and Racism -11/5/20</p> <p>Mental Health First Aid training & certification - 12/1/21 and 12/3/21</p> <p>Bias and Microaggression training with UUSC - 1/8/21</p> <p>The Long Game: Deepening the Work - 3/26/21</p> <p>ASUU Safety Town Hall Meeting - 4/8/21</p> <p>Utah's Strong Recovery Project Managing Stress - 6/1/21</p> <p>ODOS Staff Retreat/Strengthsfinder - 6/25/21</p>
Hills, Whitney	<p>Compassionate Responses to Disclosures of IPV Workshop</p> <p>How to be an International Student Ally</p> <p>Mental Health First Aid</p> <p>Strengthening Your Virtual Engagement</p> <p>Justin Boardman - Trauma-Informed Responses and Interviewing</p> <p>Lunch & Learn: Hate Crime 101</p>
Hobley, Montelleo	<p>Crisis Response Planning</p> <p>Mental Health First Aid</p>
Hola, Tevita	<p>Mental Health First Aid</p>
Ramirez, Jason	<p>Pathways Forward: 25 Take-aways from the "Final" Title IX Regulations Webinar</p> <p>Back to Campus Training – University of Utah</p> <p>USHE Lunch and Learn: Mental Well-Being for Students Best Practices</p> <p>Religious Accommodations Training with OEO</p> <p>BCI Training for Spillman Access</p> <p>Live Lunch & Learn: Increasing the Mental Wellness of Utah Students</p> <p>Jewish Student Identity, Inclusion, and Antisemitism on Campus</p> <p>Civitas Training</p> <p>Life Hacks: Making and Handling Complaints</p>
Warr, Richelle	<p>Student Affairs Assessment Leaders – Structured Conversation: Socially Just Assessment as a Tool for Institutional Equity</p> <p>The Chronicle of Higher Education – Supporting Underserved Students in a Crisis</p> <p>Symplicity – Advocate Webinar Series</p> <p>Student Affairs – Qualtrics Mailing Training</p> <p>Student Affairs – Qualtrics for Forms</p> <p>ACPA & NASPA Capstone Panel on Combating Racism in Student Affairs</p> <p>ASCA & Racial Justice in Student Conduct</p> <p>U of U – Legal Update</p> <p>AdmitHub – Campaign Training</p> <p>U of U – How to be an Ally for International Students</p> <p>U of U – Women’s Week Keynote</p> <p>Campus Prevention Network - What’s in Store for the Campus Prevention Network in 2021</p> <p>U of U - Be the Advocate You Were Born to Be - A discussion hosted by Out for Business</p> <p>Student Affairs – Balanced Scorecard Bootcamp</p> <p>Credly - 2021 Q2 Product Updates From Credly</p> <p>Know More, Do More: Recognizing and Responding to Stalking on Campus</p> <p>Everfi - Foundry Summer School</p>

STAFF	OTHER ACCOMPLISHMENTS
Burton, Brian	AT&T & SafeUT Higher Education Grant Awardee for Basic Needs Center (\$10,000) and Emergency Funding for the University Counseling Center (\$10,000) Developed content for a "Student Expression" and "First Amendment" resource on the ODOS website Partnered with the Office of Fraternity & Sorority Life to develop a Student Judicial Board Participated in monthly campus-wide Racial Justice Dialogues
Hills, Whitney	Participated as a Staff Partner for Spring 2021 Alt Breaks - Queering Justice
Hobley, Montelleo	Alpha Delta Pi, Fraternal Health and Safety Initiative (FHSI) programs Hazing Prevention and Intervention Facilitator
Ramirez, Jason	SA-PDC Career Pathways AVP level - Panelist Weber State University New Employee Orientation – Presented History of Student Affairs in Higher Education
Warr, Richelle	Presented at USHE Lunch & Learn: Increasing the Mental Wellness of Utah Students Participated in Symplicity-Advocate Consulting regarding the development of appointment scheduling functionality



Plans for the Future

Challenges

Increasing Enrollment and Demand for Services

We look forward with excitement to the largest incoming class in University history joining our campus community. We also recognize that an increase in enrollment will likely increase the number of referrals for support and adjudication.

Throughout the pandemic, we experienced shifts in our work. Students have different concerns right now than they did two years ago. We saw decreases in certain kinds of misconduct and increases in others. The need for our services was mostly unchanged.

Many of the concerns of the pandemic will continue into the coming year. As we return to campus, many of the pre-pandemic issues will also return. We anticipate that the number of students we interact with within a year will continue to increase.

In the coming year, we will be carrying much of the creativity and flexibility that we adopted during the pandemic to continue to reach students as effectively and efficiently as possible. We have incorporated online scheduling, text messaging, and virtual appointments. We are also planning to offer extended hours two nights a week.

Helping the Community Adjust to the Return to Campus

While we are excited to return to something closer to a typical campus experience this fall, the coronavirus pandemic will still affect our community. Some will struggle to feel safe as restrictions loosen, while others will bristle against lingering limitations. We anticipate challenges as staff, faculty, and students try to balance flexibility and consistency as things return to nearly normal.

Additionally, we anticipate that students who joined the campus community during the pandemic will experience adjustment issues similar to those of a new student. Combined with what we expect will be a larger than average cohort of new students, this will create an increased need for support.

Part of the role of the Office of the Dean of Students will be to help the community navigate changes, respect differences, and have the support they need to be successful.

Approaching Campus Conflict

In addition to the support that campus will need navigating returning to campus, we anticipate an increased need for support approaching conflict more broadly. Many of the students that come through our office are involved in conflict in one way or another. These students often lack the skills necessary to negotiate conflict and embrace it as an opportunity for growth.

We have planned multiple strategies to support the campus community, including developing the Student Conflict Resolution Center. Through this center, we plan to offer:

- Conflict Coaching
- Mediation
- Facilitated Dialogues
- Training, Workshops & Presentations

We also plan to integrate restorative practices into the Student Accountability process. We hope to address conflict by focusing on healing relationships.

We anticipate that the political and ideological division felt across the nation will continue to reverberate through our campus community, creating more need for conflict resolution support. We plan to continue to expand our resources to educate students as they explore their rights and how to engage with others who may hold opposing views. We welcome this as an opportunity to develop and promote civil discourse and to provide safe and supportive spaces for all students.

Students Impacted by Housing Crisis

An additional challenge that springs partly from the increase in enrollment is a higher demand for on-campus housing. This is exacerbated by the rising cost of housing in the Salt Lake Valley, making it less possible for students to afford off-campus housing nearby. We are often involved in helping students navigate housing insecurity and expect both the need for that support to increase, while the available options to support students decreases. To that end, we have proactively worked to secure grants to support students. (See, Grants).

Opportunities

Balanced Scorecard

The Office of the Dean of Students will engage in the Balanced Scorecard process alongside our colleagues in Student Affairs. We look forward to this process shaping our practice and enhancing the work we do with students.

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. The updated Student Code will include an amnesty policy/statement.

Attempts to enforce COVID restrictions have made the limitations of the current student code glaringly apparent. Finalizing the new Student Code is a priority. 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.

Anti-hazing Working Group

In the coming year, the Office of the Dean of Students will begin work on an Anti-hazing Working Group. This group will be a collaborative effort between Student Support & Accountability, Fraternity & Sorority Life, Student Leadership & Involvement, Athletics, and Campus Recreation. We look forward to this opportunity to work collaboratively to coordinate anti-hazing efforts and ensure that campus is a safe and inclusive place for all students.

Grants

- AT&T & SafeUT Higher Education Grant Awardee for Basic Needs Center (\$10,000)
 - Supporting basic needs for students
- AT&T & SafeUT Emergency Funding for the University Counseling Center (\$10,000)
 - Increasing access to support and services through the UCC
- Parent Fund for The Wasatch Fund (\$8,000)
 - Supporting students needing mental health support
- Parent Fund for U-Suite (\$7,800)
 - Supporting students experiencing housing insecurity



Anti-Racism 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 a 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, we will utilize 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 takes 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 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 anyway?
- 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) Training
 - d) Allyship
 - e) Dialogue
 - f) Micro/Macro 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 the 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 2022.
 - (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 it is concerning?

(e) Campus/community impact

(2) Implications/Factors

(a) How might this sanction impact student A differently 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 a 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)

α) To be completed as a team

6) Campus/Departmental Implementation (Growth Zone)

α) 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

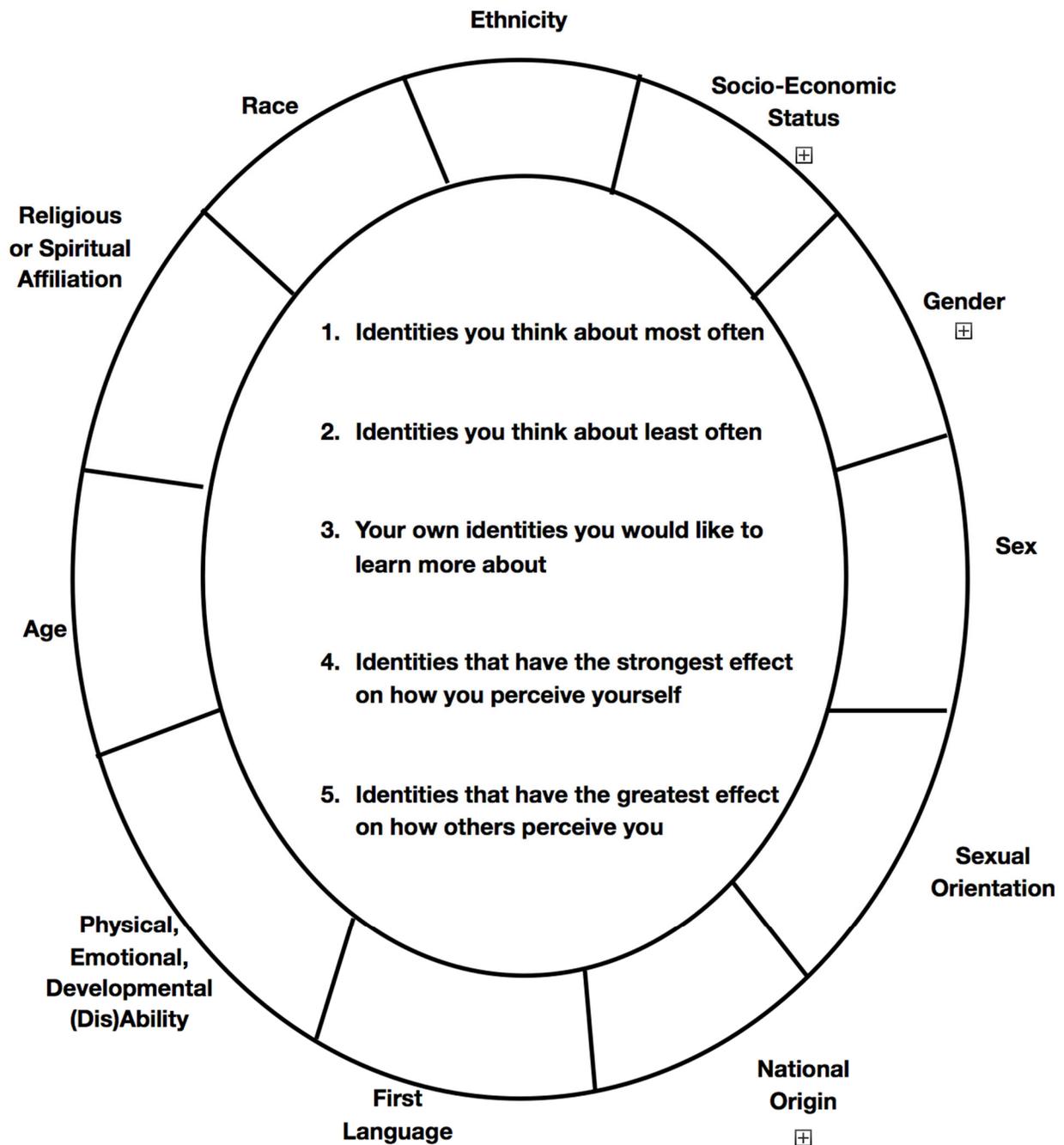
- To encourage staff to consider their identities critically and how identities are more or less keenly felt in different social contexts. The classroom and the university can be highlighted as a context as a way to approach questions on barriers to inclusion.
- To illuminate how privilege operates to 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 can 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 A: NaBITA Risk Rubric

NABITA Risk Rubric



D-SCALE

Life Stress and Emotional Health

DECOMPENSATING

- ▲ Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behaviors such as:
 - ▲ Suicidal ideations or attempts, an expressed lethal plan, and/or hospitalization
 - ▲ Extreme self-injury, life-threatening disordered eating, repeated DUIs
 - ▲ Repeated acute alcohol intoxication with medical or law enforcement involvement, chronic substance abuse
 - ▲ Profoundly disturbed, detached view of reality and at risk of grievous injury or death and/or inability to care for themselves (self-care/protection/judgment)
 - ▲ Actual affective, impulsive violence or serious threats of violence such as:
 - ▲ Repeated, severe attacks while intoxicated; brandishing a weapon
 - ▲ Making threats that are concrete, consistent, and plausible
 - ▲ Impulsive stalking behaviors that present a physical danger

DETERIORATING

- Destructive actions, screaming or aggressive/harassing communications, rapid/odd speech, extreme isolation, stark decrease in self-care
- Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous bingeing/purging
- Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
- Threats of affective, impulsive, poorly planned, and/or economically driven violence
- Vague but direct threats or specific but indirect threat; explosive language
- Stalking behaviors that do not cause physical harm, but are disruptive and concerning

DISTRESSED

- Distressed individuals engage in behavior that concerns others, and have an impaired ability to manage their emotions and actions. Possible presence of stressors such as:
 - Managing chronic mental illness, mild substance abuse/misuse, disordered eating
 - Situational stressors that cause disruption in mood, social, or academic areas
 - Difficulty coping/adapting to stressors/trauma; behavior may subside when stressor is removed, or trauma is addressed/processed
- If a threat is present, the threat is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

- ◆ Experiencing situational stressors but demonstrating appropriate coping skills
- ◆ Often first contact or referral to the BIT/CARE team, etc.
- ◆ Behavior is appropriate given the circumstances and context
- ◆ No threat made or present

TRAJECTORY?

OVERALL SUMMARY

CRITICAL

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.

ELEVATED

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, 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.

MODERATE

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.

MILD

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 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.

BASELINE

E-SCALE

Hostility and Violence to Others

EMERGENCE OF VIOLENCE

- ▲ Behavior is moving towards a plan of targeted violence, sense of hopelessness, and/or desperation in the attack plan; locked into an all or nothing mentality
- ▲ Increasing use of military and tactical language; acquisition of costume for attack
- ▲ Clear fixation and focus on an individual target or group; feels justified in actions
- ▲ Attack plan is credible, repeated, and specific; may be shared, may be hidden
- ▲ Increased research on target and attack plan, employing counter-surveillance measures, access to lethal means; there is a sense of imminence to the plan
- ▲ Leakage of attack plan on social media or telling friends and others to avoid locations

ELABORATION OF THREAT

- Fixation and focus on a singular individual, group, or department; depersonalization of target, intimidating target to lessen their ability to advocate for safety
- Seeking others to support and empower future threatening action; may find extremists looking to exploit vulnerability; encouraging violence
- Threats and ultimatums may be vague or direct and are motivated by a hardened viewpoint; potential leakage around what should happen to fix grievances and injustices
- There is rarely physical violence here, but rather an escalation in the dangerousness and lethality in the threats; they are more specific, targeted, and repeated

ESCALATING BEHAVIORS

- Driven by hardened thoughts or a grievance concerning past wrongs or perceived past wrongs; increasingly adopts a singular, limited perspective
- When frustrated, storms off, disengaged, may create signs or troll on social media
- Argues with others with intent to embarrass, shame, or shut down
- Physical violence, if present, is impulsive, non-lethal, and brief; may seem similar to affective violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

- ◆ Passionate and hardened thoughts; typically related to religion, politics, academic status, money/power, social justice, or relationships
- ◆ Rejection of alternative perspectives, critical thinking, empathy, or perspective-taking
- ◆ Narrowing on consumption of news, social media, or friendships; seeking only those who share the same perspective
- ◆ No threats of violence

TRAJECTORY?

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INTERVENTION OPTIONS TO ADDRESS RISK AS CLASSIFIED

INTERVENTION OPTIONS TO ADDRESS RISK AS CLASSIFIED

CRITICAL (4)

- Initiate wellness check/evaluation for involuntary hold or police response for arrest
- Coordinate with necessary parties (student conduct, police, etc.) to create plan for safety, suspension, or other interim measures
- Obligatory parental/guardian/emergency contact notification unless contraindicated
- Evaluate need for emergency notification to community
- Issue mandated assessment once all involved are safe
- Evaluate the need for involuntary/voluntary withdrawal
- Coordinate with university police and/or local law enforcement
- Provide guidance, support, and safety plan to referral source/stakeholders

ELEVATED (3)

- Consider a welfare/safety check
- Provide guidance, support, and safety plan to referral source/stakeholders
- Deliver follow up and ongoing case management or support services
- Required assessment such as the SIVRA-35, ERIS, HCR-20, WA/R-21 or similar; assess social media posts
- Evaluate parental/guardian/emergency contact notification
- Coordinate referrals to appropriate resources and provide follow-up
- Likely referral to student conduct or disability support services
- Coordinate with university police/campus safety, student conduct, and other departments as necessary to mitigate ongoing risk

MODERATE (2)

- Provide guidance and education to referral source
- Reach out to student to encourage a meeting
- Develop and implement case management plan or support services
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information
- Possible referral to student conduct or disability support services
- Offer referrals to appropriate support resources
- Assess social media and other sources to gather more information
- Consider VRAW[®] for cases that have written elements
- Skill building in social interactions, emotional balance, and empathy; reinforcement of protective factors (social support, opportunities for positive involvement)

MILD (0/1)

- No formal intervention; document and monitor over time
- Provide guidance and education to referral source
- Reach out to student to offer a meeting or resources, if needed
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information

CRITICAL (4)

- Initiate wellness check/evaluation for involuntary hold or police response for arrest
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Appendix B: SafeUT Report



SafeUT Yearly Summary

DISTRICT: UNIVERSITY OF UTAH

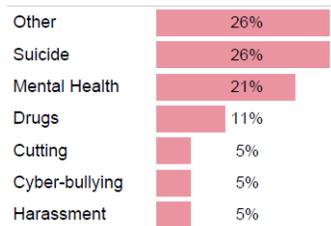
2020-21 School Year

SCHOOL: UNIVERSITY OF UTAH

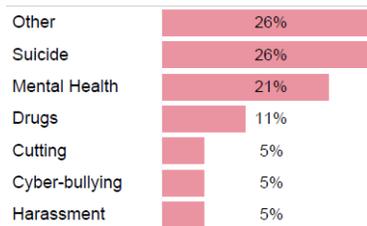
	ENCOUNTER COUNT	THREADS	AVG THREAD COUNT
Educator Chat	*	136	45
Parent Chat	14	402	28
Parent Tip	*	*	*
Student Chat	1120	46722	41
Grand Total	1,165	47,511	125

* low volumes changed to protect anonymity of users

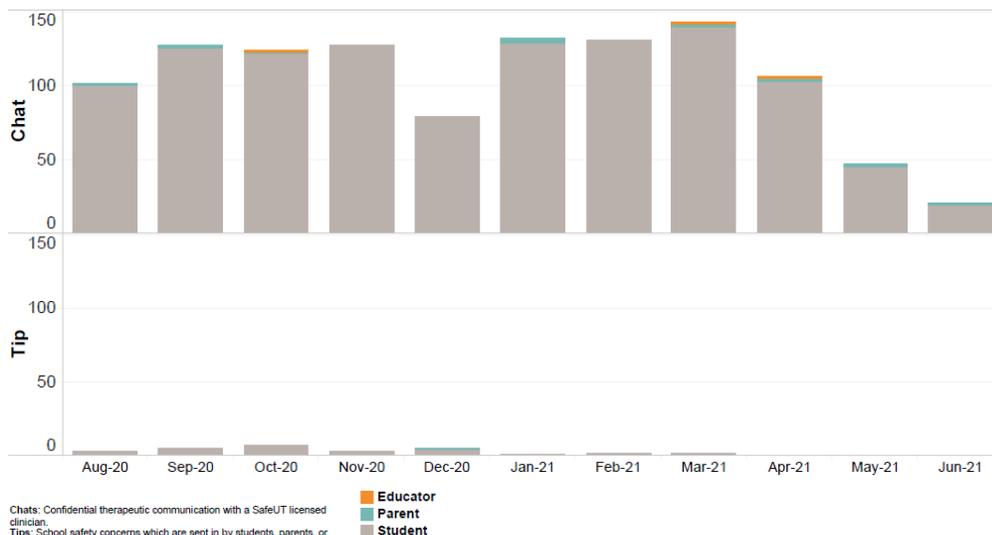
TOP TIPS: SCHOOL



TOP TIPS: DISTRICT



ENCOUNTER VOLUMES



Chats: Confidential therapeutic communication with a SafeUT licensed clinician.
 Tips: School safety concerns which are sent in by students, parents, or educators. Tips are initially received by SafeUT who triage and evaluate if immediate assistance is needed, then forward the tip to the school contacts.
 Threads: Threads of communication between the SafeUT crisis worker and the texter, e.g. texter states "I'm having a really hard time right now", SafeUT responds "I am here for you, how can I help?" would be two threads.

Appendix C: Everfi Course Impact Report Snapshots

University of Utah

AlcoholEdu for College Snapshot

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

Reach

5,773 students
at University of Utah

have participated in AlcoholEdu for College since the start of the 2020-2021 academic year.

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 **91%**

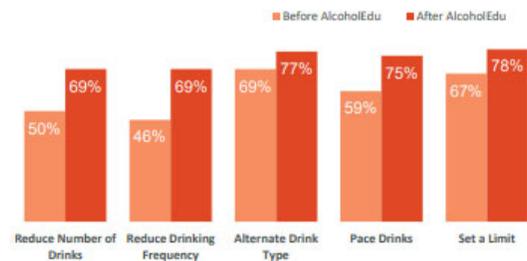
Prepared them to prevent an alcohol overdose **91%**

Drinking Behavior and Norms

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.

53% of students at University of Utah report that AlcoholEdu changed their perceptions of others' drinking behavior.

Percent of Student Drinkers who plan to:



EVERFI

8

AlcoholEdu for College Snapshot

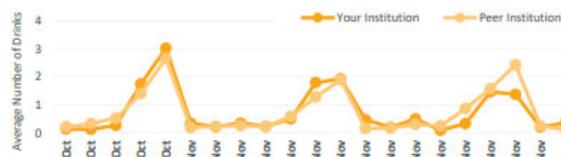
AlcoholEdu you provides you with a wealth of information on your students' drinking habits: When, Where, Why (and Why Not) they are drinking.

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

Top Reasons

University of Utah

When



Tip

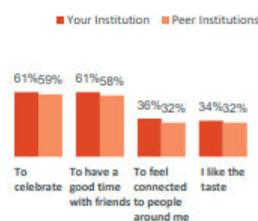
What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

Where



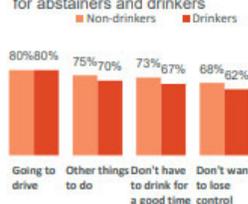
Why

Students Choose To Drink



Why Not

Students Choose Not To Drink for abstainers and drinkers



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.

EVERFI

8

Mental Well-Being for Students: Snapshot

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

Reach

4,367 students
at University of Utah

have participated in Mental Well-Being for Students since the start of the 2020-2021 academic year.

Course Impact

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

Average Assessment Score:



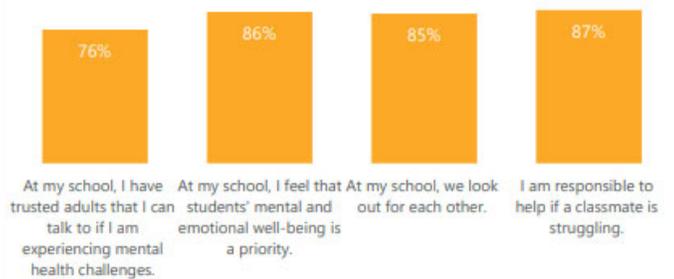
After taking Mental Well-Being for Students, your students agree:

Seeking help for my mental health can make a positive difference.	97%
My mental health can improve over time.	96%
Provided me with skills to better support someone who has experienced sexual assault.	80%

Perceptions of Campus Climate

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

22% of students at University of Utah are currently or plan to be involved in supporting mental health at your school.



Mental Well-Being for Students: Snapshot

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. University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

Top Bystander Behaviors

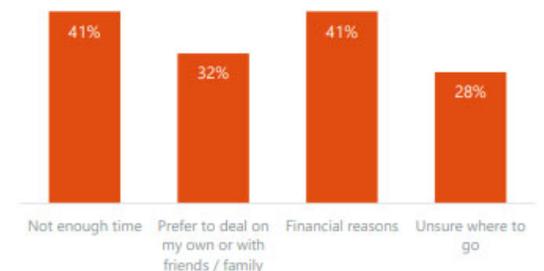
When they intervened in mental health situations, your students most often employed one of the following behaviors:

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.

95% 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:



57% 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.

Sexual Assault Prevention for Undergraduates: Snapshot

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

Reach

6,518 students
at University of Utah

have participated in Sexual Assault Prevention for Undergraduates since the start of the 2020-2021 academic year.

Course Impact

Average Assessment Score:



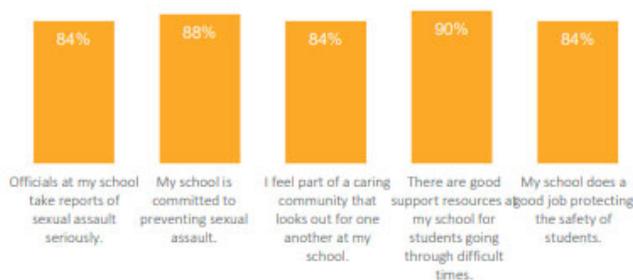
Your students agree SAPU:



Perceptions of Campus Climate

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

53% of students at University of Utah agree they can play a role in preventing sexual assault at your school.



EVERFI

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Sexual Assault Prevention for Undergraduates: Snapshot

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



82% 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

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.

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 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.

EVERFI

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Sexual Assault Prevention for Graduate Students: Snapshot

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

Reach

2,656 students
at University of Utah

have participated in Sexual Assault Prevention for Graduate Students since the start of the 2020-2021 academic year.

Course Impact

Average Assessment Score:



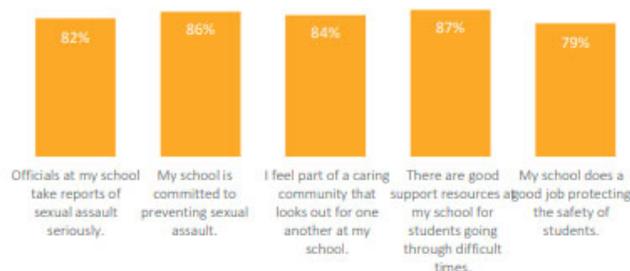
Your students agree SAPG:



Perceptions of Campus Climate

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

63% of students at University of Utah agree they can play a role in preventing sexual assault at your school.



Sexual Assault Prevention for Graduate Students: Snapshot

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



81% of students at University of Utah agree that SAPG made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

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	Creating a distraction to cause one or more of the people to disengage from the situation.
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.

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.

Sexual Assault Prevention - Ongoing: Snapshot

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

Reach

6,336 students

at University of Utah

have participated in Sexual Assault Prevention – Ongoing since the start of the 2020-2021 academic year.

Course Impact

Average Assessment Score:



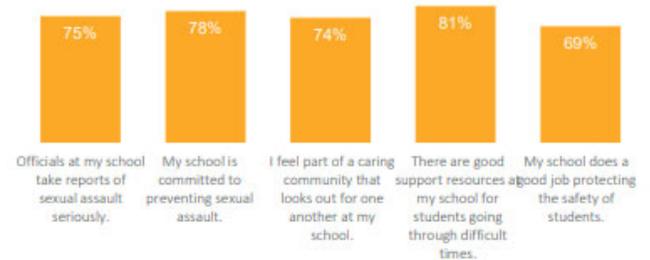
Your students agree SAPO:



Perceptions of Campus Climate

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

57% of students at University of Utah agree they can play a role in preventing sexual assault at your school.



Sexual Assault Prevention - Ongoing: Snapshot

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.

SAPO 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



79% of students at University of Utah agree that SAPO made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

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.
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	Creating a distraction to cause one or more of the people to disengage from the situation.

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.