Office of the Dean of Students Annual Report

2013-2014
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Office Overview

Our Purpose
The Office of the Dean of Students coordinates the Student Conduct Administration processes, serves as an advocate for students facing challenges to their success as students, and advises several student leadership organizations. We have staff ready to assist students, staff, faculty, family members, and community members with student issues and concerns.

Our office has many functions for the University of Utah community. We administer the Student Conduct procedures for the campus, provide advocacy assistance to students in need, and advise student organizations including student government (ASUU) and fraternities & sororities.

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
Lori McDonald  Dean of Students
Katie Cartee  Associate Dean of Students for Student Conduct & Community Standards
Ryan Randall  Assistant Dean of Students for Behavioral Intervention
Allison Frost  Program Manager
**Student Conduct Administration**

The Student Conduct Administration function of the Office of the Dean of Students manages the Student Behavior components of the Code of Student Rights and Responsibilities, Policy 6-400 of the University of Utah Regulations Library. This includes the reporting, investigation, and adjudication of violations of the Code while respecting students’ due process and the educational mission of the University.

KEY ACTIVITY: To hold students accountable for their actions and provide each individual with an educational moment to learn from their actions. The intended outcome of this activity is that students will have insight and knowledge related to their choices allowing them to move forward in a healthier and safer manner.

The goal of the Student Conduct process is to hold students accountable for their actions and provide each individual with an educational moment to learn from their actions. This goal is accomplished by following the process below which is designed to be part of a student’s educational experience:

**Expectations of Behavior**
Reasonable regulations are necessary for group interaction and living. Students are expected to uphold the Code of Student Rights and Responsibilities, Regulations Library Policy 6-400, also known as the Student Code (http://www.regulations.utah.edu/academics/6-400.html).

The rights of students and student organizations will be respected in the student conduct administration process. Students are expected to cooperate in the investigation and resolution of student conduct matters. Participants in the student conduct administration process shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Student Code.

**Complaints**
Any person directly aggrieved by or witness to an alleged violation of the Student Code or any faculty member, student, or staff member may submit an oral or written complaint to the Dean of Students Office (270 Union, 801-581-7066, fax 801-585-5114) within 45 business days of the date of discovery of the alleged violation. Complaints may also be submitted online at https://utah-advocate.symplicity.com/public_report/index.php/pid465697.

**Investigations**
All complaints or reports of a possible violation of the Student Code are investigated by a student conduct officer appointed by the Dean of Students. Each individual identified as having information relevant to a conduct matter is provided an opportunity to make a statement of his
or her thoughts, concerns, or questions regarding the investigation either through an interview with a conduct officer or the submission of a written statement.

Students against whom a complaint is lodged ("responding student") will also have the opportunity for an interview with the conduct officer and to submit written statements or supporting materials. At the conclusion of the inquiry, the conduct officer shall determine whether there is a reasonable basis, for believing that the student is responsible for a violation of the Student Code.

Cases of alleged discrimination or harassment, per University Policy 5-210, are investigated by the Office of Equal Opportunity and Affirmative Action. Once the OEO/AA has concluded their investigation, if there is a cause finding, the OEO/AA will provide recommendations to the ODOS on how to proceed with the student conduct process.

Each conduct case is to be viewed separately and there is no set disciplinary response for each incident. The variables of each case will dictate unique outcomes.

Resolution of a Case
If the conduct officer finds that the student has not violated the Student Code, the complaint is dismissed and the matter is closed. If the conduct officer finds that the student has violated the Student Code, the conduct officer may offer appropriate resolutions/sanctions to be agreed to by the responding student. If the student agrees to the informal resolution and complies with the terms and conditions set out by the conduct officer, the matter will be closed.

If an informal resolution is inappropriate, or the responding student declines to agree to the informal resolution offered, the complaint will be submitted to the Student Behavior Committee. The Committee is made up of faculty, staff members, and current students who are appointed by the president of the university to serve for a multiple-year term. The Student Behavior Committee will hold a hearing that is closed to the public to discuss the matter with the complaining party and the responding student. If a majority of the Committee finds that the student is responsible for violating the Student Code, they will recommend behavioral sanctions. The findings and recommendations of the Committee will be presented to the Vice President for Student Affairs who will issue a decision on the matter.

Sanctions
Sanctions are intended to provide an appropriate response to the student misconduct and a learning opportunity for the parties involved with the conflict. Sanctions may include, but are not limited to, a written reprimand, the imposition of a fine or payment of restitution, community service, an educational class or training, probation, suspension or dismissal from the University. Suspensions and dismissals are reflected on a student’s transcript.
Sanctions that require action on the part of the responding student will be assigned a deadline for completion and should be fully understood. Where appropriate, the hearing officer may grant a responding student’s request for minor alterations to the sanctions (i.e. a deadline for completion could be extended due to mitigating circumstances).

**Appeals**
Within ten business days of the vice president’s decision after a Student Behavior Committee hearing, any party involved in the complaint may appeal that decision by filing a written notice of appeal with the president. The decision of the president is final. Complaints dismissed by a hearing officer and informal resolutions are not appealable.

**Conduct Administration Background Checks**

The Office of the Dean of Students provided student conduct background checks throughout the year either in person or by mail. Checks ranged from students applying to certain law schools, graduate programs, or study abroad programs who required dean’s certification forms for their applications to federal investigations for employment and security clearance purposes.

A total of 378 checks were done this year compared to 418 in 2012-13 and 380 in 2011-12.

![Office of the Dean of Students Background Checks Chart]

**Conduct Administration Incident Summary**

A total of 121 incidents of Student Code violations were handled by the Office of the Dean of Students in 2013-2014. The incidents included 115 distinct individuals and ranged in violations from minors in possession of alcohol to physical assault. Male students made up 86% of the
cases and the other 14% involved female students. Of the 115 individuals involved, 11% were athletes, 23% were international students, and 10% were members of fraternities and sororities.

Class standing for the students involved in the conduct cases were the following:

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>10%</td>
</tr>
<tr>
<td>Senior</td>
<td>23%</td>
</tr>
<tr>
<td>Junior</td>
<td>16%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>21%</td>
</tr>
<tr>
<td>Freshman</td>
<td>30%</td>
</tr>
</tbody>
</table>
The following table indicates the types of the 154 alleged violations that were reported within the 121 incidents (several incidents had multiple violations reported).

<table>
<thead>
<tr>
<th>Policy 6-400, Section III. Student Behavior, A. Standards of Behavior</th>
<th>Total 2011-12 (% of total incidents)</th>
<th>Total 2012-2013 (% of total incidents)</th>
<th>Total 2013-2014 (% of total incidents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>14 (7%)</td>
<td>7 (5%)</td>
<td>24 (15%)</td>
</tr>
<tr>
<td>2. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.</td>
<td>9 (4%)</td>
<td>7 (5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>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</td>
<td>22 (10%)</td>
<td>11 (8%)</td>
<td>25 (16%)</td>
</tr>
<tr>
<td>University community or any other person while on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state or local ordinance.</td>
<td>5</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(2%)</td>
<td>(8%)</td>
<td>(5%)</td>
<td></td>
</tr>
<tr>
<td>4. Attempted or actual theft, damage or misuse of University property or resources.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>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 work.</td>
<td>10</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>(5%)</td>
<td>(9%)</td>
<td>(12%)</td>
<td></td>
</tr>
<tr>
<td>6. Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises.</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(2%)</td>
<td>(0%)</td>
<td>(1%)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>11</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>(5%)</td>
<td>(8%)</td>
<td>(11%)</td>
<td></td>
</tr>
<tr>
<td>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 pursuant to state statute or local ordinance, except as permitted by law and University regulations.</td>
<td>70</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>(32%)</td>
<td>(30%)</td>
<td>(22%)</td>
<td></td>
</tr>
</tbody>
</table>
10. Violation of published University policies, rules or regulations.

<table>
<thead>
<tr>
<th></th>
<th>44 (20%)</th>
<th>24 (17%)</th>
<th>15 (10%)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>29 (13%)</th>
<th>13 (10%)</th>
<th>11 (7%)</th>
</tr>
</thead>
</table>

Totals | 219       | 138      | 154    |

Note: students can be found responsible for none, part, or all of the violations with which they are initially charged.

The majority of violations continued to be related to the possession of alcoholic beverages followed by the violation of University polices and violation of laws. There was a slight increase in the number of violations related to possession of a narcotic or controlled substance, mostly marijuana.

Responsibility was found for just over half of the alleged violations. Adjudication of incidents resulted in six suspensions and two dismissals. The most common sanctions assigned were educational courses, reflection papers, probation, and warnings.
Behavioral Intervention & Threat Assessment

BEHAVIORAL INTERVENTION TEAM

The goal of University Of Utah’s Behavioral Intervention Team (BIT) continues to focus on keeping the University of Utah community safe and free from violent behaviors by acting proactively in intervening and connecting distressed students to available campus and community support services.

Key Activity: Threat Assessment- Keep campus safe and free from violent behaviors by mitigating factors that lead a person towards violence in a pro-active (rather than re-active) approach.

There are 5 main components to a threat assessment

1. Information gathering
2. Assessment of information
3. Action/Intervention
4. Follow-Up/Monitor
5. Documentation

INFORMATION GATHERING:

A standard practice for the Behavioral Intervention Team is to gather current and historic information about a student in distress from a wide variety of sources involved with a student including; professors, roommates, social media posts, criminal history records, etc. This information may provide useful insight, details and perspectives on why the person is reacting towards a current set of life events.

Of equal importance is to meet directly with a student who may be in distress. Allowing a person to provide a narrative to what they are experiencing and the impacts this is having on their life is vital to a threat assessment and intervention process. Understanding the meaning and impact a life event is having on an individual can provide insight and direction to a safe and positive intervention.

ASSESSMENT OF INFORMATION:

Human behavior is impossible to predict as there are infinite amount of factors that impact how a person will react to a set of life events. Of equal difficulty is to understand the meaning of a person’s behaviors without having an account from the person directly. When an individual is in a state of distress, behavior can become even more difficult to predict. However, understanding and person’s baseline behavior can give insight and help when working with someone who is
currently in distress. Additionally, knowing historically how a person has responds when faced with distressing events is valuable knowledge when assessing for threatening behaviors.

BIT uses a three-tier classification to help assess the risk level a behavior may pose. The level of risk helps to prioritize cases, and influences the range of interventions BIT chooses to employ. The following list provides examples of behaviors that may fit into these three criteria:

1. Concerning Behaviors:
   - Sudden, significant drop in academic performance
   - Exhibits visible changes in appearance (poor hygiene, noticeable weight loss/gain,)
   - Exhibits symptoms of depression and/or anxiety
   - Exhibits extreme mood swings
   - Becomes preoccupied with death or suicide
   - Engages in substance abuse/dependency
   - Displays paranoia or distrust
   - Isolates self from others

2. Disruptive Behaviors:
   - Excessive use of faculty or staff’s time and resources
   - Erratic or unusual behaviors (paranoia, hallucinations, uncontrollable crying)
   - Sends intrusive emails/text messages to faculty, staff, or students
   - Intimidates or bullies faculty, staff, or students
   - Aggressively “takes over” a classroom setting

3. Threatening Behaviors:
   - Indicates intent or plan to harm self
   - Provokes physical altercations with others
   - Assaults (physically or sexually) another individual
   - Shows or brandishes a weapon
   - Expresses intent to physically harm or kill someone
**ACTION/INTERVENTION**

The chart below maps out the process that is used to help guide BIT’s action steps based on information that has been obtained regarding a person in distress.

In addition to threat assessment, BIT spends a significant amount of time connecting distressed students to campus and community support services. Having close working relationship with a wide variety support resources and connecting distressed students to these resources is vital in interrupting a person’s actions towards violence. The BIT has established and maintains close working relationships with a wide range of campus and community resource that can provide
care and support for a distressed student. Without these key relationships, BIT could be successful in helping keep the campus safe.

While BIT focuses on the prevention of violence on campus, it is also strongly committed to helping student remain successful in their academic and life goals. Many students have returned to Ryan’s office, after being connected to support services, reporting on the success in their academic goals and expressing appreciation for the concern shown for them. Additionally, several parents have expressed gratitude for the concern and help the Office of the Dean of Students has given to their child.

**DOCUMENTATION**

Investigations of violent tragedies on other university campus in the United States have revealed that in violent cases, multiple campus departments had pieces of information about perpetrators concerning behaviors, before they acted out violently. However there was no one person or department who knew all the pieces of the information (Deisinger, Randazzo, O’Neill, & Savage, 2008).

The Behavioral Intervention Team helps address this information “gap” and acts as an informational hub where behavioral concerns are received and then documented in an on-line database called ADVOCATE. This secure site is accessible to other members of the BIT where they can read and add to a behavioral file. Information about a concerning behaviors are reported through a variety of sources including faculty, staff, students, friends and family members. Concerned members of the campus community can relay their information through phone calls, emails, in-person or anonymous reports. Reports of concerning behaviors are then investigated for additional facts and insight to help determine the level of risk the behavior poses.
DATA AND STATISTICS
There were a total of 172 documented CARE/BIT cases this year. These were cases that reached a level in which the BIT process was activated. There were numerous other students and reports received, but did not merit a CARE/BIT file to be opened.

**Concern Types**

* Some cases had multiple concern types listed

**Gender/Sex**

Female 48%
Male 52%
Citizenship

Academic Class
BEHAVIORAL INTERVENTION TEAM MEMBERS

There are currently 12 University members serving on the BIT. With the exception to the Behavioral Intervention Specialist, BIT members volunteer their time while balancing their regular University full-time responsibilities. This multi-disciplinary team brings a vast knowledge base, specialized skills, and expertise which are used to assess the risk level of reported behavior and determine what interventions to employ. The expertise of each team member has made significant contributions to the successful resolutions to the cases brought to the team this year.

<table>
<thead>
<tr>
<th>Ryan Randall</th>
<th>Lori McDonald</th>
<th>Katie Cartee</th>
<th>Allison Frost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean of Students</td>
<td>Dean of Students</td>
<td>Associate Dean of Students</td>
<td>Program Manager</td>
</tr>
<tr>
<td>BIT Specialist</td>
<td>801-581-7066</td>
<td>Chief Conduct Officer</td>
<td>Office of the Dean of Students</td>
</tr>
<tr>
<td><a href="mailto:rrandall@sa.utah.edu">rrandall@sa.utah.edu</a></td>
<td><a href="mailto:lmcdonald@sa.utah.edu">lmcdonald@sa.utah.edu</a></td>
<td>kcartee.sa.utah.edu</td>
<td><a href="mailto:afrost@sa.utah.edu">afrost@sa.utah.edu</a></td>
</tr>
<tr>
<td>Robert Payne</td>
<td>Scott McAward</td>
<td>Barbara Remsburg</td>
<td>Todd Justesen</td>
</tr>
<tr>
<td>Associate Office of General Counsel</td>
<td>Director Center for Disability Services</td>
<td>Director Housing and Residential Edu</td>
<td>Associate Director Housing and Residential Edu</td>
</tr>
<tr>
<td><a href="mailto:robert.payne@legal.utah.edu">robert.payne@legal.utah.edu</a></td>
<td><a href="mailto:smcaward@sa.utah.edu">smcaward@sa.utah.edu</a></td>
<td><a href="mailto:bremsburg@housing.utah.edu">bremsburg@housing.utah.edu</a></td>
<td><a href="mailto:tjustesen@housing.utah.edu">tjustesen@housing.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lynn Rohland</th>
<th>Karen Paisley</th>
<th>Rob Davies</th>
<th>Katie Stiel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant Dept. Public Safety</td>
<td>Assoc Dean for Academic Affairs College of Health</td>
<td>Clinical Director</td>
<td>Manager</td>
</tr>
<tr>
<td>801-585-1162</td>
<td>801-587-9617</td>
<td>University Counseling Center</td>
<td>Center for Student Wellness</td>
</tr>
<tr>
<td><a href="mailto:lynn.Rohland@dps.utah.edu">lynn.Rohland@dps.utah.edu</a></td>
<td><a href="mailto:Karen.paisley@health.utah.edu">Karen.paisley@health.utah.edu</a></td>
<td><a href="mailto:rdavies@sa.utah.edu">rdavies@sa.utah.edu</a></td>
<td><a href="mailto:kstiel@sa.utah.edu">kstiel@sa.utah.edu</a></td>
</tr>
</tbody>
</table>
This well-balanced team has worked in a cohesive and efficient manner throughout the past year. All members have a strong dedication to help students be successful in their academic experience at the University and value the need to keep others safe. Although the team faces many sobering and difficult situations, they are able to find balance through support of one another and humor when appropriate.

The responsibilities of BIT team members include assembling weekly to review students of concern and make preliminary and proactive plans for intervention or threat assessment. In cases where information or concerns rise to a level that require immediate action, the protocol of the Office of the Dean of Students is to hold a “Student of Concern Meeting” rather than wait for the next scheduled BIT meeting. Each BIT member utilizes their professional skills and knowledge in evaluating risk and determining which intervention(s) to utilize with a student of concern.

**PLANS FOR THE FUTURE:**

There are exciting changes for BIT to look forward to in this coming year. As more campus community members become aware and report concerns to BIT, the challenge of responding quickly becomes a struggle. In response to this growing need, the Office of the Dean of Students has been granted a budget for a new full-time program coordinator position for the BIT. This new position will fulfill a wide variety of duties, which will improve the response time, and follow though of reported BIT concerns. This will be a bachelor degree level (masters preferred) position and will work directly with the Behavioral Intervention Specialist to triage and manage BIT cases.

The Behavioral Intervention Specialist continues to maintain membership with the Association of Threat Assessment Professionals (ATAP) and attends the annual ATAP conference in Anaheim California. This 4-day conference is hosted by the Los Angeles Police Department and draws over 600 professionals from a variety of agencies including police, FBI, CIA, Homeland Security, US military, private investigators, university and corporate administrators. Membership to ATAP offers access to journal articles, webinars, and professional connections to other threat specialist.

BIT will continue to review its assessment and intervention processes, collaborate with other universities, and utilize new data to help direct and guide the team in a best practice approach to threat assessment.
In order to effectively implement the Key Activities of the Ombudsman role, three main goals must be accomplished;

1. Ombudsman must be visible to student athletes
2. Ombudsman must be accessible to student athletes
3. Student athletes must trust the Ombudsman
Ryan was able to meet with each team at the beginning of the year. This provided an opportunity for the students to become acquainted with Ryan and learn how and when they could access the Ombudsman. Additionally, Ryan was able to attend many athletic practices, weight training sessions, competitive events, and student athlete socials, and eating lunch at the Football Center cafeteria have been an effective ways of staying visible and building rapport with the students.

There were a total of 7 cases that required the Ombuds role to be specifically activated. These issues ranged from connecting students to campus support resources, conflicts between team members, to allegations of sexual harassment and discrimination by a team coach.

Ryan had regular monthly meetings with the Director of Athletics, Dr. Chris Hill, to discuss University policies and procedures related to specific concerns and to help clarify actions the Athletic Department was taking on particular issues. This also allowed time to discuss ongoing ways the Ombuds role could be better utilized for the students.

**Challenges**

Due to the Ryan’s responsibilities in the Office of the Dean of Student he is limited in his ability to fully abide by the Standards of Practice (http://www.ombudsassociation.org/) set by the International Ombudsman Association Ombudsman Association listed below. It will take time, organization, and an increase of resources to work towards meeting these standards.

As awareness of this role increases among student athletes, we anticipate that referrals and requests for assistance will also increase. Strategies for documentation and follow-up will need to be reviewed throughout this increase in requests for services.
Collaboration with University Departments and Community Resources

The Office of the Dean of Students values its relationship with University Departments and community members. The ODOS has been committed to this ongoing value throughout the year as we have partnered with both campus and local community resources to better serve the needs of our students.

KEY ACTIVITY: Have a network of resources and supports to connect students. The intended outcome of this activity is for staff members of the ODOS to be able to identify a contact person for and build trust amongst each department and community resource in which we work with often.

As the ODOS, we are charged with working collaboratively with all colleges and departments on campus. The offices and student groups in which we have worked closely with over the past year include:

- Academic Affairs
- Associated Students of the University of Utah
- Athletics
- Center for Disability Services
- Center for Ethnic Student Affairs
- Center for Student Wellness
- College of Health
- College of Nursing
- Environmental Health & Safety
- Housing & Residential Education
- International Students Scholar Services
- LGBT Resource Center
- Marriott Library, School of Dance
- Office of Equal Opportunity and Affirmative Action
- Office of General Counsel
- Office of the President
- University Counseling Center
- University Police Department
- Utah Physician Assistant Program
- Women’s Resource Center

The ODOS is particularly proud of the collaboration with the Center for Student Wellness to revamp the message given to new, transfer and international students during Spring and Summer 2014 orientation. Much of the updates to this presentation were driven by compliance to federal mandates, but the ODOS and the CSW created different versions of a training which
actively engaged students on topics of adjusting to college life, campus safety, behavior expectations, student conduct, healthy relationships, alcohol and drug awareness, and sexual assault.
Outreach and Education

The Office of the Dean of Students has been successful in being visible on and around campus and we enjoy working to enrich the campus community. Through trainings, programs and committee memberships we have provided the tools and resources to students, faculty and staff to help them to make healthy and decisions. Please see our ‘Staff Excellence’ section for a list of committee memberships.

KEY ACTIVITY: Connect with and educate the campus community about resources, student conduct policy and behavior, and federal mandates. The intended outcome of this activity is for the ODOS to be visible on and around campus, to actively enrich the campus community, and to provide the tools and resources to students and staff to help them to make healthy decisions.

Presentations and Training

The ODOS provides a wide range of presentations and trainings to the campus community that include; understanding the Student Conduct Process, threat assessment, prevention/awareness of sexual assault, recognizing symptoms of mental health, new student and transfer orientation, mentor training, and safety planning for office/classroom environments. Here are the trainings the ODOS gave for the 2013-14 academic year:

<table>
<thead>
<tr>
<th>Date</th>
<th>Presentation Title</th>
<th>Purpose</th>
<th>Audience Description</th>
<th>Approximate number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21/2013</td>
<td>Student Rights and Responsibilities</td>
<td>International orientation</td>
<td>incoming students</td>
<td>7</td>
</tr>
<tr>
<td>8/23/14</td>
<td>MSW Orientation</td>
<td></td>
<td>Staff</td>
<td>105</td>
</tr>
<tr>
<td>8/23/2013</td>
<td>time management</td>
<td>Business Scholars orientation</td>
<td>current students</td>
<td>80</td>
</tr>
<tr>
<td>8/10/2013</td>
<td>Student Rights and Responsibilities</td>
<td>ESS Athletes class (2)</td>
<td>current students</td>
<td>50</td>
</tr>
<tr>
<td>9/9/13</td>
<td>Program Directors Meeting</td>
<td></td>
<td>Staff</td>
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<td>9/17/2013</td>
<td>University policy review</td>
<td>SA new employee orientation</td>
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<td>Phi Delta Theta Mom’s weekend</td>
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<td>10/4/13</td>
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<tr>
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<td>Alternative Fall Break</td>
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<td>10/21/13</td>
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<tr>
<td>10/28/13</td>
<td>Student Success</td>
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<tr>
<td>10/29/2013</td>
<td>Sexual Misconduct Prevention</td>
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<td>10/30/2013</td>
<td>Day in the Life of the Dean of Students</td>
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<td>11/15/13</td>
<td>International Student &amp; Scholar Services</td>
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<td>11/19/13</td>
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<td>College of Behavioral Science</td>
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<td>Orientation leader class</td>
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<td>2/24/2014</td>
<td>Sexual Misconduct Prevention</td>
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<td>2/26/2014</td>
<td>Fraternity and Sorority Leadership dinner</td>
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<td>3/5/2014</td>
<td>UAAC Conference Panel</td>
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<td>3/14/2014</td>
<td>Student Behavior Committee Training</td>
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<tr>
<td>3/22/2014</td>
<td>University welcome</td>
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<td>3/26/2014</td>
<td>Women in Business Panel</td>
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<tr>
<td>4/7/2014</td>
<td>Joining the U Community</td>
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<tr>
<td>4/9/2014</td>
<td>Sexual Misconduct Prevention</td>
<td>Golf team</td>
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<td>Ski Team</td>
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<td>5/15/2014</td>
<td>Campus Security Authority updates</td>
<td>Academic Advisors</td>
<td>UAAC</td>
<td>50</td>
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<tr>
<td>6/9/14</td>
<td>CON</td>
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<td></td>
<td>15</td>
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<tr>
<td>6/25/2014</td>
<td>NUFP Institute Department Fair</td>
<td>ASUU table</td>
<td>NUFP visiting students</td>
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</table>

In addition to these presentations, the ODOS also presented a total of 42 orientation sessions to new, transfer and international students and their families throughout the year.
**Student Advocacy**

**KEY ACTIVITY:** Helping students navigate the University system during the college experience. The intended outcome of this activity for students to know resources and how utilize them in order to have a more positive and healthy educational and social experience.

One of the primary roles of the Office of the Dean of Students is to support students through their academic career. Our goal is to help navigate and maximize the University system during their college experience. We have reached this goal through:

- Listening to concerns
- Provide connections to campus and community resources
- Help to navigate University and Federal policies such as; withdrawals, retroactive withdrawals, Student Conduct process, reporting sexual misconduct, visa/immigration law, Family Educational Rights and Privacy Act
- Successfully interacting and communicating with faculty
- Mediate conflicts between University community members

Student advocacy has many different approaches, from helping students to identify their academic advisor and how to talk with their professors, to coordinating care for hospitalized students. Depending upon the nature and severity of the concern determines if the student is documented in our system. Issues that are easily answered and do not require follow up are typically not documented. Advocacy issues that are complex and require additional follow-up are documented. The ODOS has 158 documented cases of providing student advocacy in 2013-2014. Please refer to the Behavior Intervention and Threat Assessment section for more details on the students we have worked with from an advocacy perspective.

The ODOS hopes to deeper understand our role as it relates to student advocacy throughout the 2014-2015 academic year. Please refer to the “Assessment Opportunities” section below to see how the ODOS plans to gather this data.

Not all student advocacy efforts can be easily quantifiable. However, we find great satisfaction in hearing back from students we have supported attesting to their experiences regarding their interactions with our office.

“...It meant so much to know that I had the care of you, Housing and the University in general. I really don’t know what I would have done to get out of that situation otherwise. Please know that the difference you made for me (and that I’m sure you regularly make, for many students) was greater than you’ll ever know. Thank you.” (sophomore student, Spring 2014)

“...I am grateful to have such wonderful colleagues. I know nothing in this email will surprise you, but I wanted to formally document how thankful I am for the expertise of your office and staff.” (Director, Summer 2014)
“...Bottom line: You saved my daughter’s future. This is not an exaggeration. Your influence has turned self-concept totally around.” (Parent of student, Spring 2014)
Compliance with Government Legislation

Crime reporting, sexual assault and other forms of violence are becoming more prevalent within government legislation as it relates to college campuses. The University of Utah has to work to stay up-to-date on expectations of how to prevent, address, educate, adjudicate and report within the guidelines of the government expectations. The Office of the Dean of Students collaborates with the Office of Equal Opportunity & Affirmative Action, General Counsel, the Center for Student Wellness, and the University Police Department to ensure the University is in compliance with the various federal laws, mandates and recommendations.

**KEY ACTIVITY:** Work with other University offices to ensure compliance with federal legislation including the Clery Act, Title IX, and the Campus SaVE Act of VAWA. The intended outcome of this activity is to develop tools and information needed for the University to remain in compliance.

The goal of the ODOS is to continue to be aware of expectations, address our areas of deficiency and continue programs or information sharing that is working for our University community.

**Title IX**

*Background:* 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.

*Recent Updates:* The Office of Civil Rights issued two recent “Dear Colleague” letters (DCL). One addresses the support that should be offered to help the academic success of pregnant and parenting students, which is being looked at and implemented by the Office of Equal Opportunity & Affirmative Action. The other DCL addresses and prohibits retaliation against someone who has filed a Title IX complaint.

*Office of the Dean of Students Action:* The University has added verbiage into brochures, trainings, programs, conduct hearings and orientations to reiterate that retaliation is strictly prohibited by the University and the University will take reasonable measures to protect a victim from such retaliation. If a student is found responsible for retaliation, severe disciplinary action will be taken.

The Dean of Students, the Associate Dean of Students and the Assistant Dean of Students all serve as Deputy Title IX Coordinators by the University. This role is to help ensure compliance to Title IX as it relates to reporting, investigating allegations and determining outcomes of cases of sexual misconduct. Deputy Coordinators also work closely with the Title IX coordinator to provide trainings and educational programs to students, faculty and staff. Trainings on sexual
harassment prevention were presented to new students at orientation, athletic teams, fraternities and sororities, as various groups of student leaders throughout the academic year.

**Office of Civil Rights Q&A**

**Background:** In April of 2014, the Office of Civil Rights issued a document offering clarification about requirements in previously published Dear Colleague Letters.

**Recent Updates:** Clarification was given on what constitutes a Responsible Employee under Title IX, what types of training and education should be offered to the University community, terms of confidentially for victims of sexual misconduct, and outlines the essential elements of prompt and equitable procedures University are to adopt.

**Office of the Dean of Students Action:** In the summer of 2014 it was clarified that all full-time professional staff members of the Center for Student Wellness were to be confidential for victims of sexual misconduct, when working within their role in the CSW. This is in addition to the confidential counselors available in the University Counseling Center and the Women’s Resource Center.

In collaboration with the Center for Student Wellness and the Office of Equal Opportunity & Affirmative Action, the University of Utah has contracted with the company Everfi which runs “Haven,” an online Title IX sexual assault training that can be customized to our University. This training explains in detail the role of the Responsible Employee. Content review is underway and our goal is that all new faculty and staff will be mandated to take the online training by 2015.

**The Violence against Women Act & The Campus Sexual Violence Elimination Act**

**Background:** The federal government approved a bill reauthorizing the Violence Against Women Act, which includes the Campus Sexual Violence Elimination Act, all in place to address the violence women and men face on college campuses, especially as it relates to sexual misconduct.

**Recent Updates:** This legislation puts in place institutional policies that must be in writing to victims of sexual misconduct including: procedures for institutional disciplinary action, the standards of evidence used for disciplinary action, how the institution will protect the confidentially of victims, provide resources, reasonable accommodations to academic or living situations, and possible sanctions the institution may impose as a final determination.

This legislation also expects universities to include language regarding domestic violence, dating violence, and stalking in their prevention and awareness programs for students and employees.
Office of the Dean of Students Action: Associate Dean of Students began working closely with the Director of the Office of Equal Opportunity & Affirmative Action to revamp the Addressing Sexual Misconduct brochure issued by the University to include more information to victims as to be transparent and informative regarding all policies, procedures, and possible outcomes in writing. Once complete, this brochure will be widely spread around campus and given to any persons to reports to be the victim of or witness to sexual misconduct.

The ODOS collaborated with the Office for Student Wellness on creating and implementing a comprehensive prevention and awareness presentation for all new and transfer students, which they attended during orientation. This presentation intentionally addressed the new language of stalking, domestic violence and dating violence. This program was also offered during international student orientation.

The University of Utah was 1 of 450 universities nationwide asked to take part in Senator McCaskill’s Survey of Campus Sexual Violence Policies and Procedures, which seeks to collect information about the current systems in place for handling rapes and sexual assaults on campuses. The ODOS, General Counsel, and the Office of Equal Opportunity & Affirmative Action worked closely together to complete and issue this survey.

The White House Task Force to Protect Students from Sexual Assault
Background: The White House Task Force to Protect Students from Sexual Assault issued its first report called “Not Alone.”

Recent Updates: The Not Alone guidance outlines the importance for campus climate surveys, bystander intervention strategies, elements of effective response to sexual assault, and the need to increase transparency.

The Office of the Dean of Students Action: In collaboration with the Director of the Office for Inclusive Excellence, a plan on how to collect information on the current campus climate as it relates to sexual misconduct is being developed. The survey will be drafted and administered in early 2015.

Language on bystander intervention has been added into trainings, programs, presentations and brochures. In collaboration with the Center for Student Wellness, there is a plan to launch a bystander intervention campaign in Fall 2014 in response to government expectations.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
Background: The Clery Act requires all federally funded universities to maintain and publish information about crimes on or near their campus. 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.
Recent Updates: The Campus Sexual Violence Elimination Act has added domestic violence, dating violence, and stalking to the categories that must be reported under the Clery Act.

The Office of the Dean of Students Action: The ODOS had updated and streamlined the Clery reporting process by purchasing the new Clery Module from Symplicity for use in our online conduct software, Advocate. In addition to the utilization of this new reporting module, the University has added domestic violence, dating violence and stalking to reportable categories.

The Associate Dean of Students worked closely with the University Police Department, General Counsel, Emergency Management, and Housing & Residential Education to draft the 2012 Annual Clery Report which was published on October 1, 2013.
Future Challenges, Opportunities and Assessment

Challenges:

- Complexity and depth of conduct and behavioral cases
- Navigating intersecting policies and procedures
- Lack of personnel to manage case loads
- Distractions of emergencies take time away from day-to-day needs
- Institutional bureaucracy
- Staff burn-out especially during busy times of semester
- Some students view the office solely as disciplinary
- Increasing numbers of students with multiple issues (i.e. academic, mental health, homelessness, financial difficulties, etc.)

Opportunities:

- Strengthen knowledge and awareness of cultural values and perspectives of students
- Defining the roles and function of the ODOS
- Continuing outreach and education to campus community
- Meaningful interactions with students
- Mentoring of interns
- Expanding the role of student advocacy
- Learn from the new employees transitioning into the ODOS

Assessment Opportunities:

For the 2014-15 academic year, the ODOS is engaging in a new assessment tool to collect more specific information on all Key Activities through completing an individual time tracking form. Each employee is to fill out their own form daily to record which areas and how many contacts were made to see where time and efforts are being spent related to that key activity. The goal of this assessment is to address the opportunity the ODOS has to define the roles and function of our office.
Staff Excellence

Awards and Recognitions

(none)

Student Affairs and Community Committee Memberships

Frost, Allison
Employee Appreciation Day Committee, U of U
Student Affairs Non-Exempt Committee, U of U

Cartee, Katie
Association for Student Conduct Administrators- State Representative
Bias Incident Response Team, SA
Student Affairs Professional Development Committee, SA
UAAC, U of U
Association for Student Conduct Administrators- State Representative

McDonald, Lori
ACCESS Selection Committee, College of Science
Active Shooter Task Force, U of U
ASUU Child Care Advisory Board, SA
Athletics Advisory Board, U of U
Bias Incident Response Team, SA
Child Care Advisory Board, U of U
Committee on Student Affairs, U of U
Completion Task Force, AA
Council of Academic Deans, AA
Health, Recreation, Athletics Master Plan Steering Committee, U of U
Institutional Policy Committee, U of U
Intermountain Junior Science and Humanities Symposium judge, SA
Phi Kappa Phi Scholarships and Awards Officer, U of U
Search committee for Assistant Dean of Kingsbury, College of Fine Arts
Search committee for Director of Advising, School of Business
Search committee for the Director of Communications, UComm
Staff Grievance Committee, U of U
Student Commission, U of U
UAAC, U of U
UAAC Awards Selection Committee, U of U
Union Board, U of U
USS Portfolio Committee, UIT
Web Advisory Committee, UComm
Ryan Randall
Active Shooter Task Force, U of U
Association of Threat Assessment Professionals
International Ombudsman Association
LGBT Affirmative Therapist Guild of Utah
LGBT Resource Center Advisory Board (co-chair)
LGBT Resource Center Pride Planning Community
LGBT Scholarship Committee
National Association of Social Workers
Student Union Leadership Committee

**Conferences Attended**

Lori McDonald
Association of Title IX Administrators Annual Conference, Aug. 2013
Utah NASPA Conference, Oct. 2013
NASPA AVP Institute, Jan. 2014
Department of Justice Biased Incident Response Training, Feb. 2014

Katie Cartee
Association of Student Conduct Administrators Annual Conference, Feb. 2014

Ryan Randall
Association of Threat Assessment Professionals, Aug. 2013
Crisis Counseling Summit, May, 2013