Office of the Dean of Students Annual Report

2014-2015
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Office Overview

Our Purpose
The Office of the Dean of Students (ODOS) coordinates the Student Conduct Administration processes, Behavior Intervention for students who exhibit concerning behaviors, and Threat Assessment across campus. In addition to our core functions, the ODOS 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 Values
Creative Problem Solving: We will bring new ideas and innovative solutions to facilitate creative problem solving.

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

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

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

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

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

Our Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori McDonald</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Katie Cartee</td>
<td>Associate Dean of Students for Student Conduct &amp; Community Standards</td>
</tr>
<tr>
<td>Ryan Randall</td>
<td>Assistant Dean of Students for Behavioral Intervention</td>
</tr>
<tr>
<td></td>
<td>(Exited position April 2015)</td>
</tr>
<tr>
<td>Torri Kenny</td>
<td>Case Manager for Behavior Intervention</td>
</tr>
<tr>
<td></td>
<td>(Exited position May 2015)</td>
</tr>
<tr>
<td>Allison Frost</td>
<td>Program Manager</td>
</tr>
<tr>
<td>Chris Miller</td>
<td>Graduate Intern for Student Conduct</td>
</tr>
<tr>
<td></td>
<td>(August 2014 – December 2014)</td>
</tr>
</tbody>
</table>
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
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 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 338 checks were done this year compared to 378 in 2013-14 and 418 in 2012-13.
Conduct Administration Incident Summary

A total of 166 incidents of Student Code violations were handled by the Office of the Dean of Students in 2014-2015. The incidents included 159 distinct individuals and ranged in violations from minors in possession of alcohol to physical assault. Male students made up 79% of the cases and the other 21% involved female students. Of the 159 individuals involved, 5% were athletes, 11% were international students, and 9% were members of fraternities and sororities.

The numbers seem to be mostly consistent from the past three years, with a notice of behavior from the Fraternity and Sorority area decreasing. This may be due to the active involvement of the new Assistant Dean of Students, Nick Robbins as well as the ODOS and OEO/AA teaming up to provide ongoing education and outreach regarding alcohol, drugs and sexual misconduct.
Class standing for the students involved in the conduct cases were the following:

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Graduate</td>
<td>9%</td>
</tr>
<tr>
<td>Senior</td>
<td>32%</td>
</tr>
<tr>
<td>Junior</td>
<td>14%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>22%</td>
</tr>
<tr>
<td>Freshman</td>
<td>23%</td>
</tr>
</tbody>
</table>

There is a shift this year where we see an increase in the percent of overall cases involving Senior students, with a decrease in the percent of Freshman students. A significant number of the cases involving seniors related to alcohol, particularly at Rice Eccles Stadium. The ODOS teamed up with the Center for Student Wellness for New Student Orientation to do a combined presentation called “Joining the U’s Community.” Feedback on this orientation session was that it was a fun, engaging presentation and that the decrease in percent of freshman issues may be a direct result of this revamped orientation presentation and other ongoing outreach programs targeted toward first year students.
The following table indicates the types of the 242 alleged violations that were reported within the 166 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 2012-2013</th>
<th>Total 2013-2014</th>
<th>Total 2014-2015</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. Forged, altered or misuse of any University document, record, fund or identification.</td>
<td>7 (5%)</td>
<td>24 (15%)</td>
<td>7 (3%)</td>
</tr>
<tr>
<td>2. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.</td>
<td>7 (5%)</td>
<td>2 (1%)</td>
<td>5 (2%)</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 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>11 (8%)</td>
<td>25 (16%)</td>
<td>38 (16%)</td>
</tr>
<tr>
<td>4. Attempted or actual theft, damage or misuse of University property or resources.</td>
<td>11 (8%)</td>
<td>7 (5%)</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>5. Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial</td>
<td>0</td>
<td>0</td>
<td>1 (0%)</td>
</tr>
</tbody>
</table>
gain without the express written permission of the faculty member responsible for the work.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<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>13 (9%)</td>
<td>18 (12%)</td>
<td>20 (8%)</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>0 (0%)</td>
<td>1 (1%)</td>
<td>0 (0%)</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>11 (8%)</td>
<td>17 (11%)</td>
<td>17 (7%)</td>
</tr>
<tr>
<td>9. Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations.</td>
<td>41 (30%)</td>
<td>34 (22%)</td>
<td>84 (35%)</td>
</tr>
<tr>
<td>10. Violation of published University policies, rules or regulations.</td>
<td>24 (17%)</td>
<td>15 (10%)</td>
<td>30 (12%)</td>
</tr>
<tr>
<td>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.</td>
<td>13 (10%)</td>
<td>11 (7%)</td>
<td>36 (15%)</td>
</tr>
<tr>
<td>Totals</td>
<td>138</td>
<td>154</td>
<td>242</td>
</tr>
</tbody>
</table>
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 is a consistent increase in over the past three years of allegations of violating #3 of the student code related to harassment, discrimination, intimidation, threats and other behavior that endangers members of the community. Due to the increased visibility of Title IX practices on campus and other outreach and awareness to the community regarding sexual misconduct may play a role in this increase as students become more aware of the reporting process and other campus resources.

Responsibility was found for just under half of the alleged violations. Adjudication of incidents resulted in five suspensions and one pending dismissal. 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 proactive (rather than merely reactive) approach.

There are 5 main components to a threat assessment

1. Information gathering
2. Assessment of information
3. Action/Intervention
4. Follow-Up/Monitoring
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 (from Deisinger, Randazzo, O’Neill, and Savage, 2008).

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 the online database. 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 online and can be 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 213 documented CARE/BIT cases this year, an increase of 23% from the previous year. These 213 individual cases represented 271 different types of reports (cases can be assigned multiple report types). The most common report type was general advocacy (39%), followed by concerning behaviors (i.e. confused, anxious, irritable, change in behavior, etc.; 17%), and then disruptive behavior (9%), threatening behavior (9%), and academic concerns (9%).

In seven of the cases, the students involved were unknown or not reported. Of the remaining cases where student information was made available, 52% were male, 48% female and 92% were citizens of the USA, 8% international students. Undergraduates were involved in 86% of the cases, 11% were graduate students, and 3% were non-degree seeking students.

Cases involved students from nearly every college.
2014-2015 BIT Cases by College

- Social & Behavioral Science: 30%
- University College: 12%
- Engineering: 16%
- Education: 2%
- Humanities: 9%
- Science: 7%
- Business: 5%
- Health: 3%
- Medicine: 0%
- Dentistry: 0%
- Law: 0%
- Nursing: 1%
BEHAVIORAL INTERVENTION TEAM MEMBERS

There are currently 12 University members serving on the BIT. With the exception to the assistant dean and case manager, BIT members volunteer their time while balancing their regular University full-time responsibilities. This multi-disciplinary team brings a vast knowledge base, specialized skills, and expertise that are used to assess the risk level of reported behavior and determine what appropriate 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>Name</th>
<th>Title</th>
<th>Department</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>(vacant)</td>
<td>Assistant Dean of Students for Behavioral Intervention</td>
<td></td>
<td>801-581-7066</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
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<tr>
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<tr>
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<td><a href="mailto:rdavies@sa.utah.edu">rdavies@sa.utah.edu</a></td>
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</tr>
<tr>
<td>Katie Stiel</td>
<td>Manager</td>
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<td><a href="mailto:kstiel@sa.utah.edu">kstiel@sa.utah.edu</a></td>
<td></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 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:**

A new case manager was hired at the end of June and the hiring process for a new assistant dean of students is underway.

The new assistant dean of students will join the Association of Threat Assessment Professionals (ATAP) and attend 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 assessment specialists.

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.
**Student Athlete Ombudsperson**

The Office of the President appointed an assistant dean of students to fulfill the role of Student Athlete Ombudsperson. This University role was established by the direction of President David Pershing based on recommendations of an independent investigation that revealed deficiencies in the previous resources and outlets for student athletes to report issues of misconduct or maltreatment they may experience within their participation in an athletic program. The ombudsperson’s role acts independently from the Athletics Department and reports concerning issues to the Office of the President, Office of General Counsel, Office of the Dean of Students, and the Office of Equal Opportunity and Affirmative Action.

**KEY ACTIVITY:** Provide student athletes with a safe, neutral, and confidential space to report any concerns they have about their experience in the University’s athletic program. The intended outcome for this key activity is to help safeguard the well-being of student athletes and to improve their overall experience at the University of Utah.

There are approximately 410 Student Athletes participating in a total of 15 teams.

- Baseball
- Basketball (Men)
- Basketball (Women)
- Cross Country (Women)
- Football
- Golf (Men)
- Gymnastics
- Skiing (Men and Women)
- Soccer (Women)
- Softball
- Swimming & Diving (Men and Women)
- Tennis (Men)
- Tennis (Women)
- Track & Field (Women)
- Volleyball (Women)

In order to effectively implement the Key Activities of the ombudsperson role, three main goals must be accomplished:

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

There were a total of 19 cases that required the ombudsperson role to be specifically activated. These issues ranged from connecting students to campus support resources, conflicts between team members, to allegations of mistreatment by a coaching staff members.

The ombudsperson 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 ombudsperson role could be better utilized for the students.

**Challenges**

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

With the role of the assistant dean being vacated midyear, the dean of students assumed the duties of the ombudsperson. As awareness of this role continues to increase 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 in addition to assessing whether this should become a separate part-time or full-time role for another professional.
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 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 Department of Public Safety
- 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 2015 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.

The ODOS also collaborated with the Center for Student Wellness and the University Counseling Center to create a “Dealing with Distressed Students” presentation for faculty and staff to review campus resources and tips on how to make appropriate and effective referrals.
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. A newly developed presentation for 2014-2015 was an effort between the ODOS, UCC and CSW called Intervening with Distressed Students. Here are the trainings the ODOS gave for the 2014-15 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>
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<tr>
<td>8/6/2014</td>
<td>New Admin Orientation</td>
<td>Intro to ODOS/resources</td>
<td>Faculty/Admin</td>
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<td>8/18/2014</td>
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<td>8/21/2014</td>
<td>Managing difficult students</td>
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<td>9/19/2014</td>
<td>Boundaries with Students</td>
<td>Graduate TA training</td>
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<td>Panel discussion at Not Alone Symposium</td>
<td>Student Affairs professionals in Utah, city workers, Polices</td>
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<td>Skill/Safety/Campus Resources Training</td>
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<td>Wearing Your Letters: History and Meaning</td>
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<td>Advocate Training for Academic Depts. AA's</td>
<td>Training for online tracking database</td>
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<td>Kappa Kappa Gamma</td>
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<td>ASUU awareness week panel</td>
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<td>Behavioral Intervention and Distressed Student Update</td>
<td>President’s Cabinet meeting</td>
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<td>students</td>
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<td>ODOS, TITLE IX, Clery- this is what we do!</td>
<td>University Academic Advisor Committee</td>
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<td>Learning Abroad Program assistants</td>
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<td>Structure of Student Affairs</td>
<td>New Employee Orientation</td>
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<td>Date</td>
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<td>Audience</td>
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<td>4/6/2015</td>
<td>Updates to Clery Module-Advocate</td>
<td>For main Advocate Users</td>
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<td>Learning Abroad Program</td>
<td>staff/faculty</td>
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<td>Insider Tour</td>
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<td>Women’s Resource Center</td>
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<td>Training for online tracking</td>
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<td>4/28/2015</td>
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<td>Utah concealed carry issues</td>
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<td>6/25/2015</td>
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In addition to these presentations, the ODOS presented a total of 38 orientation sessions to new, transfer and international students and their families throughout the year as well as ten Student Athlete Ombudsperson presentations which introduced the role of the ombudsperson to all intercollegiate sport teams during their fall orientations.
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 106 documented cases of providing student advocacy in 2014-2015. Please refer to the Behavior Intervention and Threat Assessment section for more details on the students we have worked with from an advocacy perspective.

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.

- “...Thank you so much for working with me and being so gracious and accommodating throughout the whole process. I've been very encouraged by your words and actions to take responsibility for my actions and make better choices in the future.” (Junior student, Spring 2015)
- “...Thank you for being flexible. I think your assessment is fair and I'll forward your email to my counselor so he knows exactly what's required of me. We've been working through a lot of issues and our progress so far has been encouraging.” (Freshman student, Spring 2015)
- “...Since this is probably the last correspondence we'll have for a while (if any at all), I just want to thank you again for being so patient and understanding while working with me. This process has been difficult for me and my family and you made a bad situation better. I know
you're just doing your job, but I want you to know that you do your job really well, and I'm
glad we were able to meet.” (Junior student, Spring 2015)
• “I just want to say that I feel significantly more encouraged at the U for having gone through
this, and having accessed and experienced a whole network of support that I was unaware
of. My general outlook is greatly improved and more optimistic for this experience. I am no
longer burdened by the intense isolation I have felt since transferring to the U. I am a
stronger student for this and feel that my academic experience will be more enriching,
fulfilling, and successful from here on, thanks to you and a network of "angels" that I now
know exists to support students in achieving our goals. “ (Junior student, Spring 2015)

Annual Student Memorial

The annual memorial to honor students who had passed away during the past academic year
was held on April 17, 2015 in the Saltair Room of the Union Building. Eleven former students
who passed away May 2014-April 2015 were remembered. The ceremony was officiated by
Chaplain Susan Roberts from the University Hospital and included readings from five different
religious faiths. Several family members and faculty, staff and student friends of the deceased
attended.
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.

Violence Against Women Act Amendments to the Clery 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.

In spring 2014, the federal government approved a bill reauthorizing the Violence Against Women Act, which includes the Campus Sexual Violence Elimination Act, to address the violence women and men face on college campuses, especially as it relates to sexual misconduct. In fall of 2014, VAWA was expanded to amend the Clery Act.

Recent Updates: This amendment determined that universities must provide data regarding incidents of dating violence, domestic violence and stalking. Institutions also must add policy statements specific to these crimes. These policy statements must outline the procedures an institution will follow after an incident of sexual assault, dating violence, domestic violence, or stalking, and identifies rights and options available to survivors.

Additional updates include adding gender identity and national origin to categories of bias institution must reflect within their statistics, to disclose confidentiality on campus, to provide prevention programming and ensure MOU’s regarding jurisdiction of law enforcement.
Office of the Dean of Students Action: The Clery Compliance Committee was formed to ensure compliance to all new and existing expectations of VAWA and the Clery Act in action and within the Annual Security Report. Members on the Clery Compliance Committee include University Police Department, Office of the Dean of Students, Office of Equal Opportunity and Affirmative Action, Office of General Counsel, Housing & Residential Education, Center for Student Wellness, Department of Environmental Health & Safety, a Fire Marshall, and Financial Aid (employee responsible for responding to Audit requests).

Title IX, The White House Task Force to Protect Students from Sexual Assault and It’s on Us 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: In response to Title IX compliance, the White House Task Force to Protect Students from Sexual Assault issued its first report called “Not Alone.” 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 government also rolled out a nationwide campaign called “It’s on Us,” which is a pledge to help keep all people safe from sexual assault.

Office of the Dean of Students Action: Associate Dean of Students to worked 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. In order to be transparent with all information related to sexual misconduct, the University determined a booklet would be more appropriate vs a one page brochure. This booklet is now being developed. Once complete, the booklet will be widely spread around campus and given to any persons to reports to be the victim of or witness to sexual misconduct.

In collaboration with a subcommittee of the Academic Senate, 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.

ODOS worked closely with ASUU and Fraternity and Sorority Life to support the “It’s on Us” campaign. The pledge was widely publicized and was supported by additional trainings on bystander intervention provided by the Center for Student Wellness. Language on bystander intervention has been added into trainings, programs, presentations and brochures.

The Sundance movie “The Hunting Ground” was shown on campus with an interactive panel discussion afterward that included individuals from the Office of the Dean of Students, the
Office of Equal Opportunity and Affirmative Action, University Police Department, the Center for Student Wellness, and students from ASUU.

**The Safe Campus Act & The Fair Campus Act**

*Background:* The Safe Campus Act is a bill designed to make campuses more effectively engaging local law enforcement to investigate crimes of sexual violence. Both the Safe Campus Act and Fair Campus Act enhance the due process rights of all individuals involved in claims of sexual misconduct, it also helps to protect student organizations and their members from blanket punishment based on the inappropriate activities of an individual or small groups of students, and reinforces the single-sex status rights afforded to fraternities and sororities under Title IX.

*Recent Updates:* No updates yet, but we are anticipating possible amendments to these laws that will impact individual and group processes of misconduct at the University of Utah.

*Office of the Dean of Students Action:* Continue to be aware of proposed amendments and monitor what is passed to ensure we are up to date on how we approach sexual misconduct cases and group organization conduct.
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
- Staff turnover throughout the year
- Distractions of emergencies take time away from day-to-day needs
- Institutional bureaucracy
- Vacancies in staffing
- 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
- Developing and updating policies and procedures
- Funding for new positions within the ODOS

Assessment Opportunities:

During the 2014-2015 academic year, the ODOS was engaged in a new assessment tool to collect more specific information on all Key Activities through completing an individual time tracking form. Each employee filled 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 ODOS will continue to utilize this assessment tool during the 2015-2016 academic year to provide information how our daily tasks may change from year to year. The goal of this assessment is to address the opportunity the ODOS has to define the roles and function of our office.

Highlights of this initial effort include the following:
Staff Excellence

Awards and Recognitions

(none)

Student Affairs and Community Committee Memberships

McDonald, Lori

- Academic Senate Committee on Campus Sexual Violence Climate Survey, Chair, Academic Senate
- Access Scholarship selection committee, College of Science
- Athletics Advisory Committee, University
- Chief of Police Search Committee, co-chair, University
- Child Care Advisory Board, co-chair, University
- Council of Academic Deans, University
- Ebola Preparedness Committee, University
- Institutional Policy Committee, University
- Ivory Prize selection committee, University
- Kingsbury Hall/Utah Presents Advisory Board, University
- Online Advisory Committee, University Communications
- Student Commission, University
- Student Life Center Steering Committee, University
- Title IX Coordinators, Senior Deputy Coordinator, OEO/AA
- Union Board, University
- USS Portfolio Committee, UIT

Cartee, Katie

- Association for Student Conduct Administrators- State Representative
- Program Review Committee, ASCA
- Advisor to the Student Behavior Committee, U of U
- University Resources for Inclusion and Education, U of U
- Summer Orientation Task Force, U of U
- Violence Prevention Awareness Committee, SA
- Student Affairs Professional Development Committee, SA
- Clery Compliance Committee, U of U
- Title IX Coordinators, Deputy Coordinator, OEO/AA
- Assessment Liaison, SA
- UAAC, U of U
- Search Committee for Associate Dean of Students, ODOS
- Search Committee for Associate Director for New Student and Family
Programs, Chair of Committee, NSFP

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

Conferences Attended

Lori McDonald
Stetson Law and Policy Conference, February 2015
NASPA Region V Chief Student Affairs Officers Retreat, June 2015

Katie Cartee
Gehring Academy offered through the Association of Student Conduct Administrators; Foundations of Student Conduct Track, July 2014
Clery Act Training Seminar, December 2014
Association of Student Conduct Administrators Annual Conference, Feb. 2015
ATXIA Seminar on Title IX, May 2015

Ryan Randall
Association of Threat Assessment Professionals, August 2014