OFFICE OF THE DEAN OF STUDENTS

ANNUAL REPORT

2021-2022

Office of the
Dean of Students
STUDENT AFFAIRS | THE UNIVERSITY OF UTAH

Primary Purpose 4
Mission Statement 4
Our Purpose 4
Departmental Outcomes 5
Programs, Services, and Resources 7
Student Accountability 7
Student Support 9
Community Standards Courses 11
Student Athlete Advocate 13
Conflict Resolution and Restorative Justice Initiative 15
Outreach 17
Front Desk 18
Impact Data 19
Student Accountability 20
Student Support 25
Community Standards Courses 30
Student Athlete Advocate 35
Front Desk 39
Major Accomplishments 44
Major Challenges 46

Primary Purpose

Mission Statement

We support student well-being and success by providing care, promoting accountability, and encouraging individual growth and development.

Our Purpose

The Office of the Dean of Students works to advocate, support, and develop students as they navigate their time at the University of Utah. We create and offer educational and leadership experiences that help students thrive in a communal environment. We actively engage in conversations that promote compassionate, welcoming, and safe campus communities. In working with students, we are responsive to their needs and assist them in their academic and personal endeavors. In addition to these core principles, the ODOS serves as an advocate for students facing challenges to their success as students and work to empower students to know and understand their rights and responsibilities as members of our community.

Departmental Outcomes

Top 5 Violations
Students found responsible for

1. Alcohol and other drug-related behavior
2. Theft/damage/misuse of University property
3. Violation of published University policies
4. Physical or verbal assault, sexual harassment, hazing, threats, intimidation, coercion
5. Unauthorized or improper use of any University property, equipment, facilities or resources

16% Increase *in Behavioral Misconduct*

Student Accountability remains an essential resource to ensure student well-being on campus. This year we saw 16% increase from the previous year in the number of unique students involved in Behavioral Misconduct cases. In particular, the number of students found responsible for drug-related violations and theft/damage/misuse of University property.

88% Increase *in Student Athletes Seeking Support*

This year saw an 88% increase in the number of students seeking support from the Student Athlete Advocate. Many of these students were affected by the tragic loss of fellow student athlete Aaron Lowe in September 2021.

Top 3 Concerns
Student Athlete Advocate

1. Academic Concerns
2. Mental Health Concerns
3. Personal Loss/Grief

Top 5 Concerns
Student Support

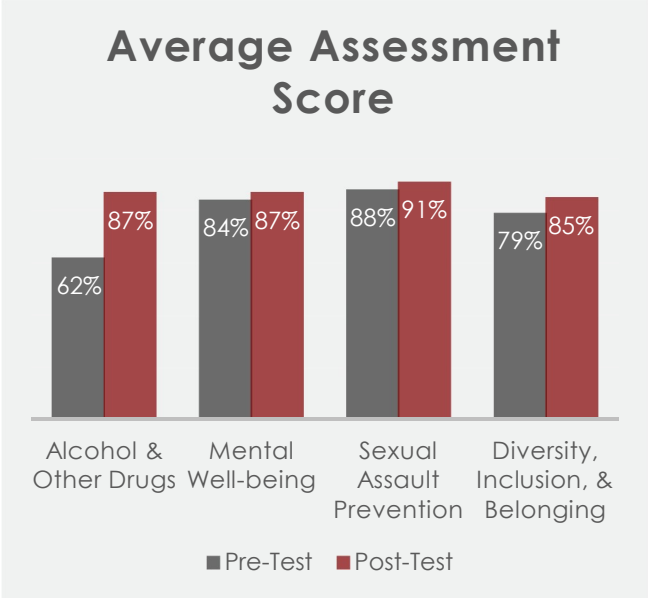
1. Academic Concerns
2. Mental Health Concerns
3. Victim Support
4. Basic Needs and Financial Concerns
5. COVID

21% Increase *in Students Seeking Support*

Similarly, the number of students engaged with our Student Support team increased by 21% from 2020-21 to 2021-22. There were particularly significant increases in students requiring support for mental health issues and basic needs.

Knowledge Gains *from Online Prevention Education*

By completing our Community Standards Courses, students increased their understanding of critical issues surrounding sexual assault prevention, alcohol and other drugs, and mental well-being. In every course, students complete a pre-test and a post-test. More students participated in these courses in 2021-22 than in any prior year.



Programs, Services, and Resources

Student Accountability

Student Accountability manages the Student Behavior components of the Code of Student Rights and Responsibilities (Policy 6-400, Section III of the University of Utah Regulations Library.) This work includes reporting, investigating, and adjudicating violations of the Code, while also ensuring students' rights to due process and upholding the educational mission of the University.

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. The University supports the intellectual, personal, social, and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship. Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect, and responsibility represent the basis for the Student Code. Participation in the University of Utah community obligates each member to follow a code of civilized behavior.

The purposes of the Code of Student Rights and Responsibilities are: to set forth the specific authority and responsibility of the University to maintain social discipline; to establish guidelines that facilitate a just and civil campus community; and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies are designed to protect individuals and the campus community and to create an environment conducive to achieving the academic mission of the institution.

The Student Accountability team also assists the Office of Admissions with the holistic admission process by conducting admission reviews for students who disclose prior criminal misconduct in their application.

GOALS

1. To provide students with a thorough, transparent, and fair due process
2. To educate and provide students with learning outcomes when found responsible for policy violations that have a positive effect on their knowledge, values, and behavior
3. Create and maintain an educational environment that is conducive to the intellectual, cognitive, moral, spiritual, and psychological growth of all campus community members

OUTCOMES

Case Increases

This year, the Student Accountability team saw a decrease in both Admission Review and Information Only cases but saw an increase in Behavioral Misconduct cases. The number of students found responsible increased from the previous year in nearly every violation category. This increase occurred despite process disruptions that led to ODOS receiving no referrals from Rice Eccles Stadium after football games. With processes reestablished for the coming year and a 'zero tolerance' enforcement policy for Rice Eccles Stadium, as well as the expected increase in student enrollment, we expect the number of cases to continue to increase substantially.

Partnership with Commuter Services

Additionally, ODOS has partnered with Commuter Services to establish an accountability process for students with multiple unpaid parking tickets. These cases will be adjudicated by the Student Accountability team in collaboration with Commuter Services. This will increase the caseload for the accountability team and require the creation of new procedures to streamline the intake and adjudication processes. To address this increase in cases and developments of internal procedures, ODOS secured funding for a new case manager position.

Partnership with Housing & Residential Education

In response to significant incidents that occurred in Fall 2021, the Division of Student Affairs engaged independent consultants to conduct an audit of conduct cases from that semester, spanning both ODOS and Housing & Residential Education (HRE). Recommendations from that audit will be implemented in the coming year, including establishing a director position to oversee accountability and support processes across ODOS and HRE. With this position, we hope to improve the communication, consistency, and timeliness of processes between our departments to improve the safety and well-being of all students at the university.

Student Support

The Student Support team proactively engages faculty, staff, and students in capacity building, skill-building, and interventions to identify and intervene in situations where an individual's behavior may lead to a conduct situation or may cause harm to our campus community. These interventions include connecting distressed students to available campus and community support services and providing space for intentional conversations surrounding the impact of their behavior. Student Support Case Managers contribute by providing wrap-around support services and case management to students who engage with our office. This support directly affects their engagement with academic colleges and other Student Affairs departments in a positive way. At times, cases managed by Student Support remain active for the entirety of the student's academic tenure at the institution. The work of our Case Managers incorporates the University 7 Core Values with a particular focus on student success and engagement, sustainability, community, leadership, and diversity.

BEHAVIORAL INTERVENTION TEAM

The Behavioral Intervention Team serves as a collaborative body that assesses risks and behaviors that could harm the campus. The responsibilities of BIT members include assembling weekly to review students of concern and make preliminary and proactive plans for intervention or threat assessment. This multi-disciplinary team brings a vast knowledge base, specialized skills, and expertise. With these assets, the team assesses the risk level of reported behavior and determines what interventions to employ. The expertise of each team member has made significant contributions to the successful resolutions of the cases brought to the team this year.

In cases where risk assessment indicates a need for immediate action, the protocol of the ODOS is to hold a Student of Concern Meeting rather than wait for the next scheduled BIT meeting. Each BIT member utilizes their professional skills and knowledge in evaluating risk and determining which intervention(s) to employ with a student of concern. All BIT members strive to help students be successful at the University and value the need to keep others safe.

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

GOALS

1. The Student Support Staff will develop an action plan after completing the NaBITA risk rubric and apply appropriate interventions to best support the student

2. The Student Support Staff will be able to identify best practices and interventions, evaluate the effectiveness of problem-solving strategies, and reflect on lessons

3. The Student Support staff will consistently complete the NaBITA risk rubric to obtain D-Scale and E-Scale scores for students of concern

OUTCOMES

Comprehensive Care Plans (CCP) are an opportunity for the student and the case manager to co-construct expectations, boundaries, and accountability for the case management relationship. Moreover, the CCP allows for other offices to be added to the conversation to ensure transparency and continuity, should the student want it. This year the Student Support team piloted CCP with all **4 students housed in the U-Suites program**, which helps support students struggling with housing insecurity. Case managers completed a CCP with each student prior to moving into a U-Suite apartment to ensure adequate progress toward achieving the goal of stable housing. In the coming year, the Student Support team will expand the use of CCPs beyond students in the U-Suites program.

Advocate Symplicity is our case management and records. **At least 6 campus partners** utilize this platform to manage cases spanning student conduct, academic misconduct, and racist and bias incidents. The Student Support team uses this system to collect information referrals from campus and community members that we then turn into Student Support cases.

In an effort to provide the most appropriate support and intervention for our students, we implemented a new Care Action for Risk Rubric updates. This Care Action gives case managers an opportunity to revisit the student's case and re-assess it based on their interactions and notes. Before this, case managers only conducted assessments when reviewing the initial report, meaning they had not had a chance to connect with the student. One benefit from this change is an improved understanding of the severity of cases our team is managing at any given time. This understanding is vital to ensure case managers aren't overloaded and students continue to receive high-quality care as we continue to manage the increasing demand for student support, as evidenced by the **21% increase in Student Support cases in 2021-22.**

Community Standards Courses

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

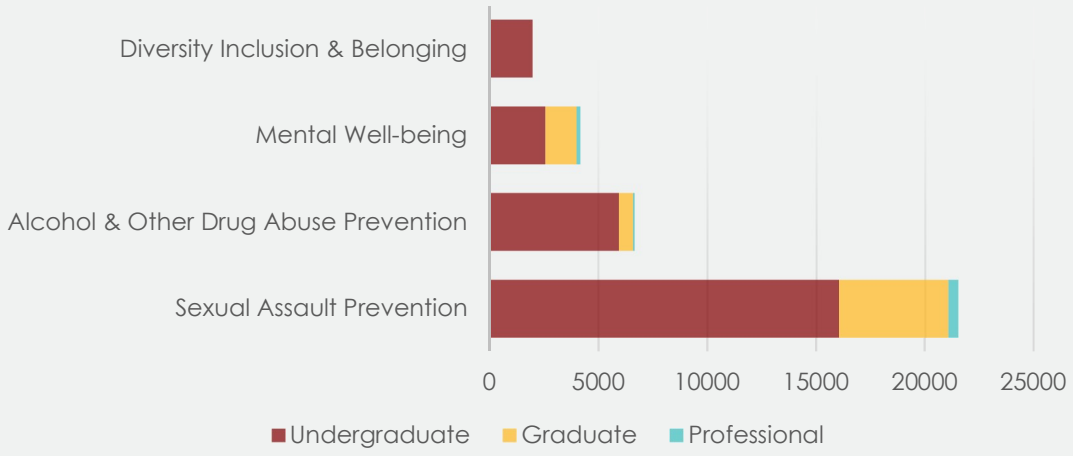
Overall, we have had great success this year in continuing to improve our reach. **More than 26,000 students completed at least one training in 2021-22.**

To assess the effectiveness of these trainings, each course includes a pre-test and a post-test. We continue to see improvement in our pre-test to post-test scores for all of our courses.

OUTCOMES

Expanded ongoing Sexual Assault Prevention training

As we entered our third year of mandatory Sexual Assault Prevention training, the number of students completing the refresher course **nearly doubled** from 7,401 students in 2020-21 to **14,285 students in 2021-22.**



Launched AlcoholEdu Ongoing training

This optional training was released to second-year, undergraduate students who had previously completed AlcoholEdu training. **Over 1700 students** completed the training.

Launched an updated Diversity, Inclusion and Belonging training

In February, we invited first-year undergraduate students to complete an updated Diversity, Inclusion and Belonging training. We had **2000** students complete this optional training, which is a **37% increase** from participation in 2021.

In the coming year, we will be transitioning to Get Inclusive to provide online prevention education. The Voices for Change course will replace our current Sexual Assault Prevention course. This course will continue to meet our needs for sexual assault prevention and bystander intervention training, but will also weave in more content from courses that are currently optional and add hazing and bullying prevention material.

Get Inclusive also provides several tools that we hope will improve the student experience, including university-branded communications, improved hold removal, and the ability to skip over triggering material while still completing the course.

Student Athlete Advocate

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

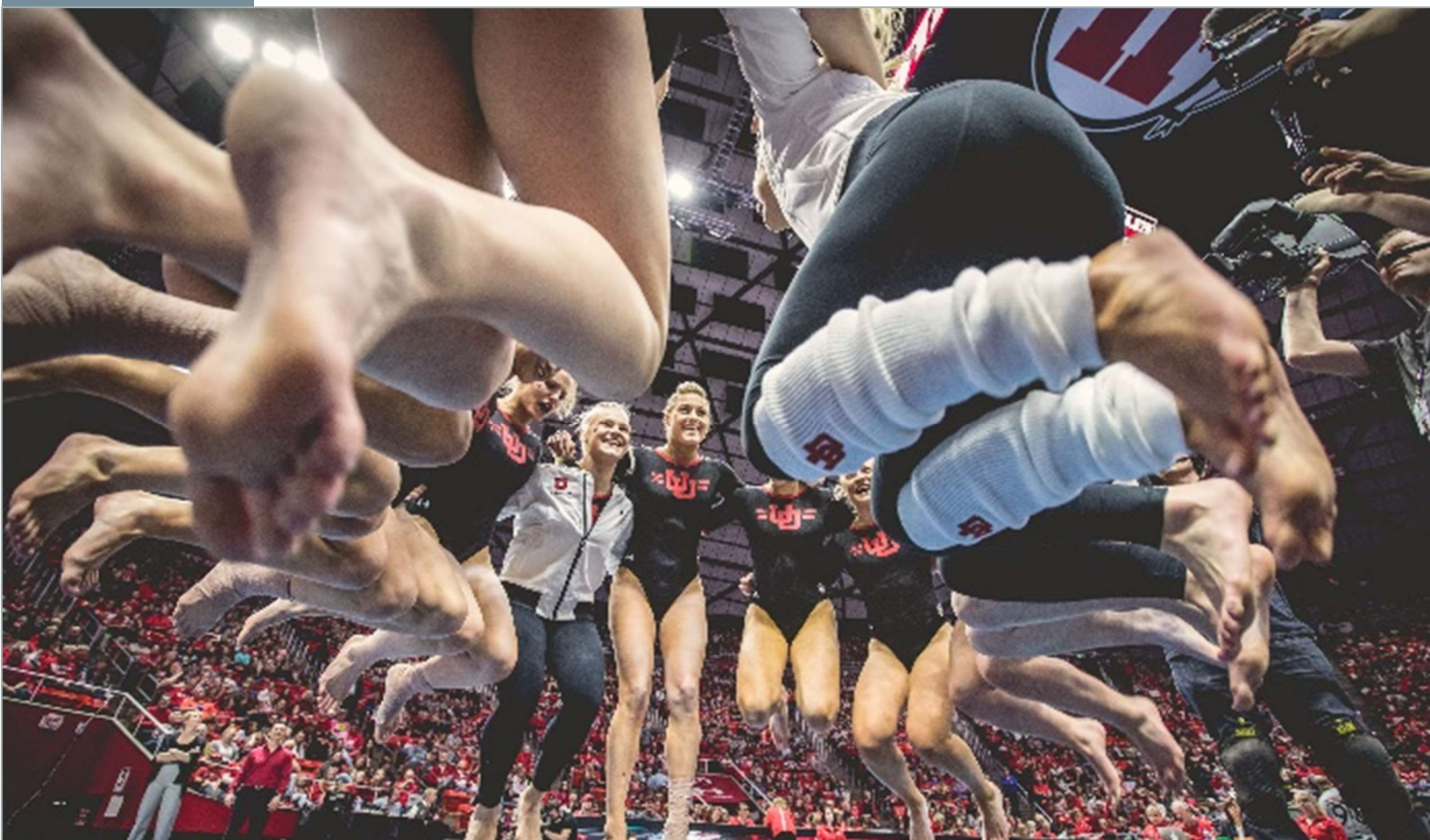
OUTCOMES

Increased Practice Visits

This year as competition resumed and SAA practice visits increased, the SAA was able to raise the visibility of the SAA role and expand opportunities for interaction.

First-Year Student Experience

The SAA worked to develop a better understanding of the experience of first-year student athletes and their desire to feel integrated into not only their team community but Athletics as a whole. In the coming years, more work will be needed to address student athlete isolation and further integrate student athletes into the U community.



Crisis Support

Because of the strong relationships cultivated between ODOS and Athletics through the SAA, we were able to respond adeptly and swiftly to the needs of the student athlete community following the death of Aaron Lowe. The SAA communicated with and supported student athletes and their academic advisors to advocate with faculty to minimize the disruption to the academic success of student athletes wherever possible.

Women's Tennis Team *Travel*

In March 2022, the SAA traveled with the Women's Tennis to away matches. This team experienced coaching turnover just before the pandemic. The SAA was able to develop new relationships with the student athletes and newer coaches/trainers and also nourish existing relationships. The SAA supported individuals currently experiencing challenges with team dynamics and who have experienced difficulties during their student athlete experience.

GOALS

1. Provide student-athletes with a safe, neutral, and private space to report any concerns and advocate for the resolution of these issues; promote the visibility of the Advocate role
2. Increase student-athlete awareness of resources available to them and how to use those resources to have a more positive and healthy educational and social experience
3. Assist with the development, delivery, and needs assessment of the Student Athlete Health, Safety, and Wellbeing Program
4. Safeguard the wellbeing of student athletes and improve their overall experience at the University of Utah

Conflict Resolution and Restorative Justice Initiative

The Office of the Dean of Students (ODOS) at the University of Utah is dedicated to being a resource to students through support, advocacy, involvement, and accountability. With a goal of nurturing the development of self-determination, ODOS coordinates the Student Accountability processes, supports students facing challenges to their success as students, and assists with the interpretation of University policy and regulations.

In conducting this work, ODOS recognizes a gap in campus services available to help students prevent conflict and provide the skill necessary to constructively resolve conflict when it arises.

Moreover, ODOS is aware that traditional adjudication processes often lack the flexibility to address individualized student needs or interests. Additionally, adjudication processes alone do not prepare students to address and resolve conflict that does not rise to the level of a reportable violation of the Student Code.

Following an internal review of processes and systems used to address student conduct and conflict, and after considering other campus and community-based resources (existing and emerging) available to support students, ODOS launched the Conflict Resolution and Restorative Justice Initiative (CR-RJ).

VISION

As currently envisioned, the CR-RJ Initiative is intended to further integrate a spectrum-based approach into unit practice, with both proactive and responsive service options made available to students.

GOALS

1. Explore and advance service options that meet the needs of an increasingly diverse student population and which help fill the gap in services currently available
2. Support the student experience and evolving needs pertaining to conflict resolution and restorative justice approaches to incidents or behavior that causes harm
3. Maximize the developmental and restorative value present in services provided

OUTCOMES

Alternative Dispute Resolution

Contracted with Jay Wilgus, Principle, Klancy Street, to seek support with CR-RJ. Developed a phased plan to break down the key tasks to allow us to begin offering Alternative Dispute Resolution (ADR) services and educational offerings:

- Phase I: Assessment and Planning. Clarify the vision and goals for this initiative within the ODOS and among key stakeholders
- Phase II: Program Development. Develop components necessary to fulfill the shared vision
- Phase III: Preparation. Prepare staff, volunteers, stakeholders, and/or other organizational structures for implementation of process(es) or program(s)
- Phase IV: Implementation. Launch new process(es) or program(s)
- Phase V: Evaluation and refinement. Review lessons learned and make necessary refinements

Data collection efforts will include: intake forms, pre- and post-session questionnaires, referral forms, contact logs, event logs, training logs, Advocate by Symplicity database records, and website hit counters.

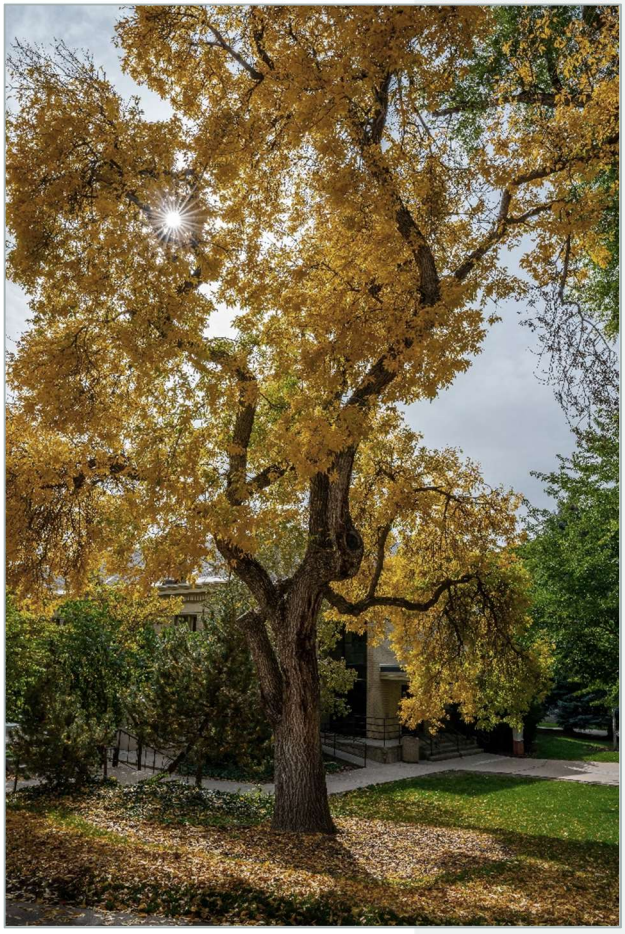
Professional Development

Professional staff also attended training at the local and national level to build the knowledge and skills required to support students. Including:

- ASCA Gehring Conference on Conflict Resolution
- Utah Council on Conflict Resolution Annual Retreat
- CINERGY Conflict Management Coaching Training
- Conflict Coaching Certification

Restorative Justice: A Primer and Exploration of Possibilities

As part of the U Day of Collective Action, the ODOS delivered a virtual session to introduce restorative justice to those who attended. The session also provided a space to explore the possible policy and best practice changes that our campus might incorporate to align our practices with our community values.



Outreach

STUDENTS

The Office of the Dean of Students collaborates with the Center for Student Wellness to contribute to New Student Orientation by conducting a 30-minute presentation entitled "Joining the CommUnity." This presentation includes many important topics such as general self-care, healthy relationships, academic and behavioral expectations, Title IX, and available on-campus resources (e.g., University Counseling Center, University Police, Office of Equal Opportunity & Affirmative Action, Center for Student Wellness, etc.). As part of the new student's introduction to the institution, our desired outcome is that this review of expectations and resources will contribute to the overall connection to the campus community.

Although limited staff time in 2021-22 made it difficult to conduct many presentations and training, the ODOS provided focused training for student groups and was able to resume providing **in-person sessions at New Student Orientation**.

FACULTY & STAFF

Collaboration with staff and faculty across campus is essential to the work of the ODOS. A major component of that collaboration is accomplished by connecting with and educating the campus community about resources, student conduct policy and behavior, and federal mandates. Topics and audiences for presentations vary, but the intent is always to educate the campus community and to provide tools and resources for students and staff to help them to make healthy decisions.

Although many of the pandemic-related restrictions were lifted this year, we have not yet been able to resume outreach and training at pre-pandemic levels due to staffing shortages. Our staff worked to find other ways to reach Faculty and staff, including creating a folder in the university's secure, cloud file-management system (uBox) to distribute digital materials promoting a crisis chat and tip line that provides real-time crisis intervention for students and others, SafeUT. Faculty are able to include these resources in syllabi and in the online resources for each course.

COMMUNITY

The work of the Office of the Dean of Students often involves connecting students with resources in the community. This year, our staff met with Recovery Works and the Huntsman Mental Health Institute (HMHI) to improve understanding of the services provided by each entity and better coordinate care for students.

Front Desk

Our office staff members are vital to the Office of the Dean of Students team. In addition to providing the administrative support necessary to keep the office running, they field thousands of questions from students, university staff, and the community. They also conduct essential ODOS duties such as processing background checks as well as setting and removing registration holds.

OUTCOMES

Front desk Interactions

The Executive Assistant and our team of Office Assistants recorded **3664 interactions** with students, university employees, and community members this year. More than **45% of those interactions were categorized as helping current or prospective students.**

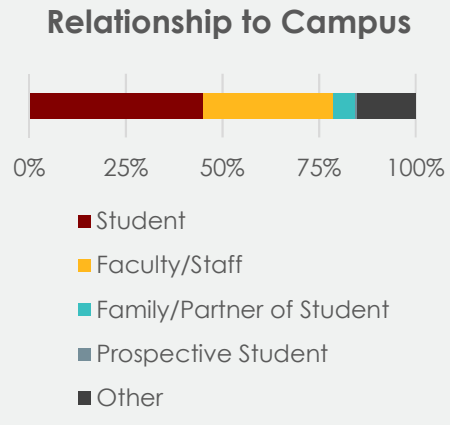
Nearly 30% of student interactions with Front Desk staff redirection to other campus resources or other questions that fall outside the work of our major program area.

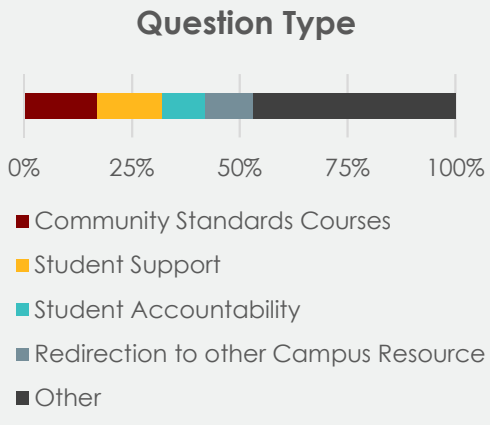
Conduct Background Checks

Our Executive Assistant provides an essential service to students and alumni by facilitating background checks that help them move into the next chapter of their lives, whether employment or graduate school. In 2021-22, the Executive Assistant completed **702 conduct background checks.**

Conduct Hold Management

The Executive Assistant also manages the setting and removing conduct-related holds for the Office of the Dean of Students and Housing and Residential Education. This essential service supports both student accountability and persistence. In addition to managing holds for ODOS, the Executive Assistant helped students with **76 HRE holds**.





Impact Data

In addition to participating in the Student Affairs-wide Balanced Scorecard initiative, the Office of the Dean of Students is engaging in several projects to assess and evaluate our programs.

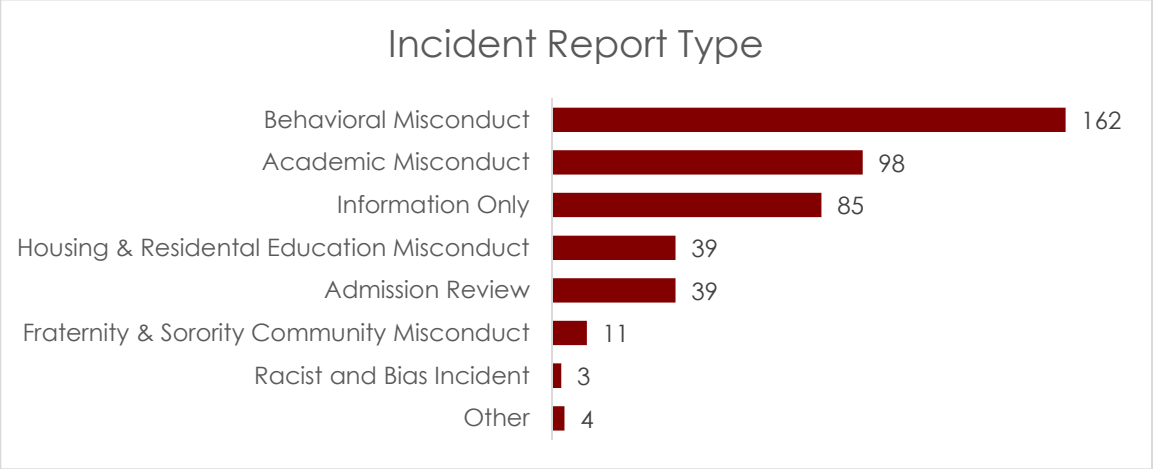
Throughout the 2021-22 year, the Assessment & Records manager has been working with data from our student conduct management system (Advocate), Qualtrics forms, and our online prevention education platform to create a dashboard for ODOS. This dashboard will allow ODOS leadership to monitor key metrics and trends. Data from this dashboard can reveal areas of growing need and could direct targeted efforts to address those needs. These data can be used to better understand workflow and caseloads to ensure we have sufficient staff to support students.

In Spring 2022, the Office of the Dean of Students engaged with a consulting firm to undergo an audit of all student conduct cases created during Fall 2021. The audit identified areas of improvement within conduct processes to better serve students and improve efficiency. We have already begun to implement these recommendations and have made improvements to processes to facilitate easier and more automated notifications to key partners.

In the coming year, the ODOS will engage the consultants to audit all student support cases created during Spring 2022. We look forward to more recommendations to improve our processes and serve students better.

Student Accountability

UTILIZATION DATA

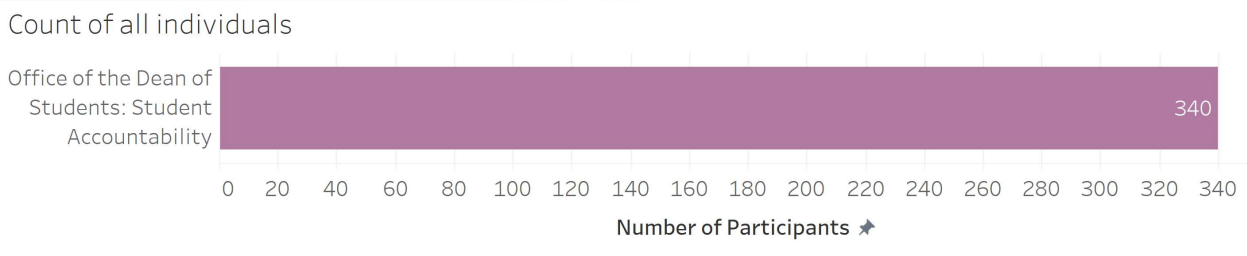


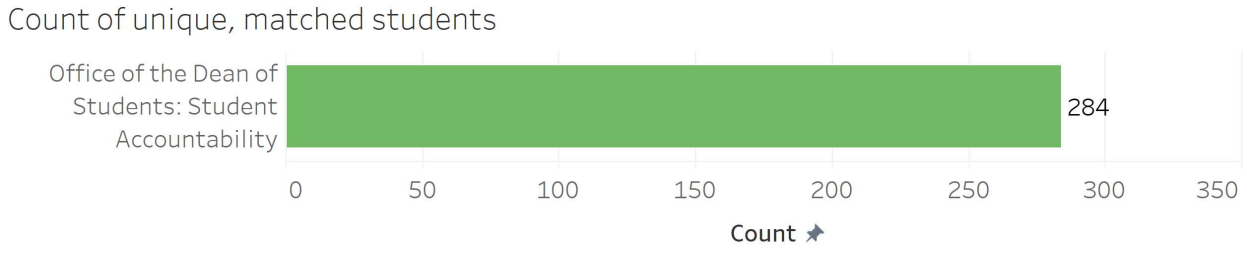
STUDENT ACCOUNTABILITY – STUDENT CHARACTERISTICS

Report for ODOS - Authored by A&A

The following two charts show the number of attendees and the number of unique students participating in the student accountability process. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

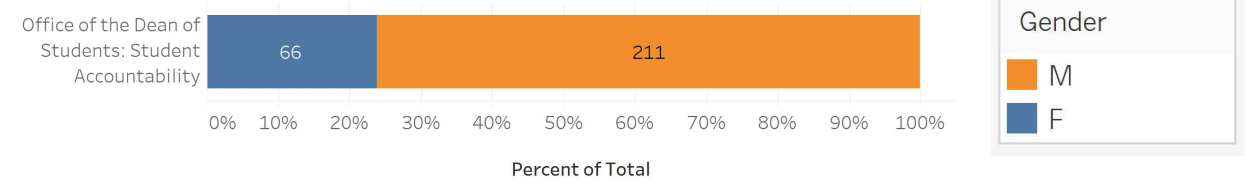




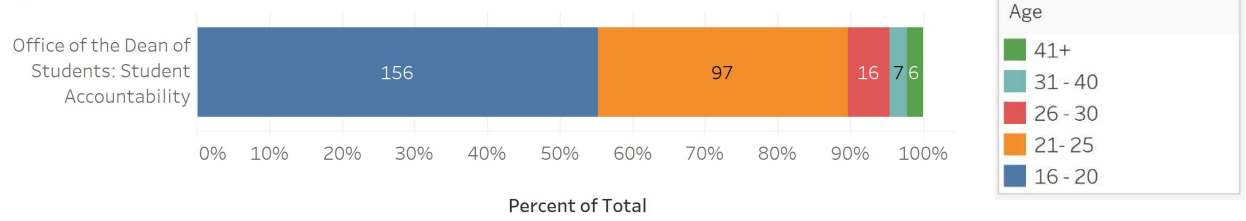
Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

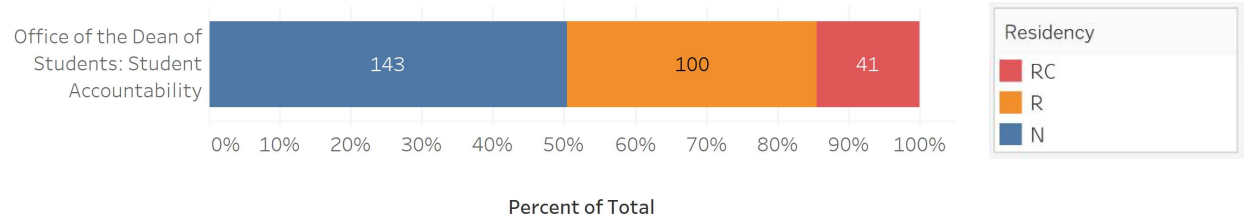
Gender



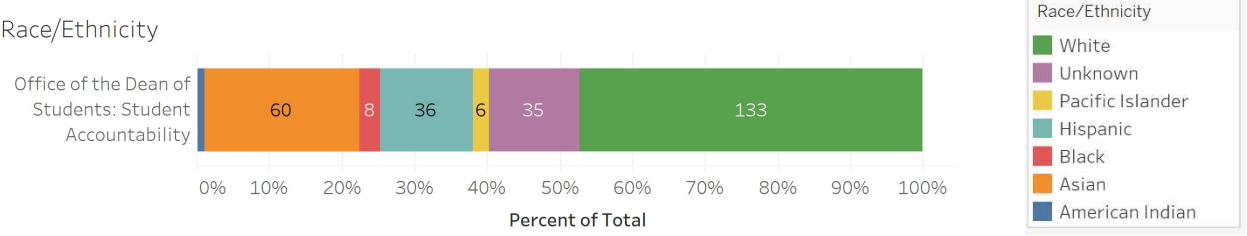
Age



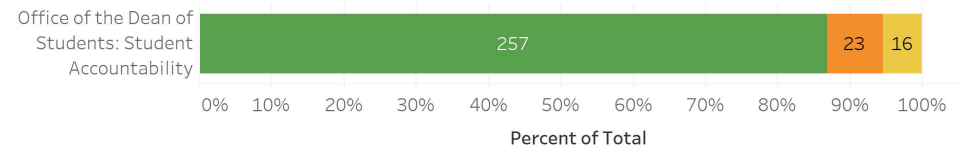
Residency



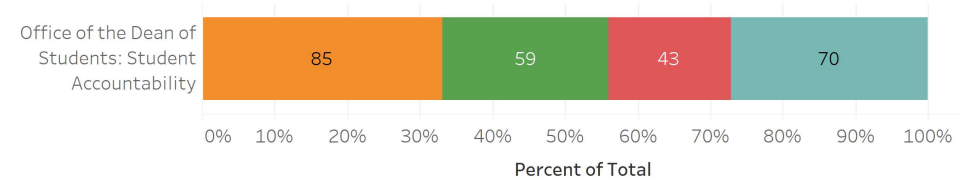
Race/Ethnicity



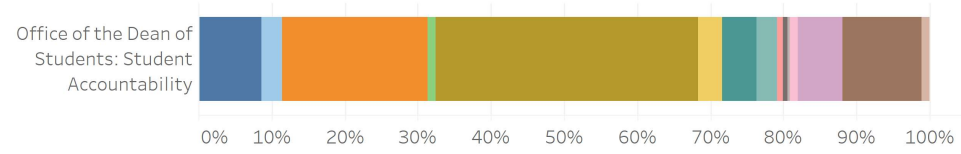
Academic Career

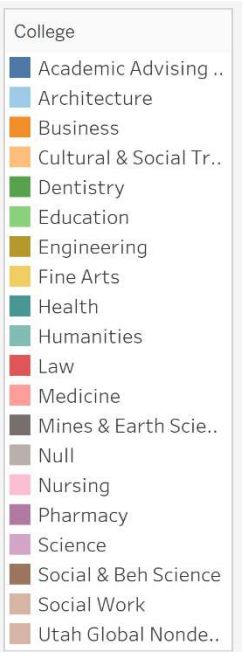


Undergraduate Academic Level



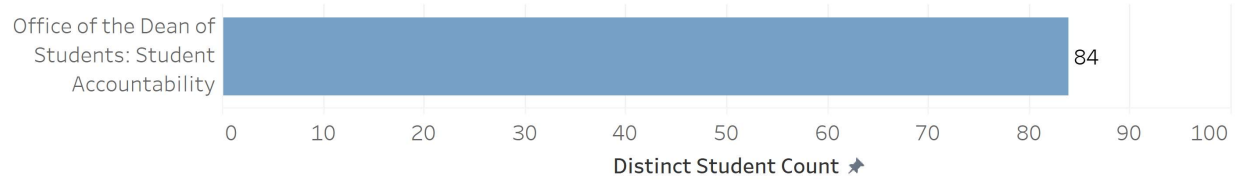
College



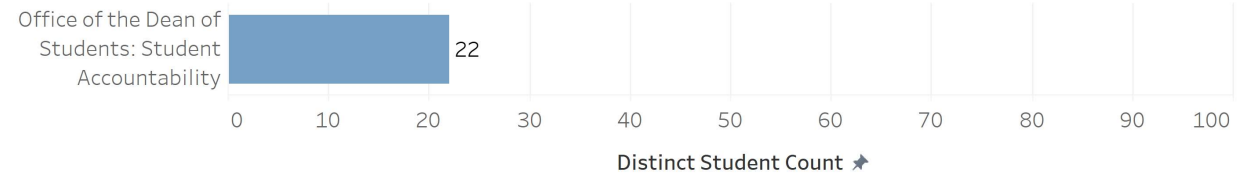


Additional Student Characteristics

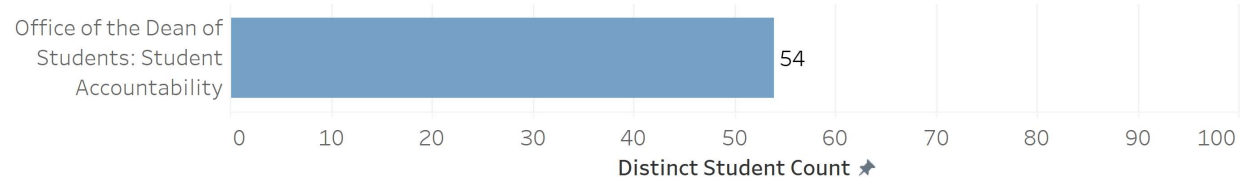
HRE Housing



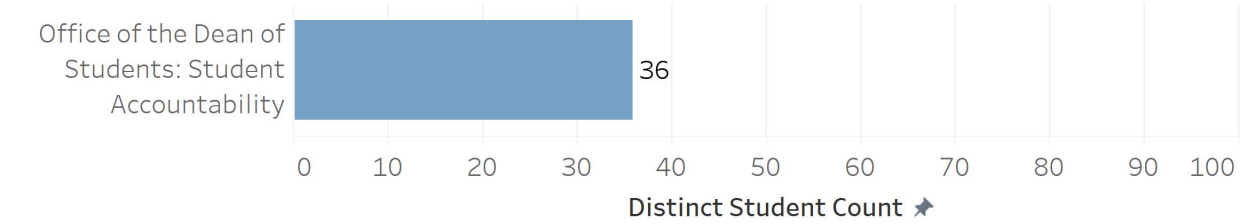
Honors



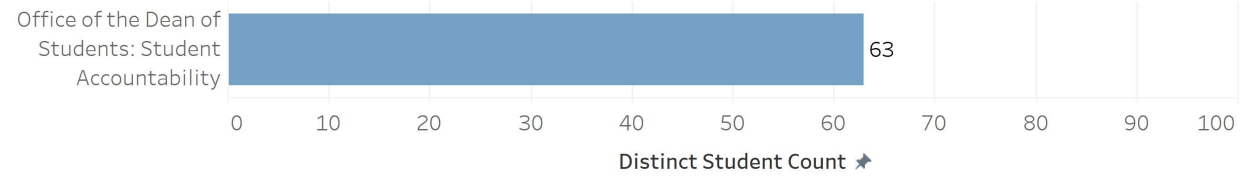
U of U Employee



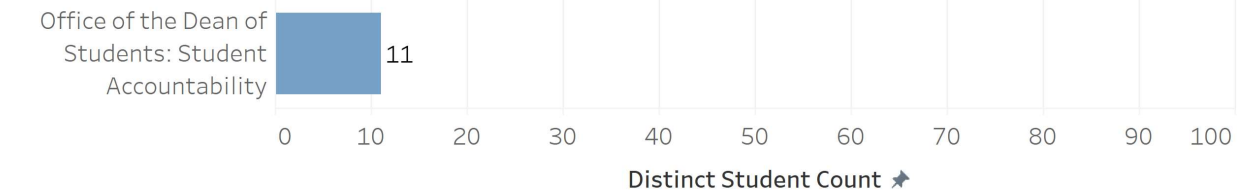
Fraternity and Sorority Members



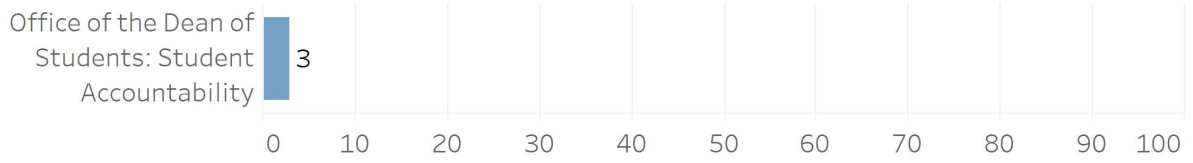
International Students



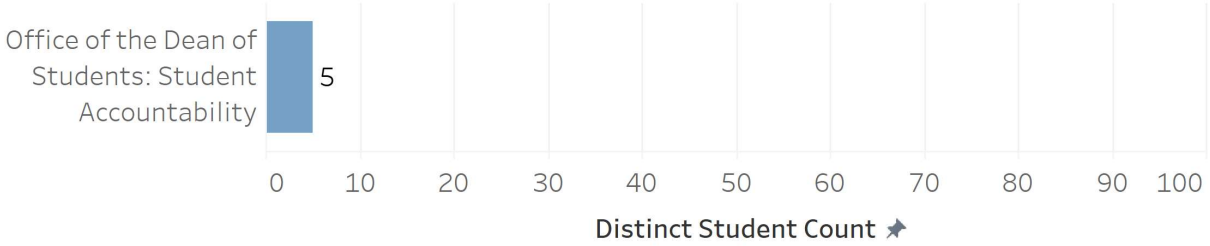
NCAA Student Athletes



TRIO Participants



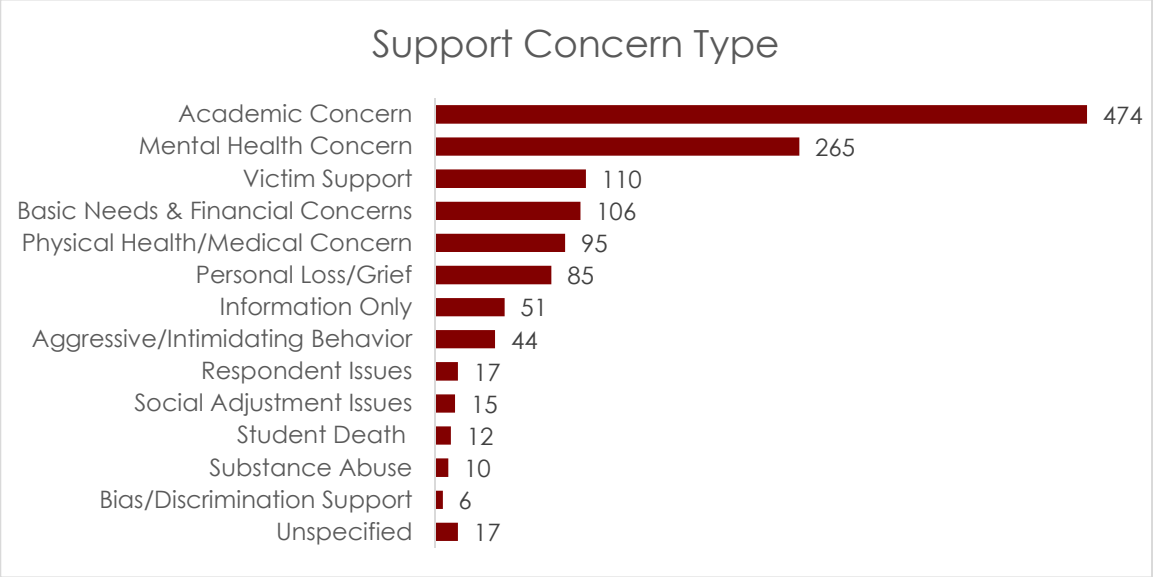
Veteran Students



Any programs not displayed have a value of zero for that student population.

Student Support

UTILIZATION DATA

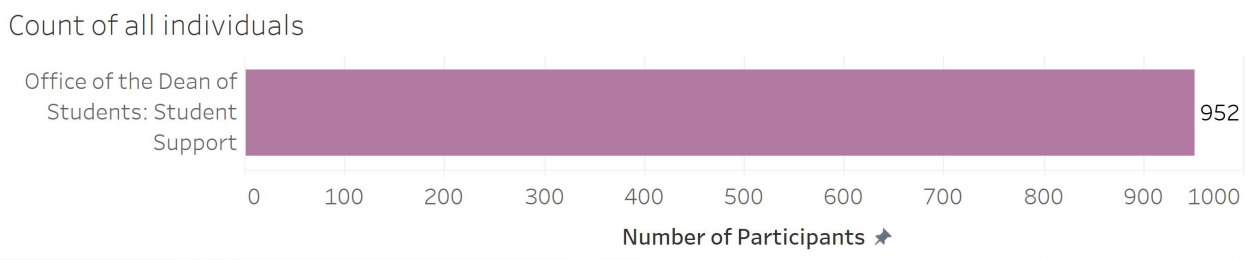


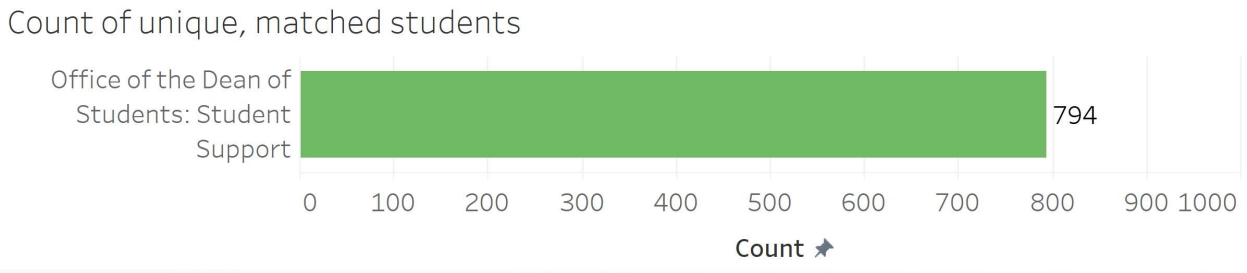
STUDENT SUPPORT – STUDENT CHARACTERISTICS

Report for ODOS - Authored by A&A

The following two charts show the number of attendees and the number of unique students participating in the student support process. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

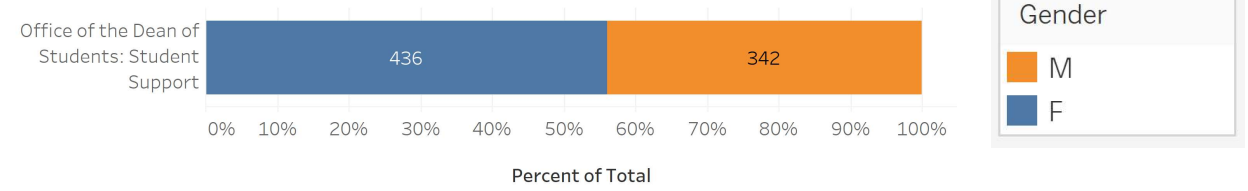




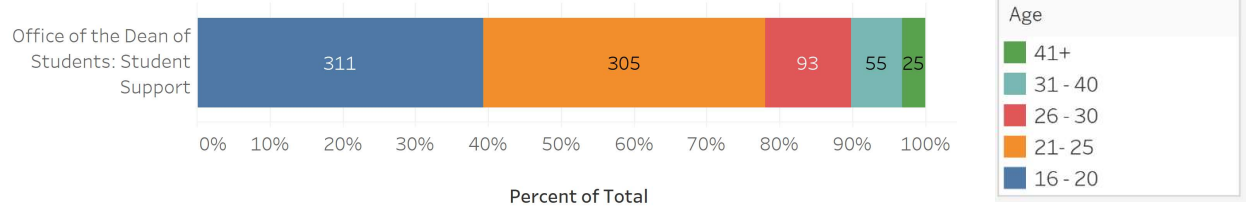
Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

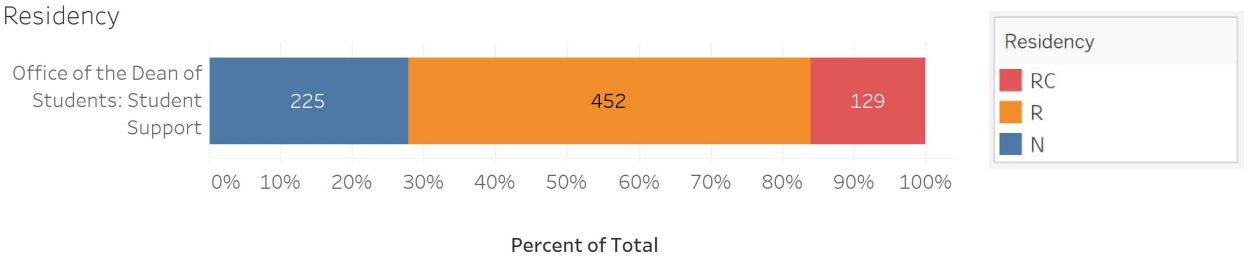
Gender



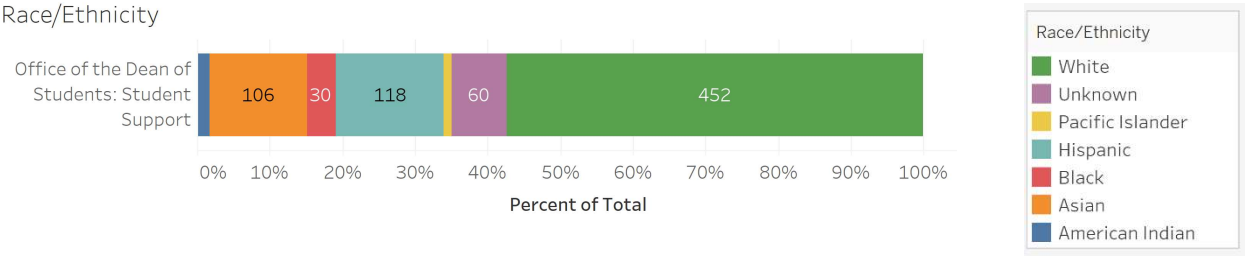
Age



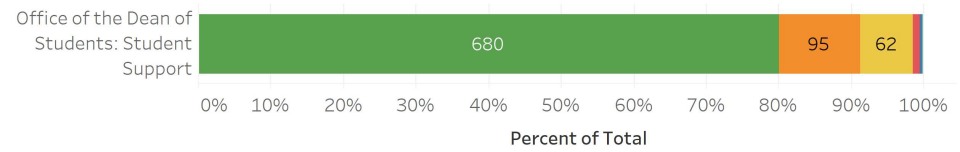
Residency



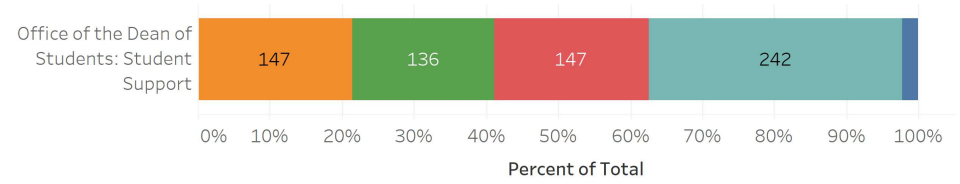
Race/Ethnicity



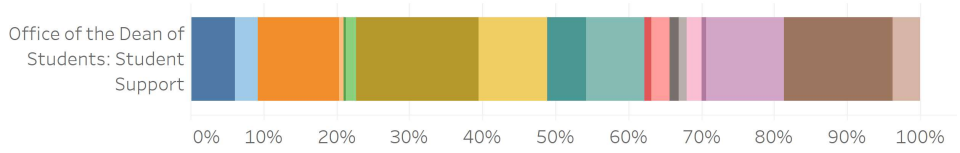
Academic Career

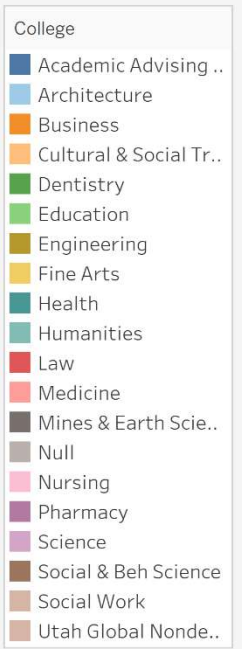


Undergraduate Academic Level



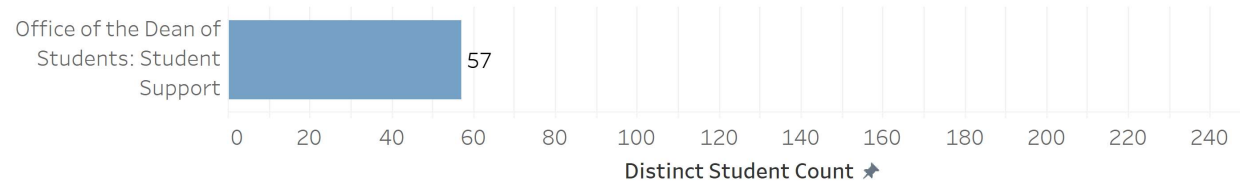
College



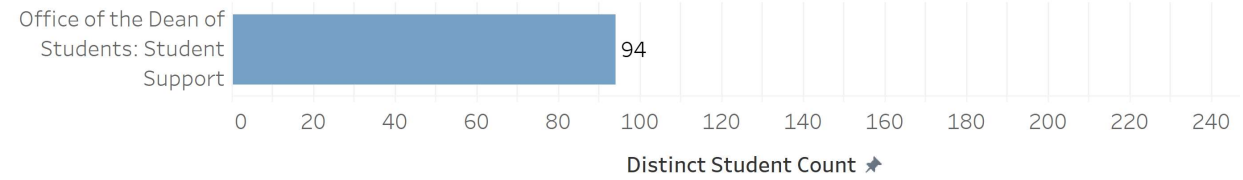


Additional Student Characteristics

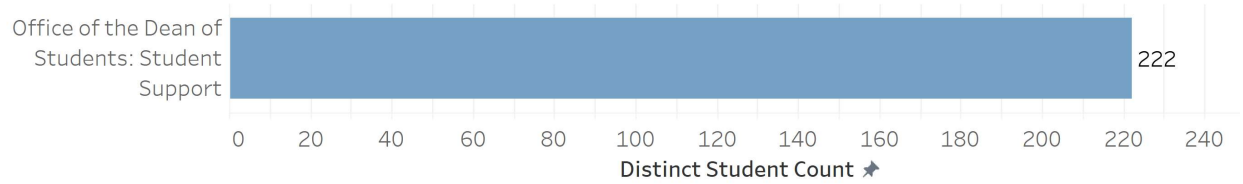
HRE Housing



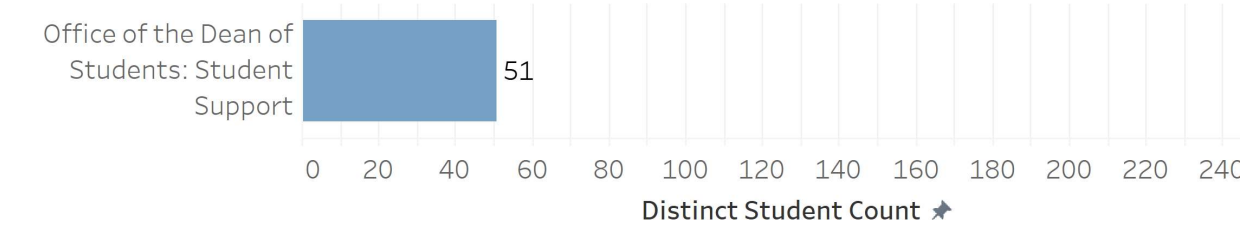
Honors



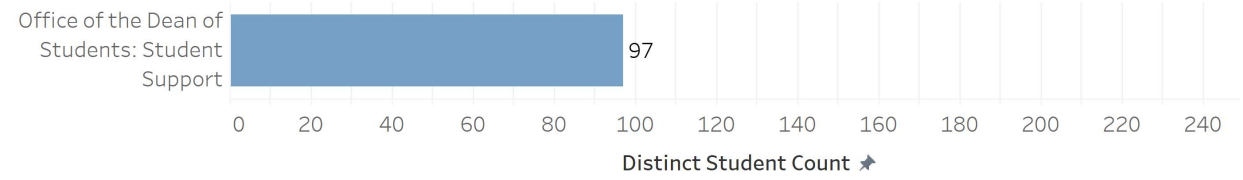
U of U Employee



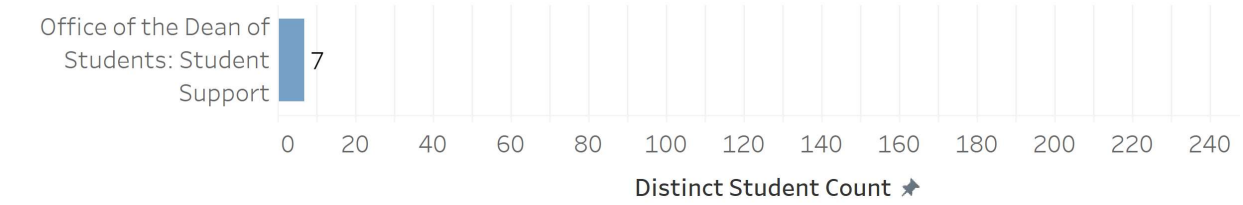
Fraternity and Sorority Members



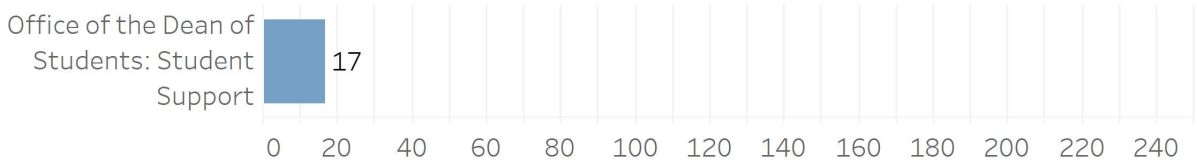
International Students



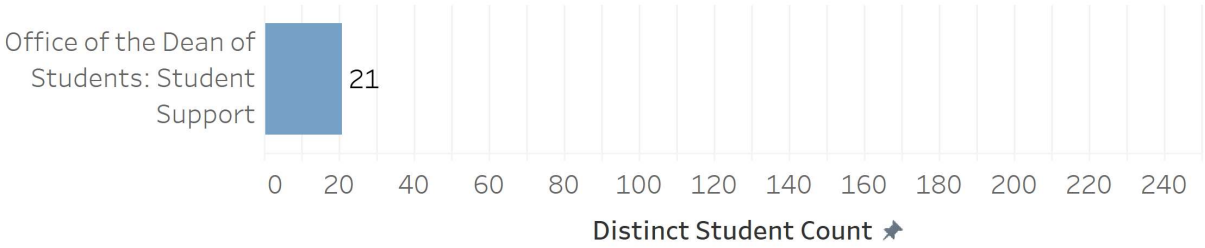
NCAA Student Athletes



TRIO Participants



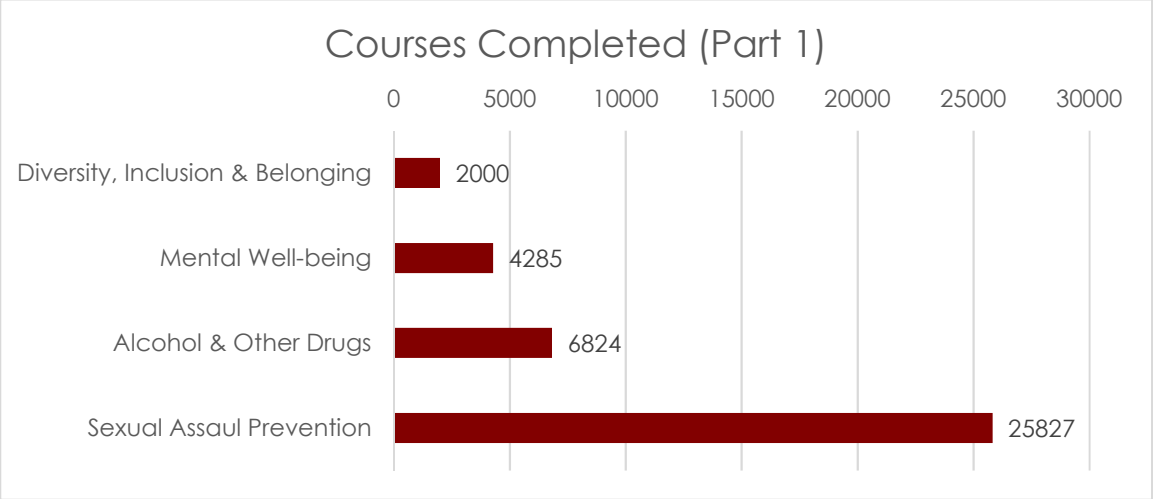
Veteran Students



Any programs not displayed have a value of zero for that student population.

Community Standards Courses

UTILIZATION DATA

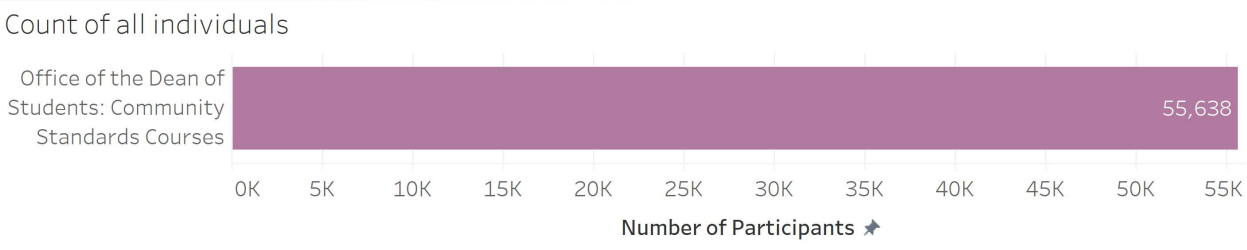


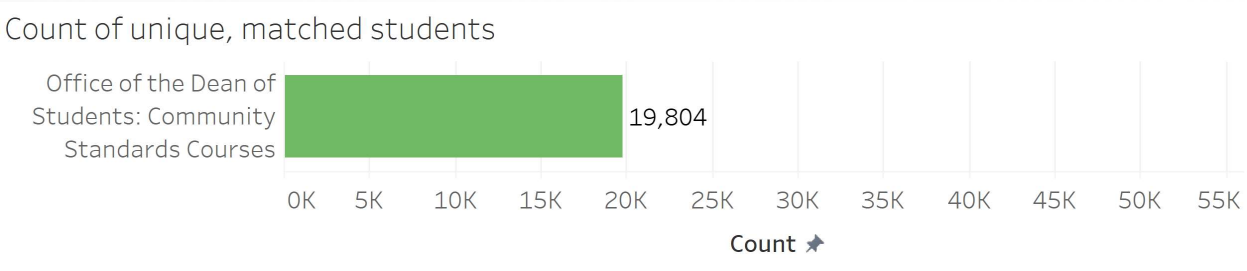
COMMUNITY STANDARDS COURSES – STUDENT CHARACTERISTICS

Report for ODOS - Authored by A&A

The following two charts show the number of attendees and the number of unique students participating in community standards courses. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

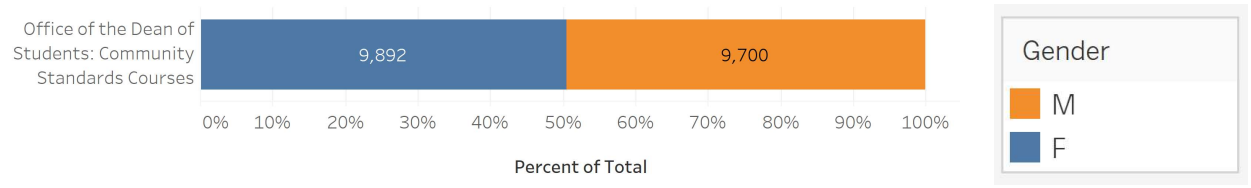




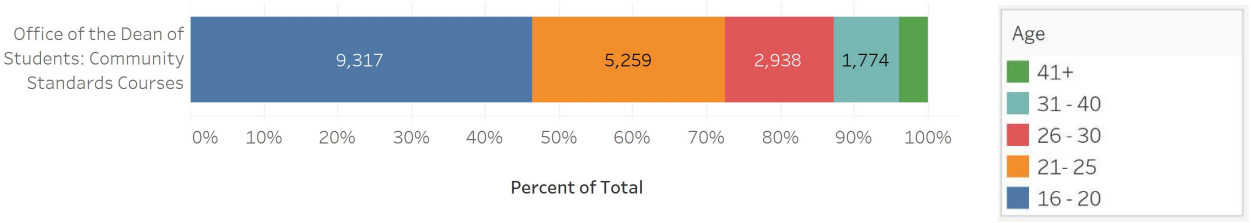
Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

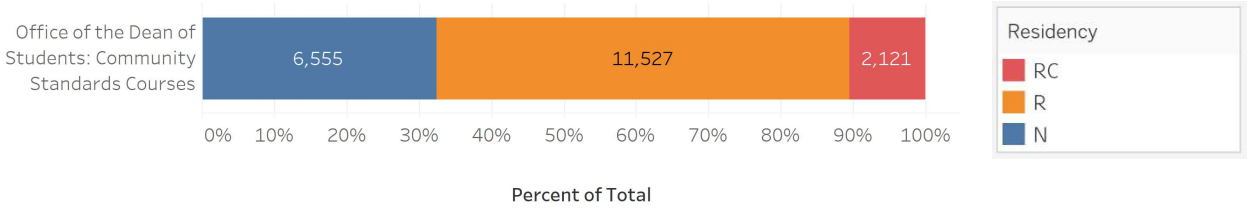
Gender



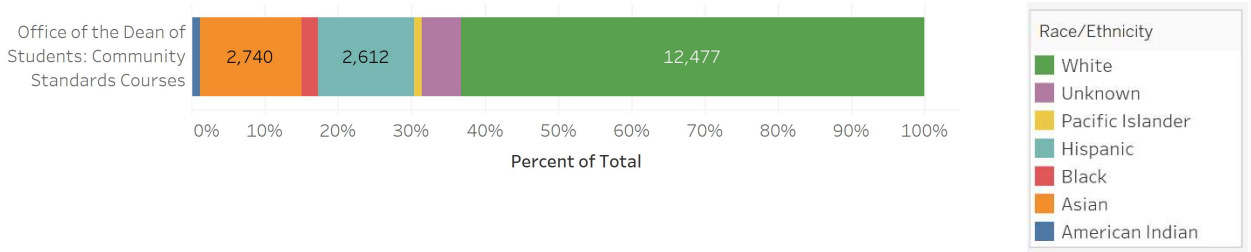
Age



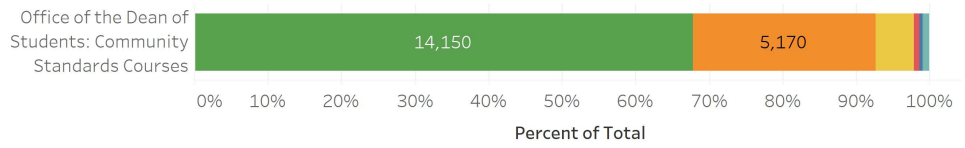
Residency



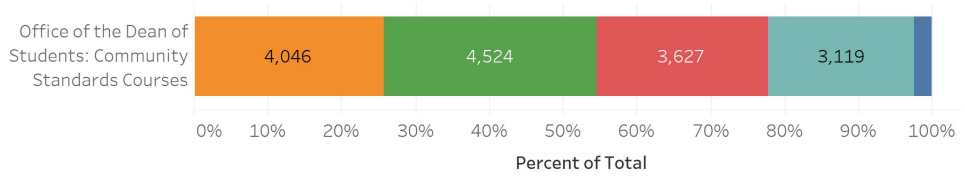
Race/Ethnicity



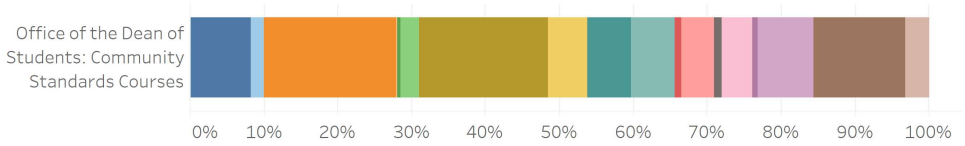
Academic Career

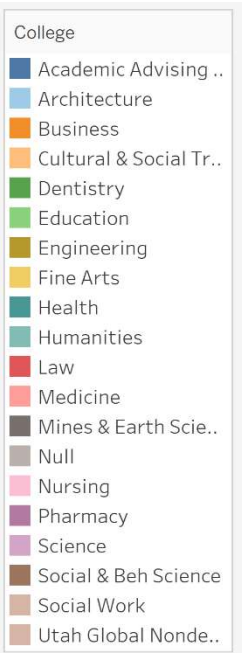


Undergraduate Academic Level



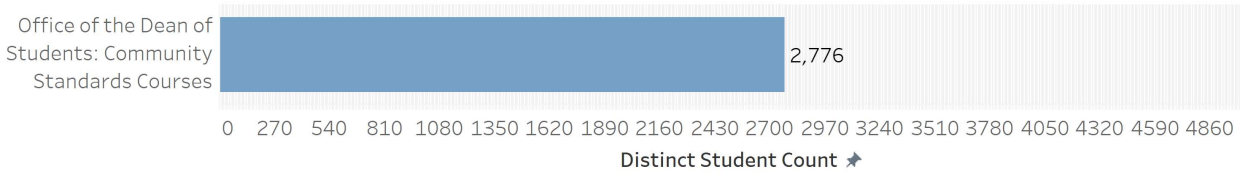
College



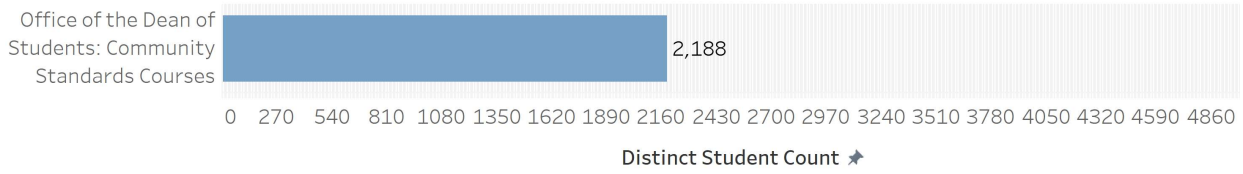


Additional Student Characteristics

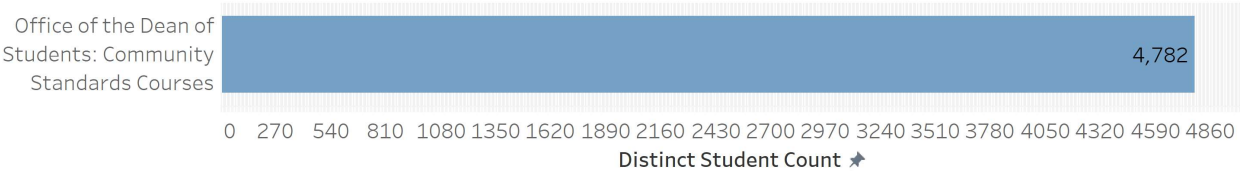
HRE Housing



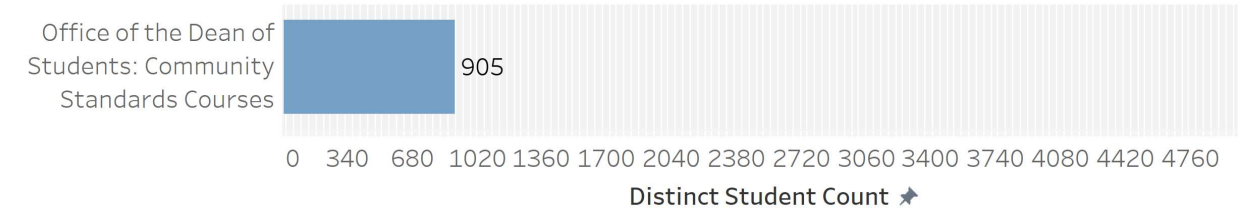
Honors



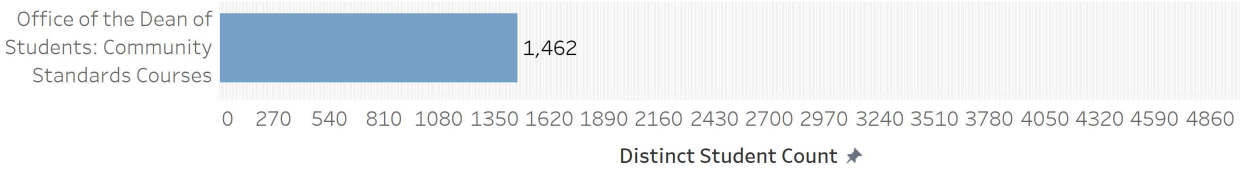
U of U Employee



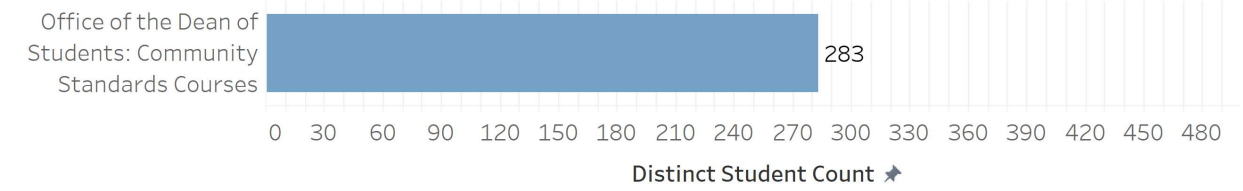
Fraternity and Sorority Members



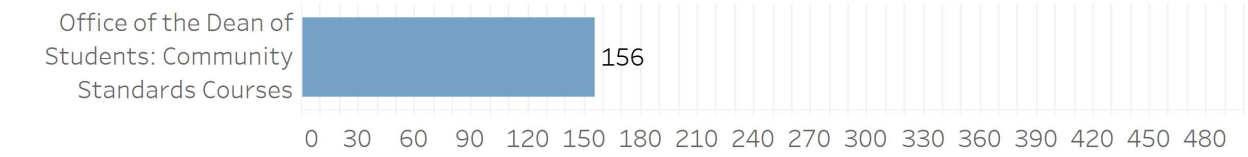
International Students



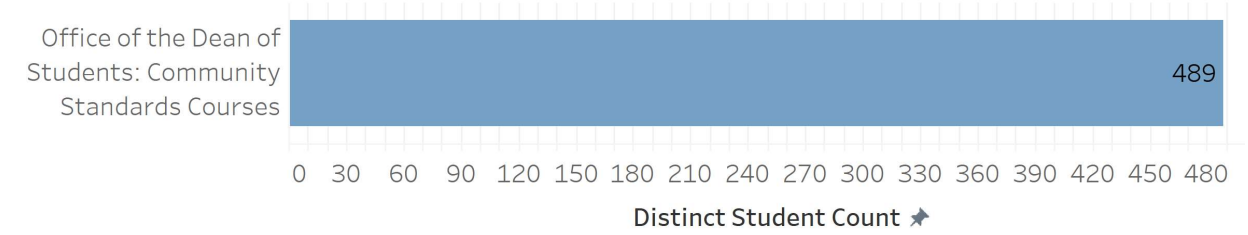
NCAA Student Athletes



TRIO Participants



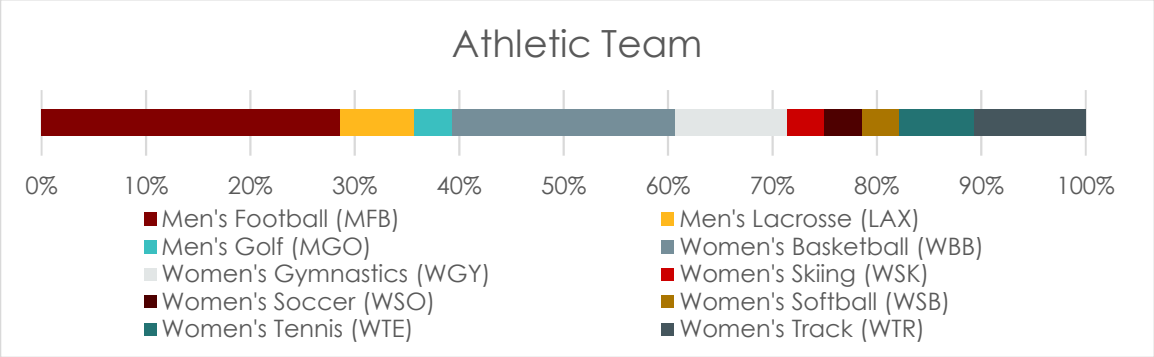
Veteran Students



Any programs not displayed have a value of zero for that student population.

Student Athlete Advocate

UTILIZATION DATA

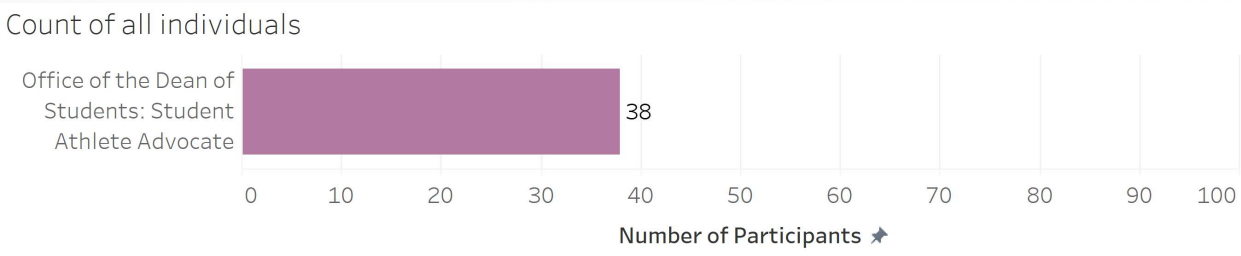


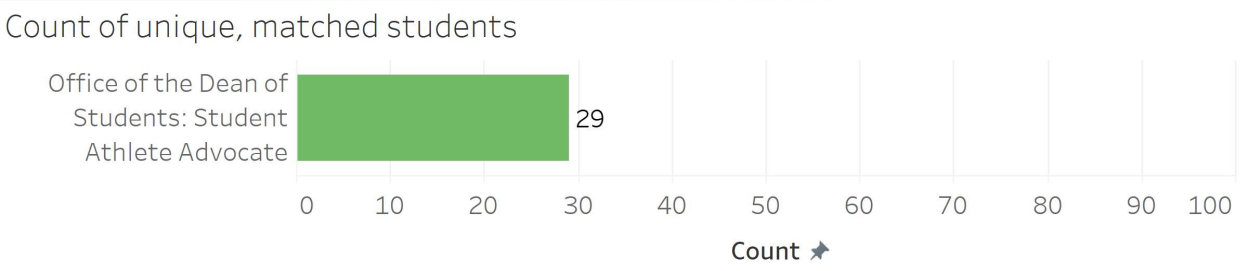
STUDENT ATHLETE ADVOCATE – STUDENT CHARACTERISTICS

Report for ODOS - Authored by A&A

The following two charts show the number of attendees and the number of unique students participating in student athlete advocate services. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

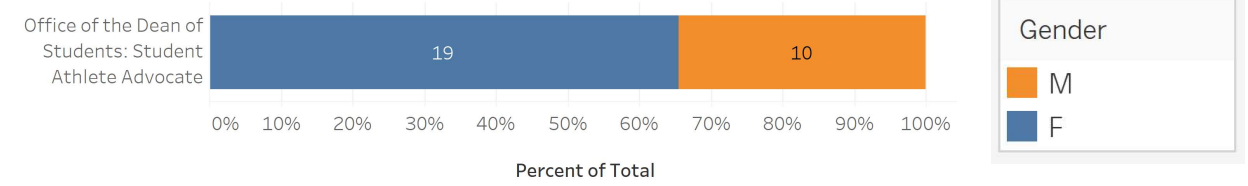




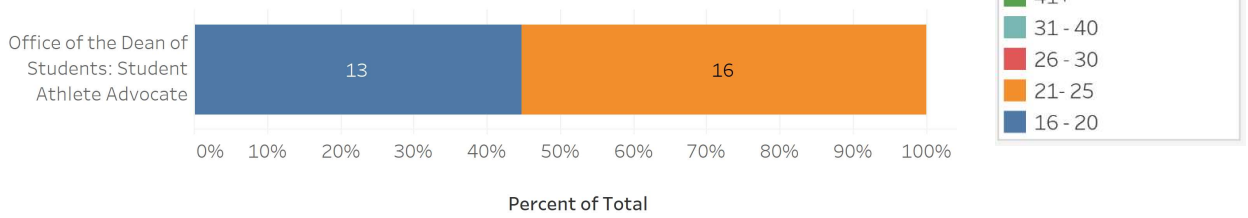
Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

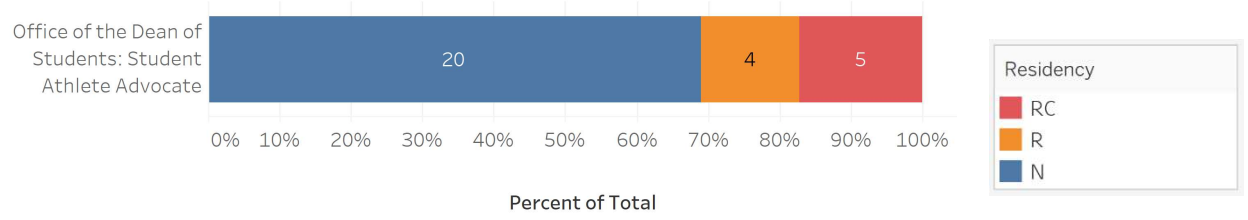
Gender



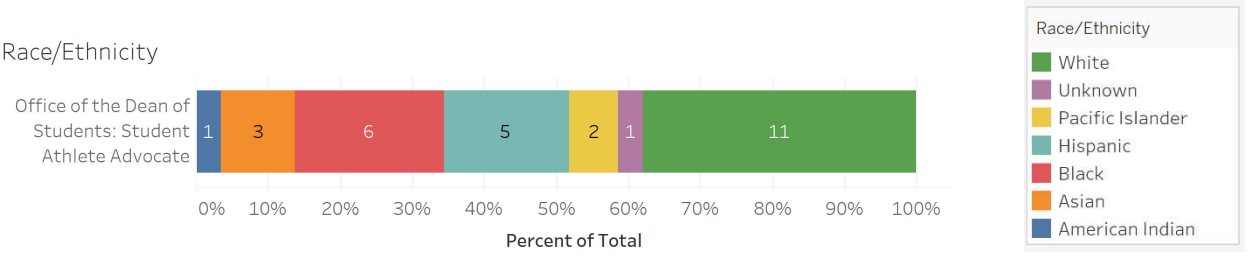
Age



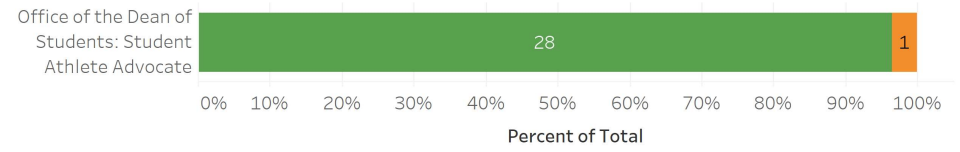
Residency



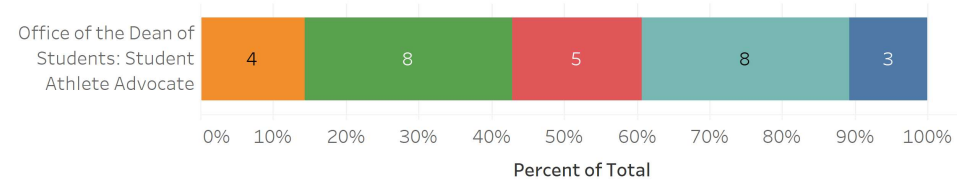
Race/Ethnicity



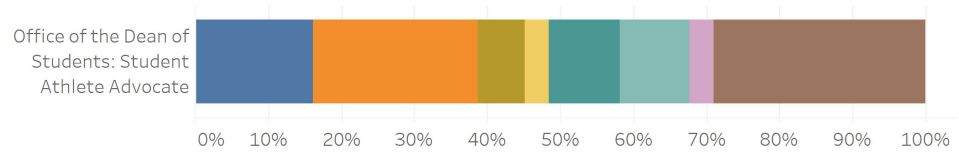
Academic Career



Undergraduate Academic Level

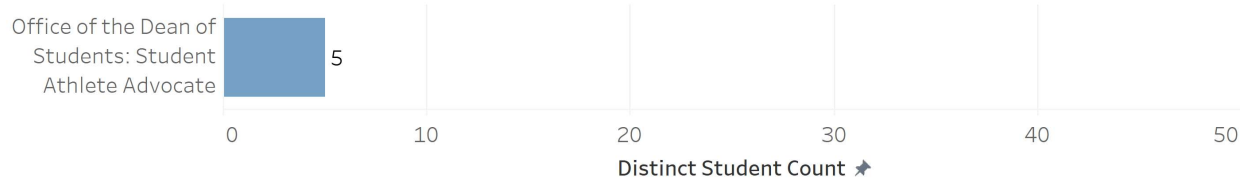


College



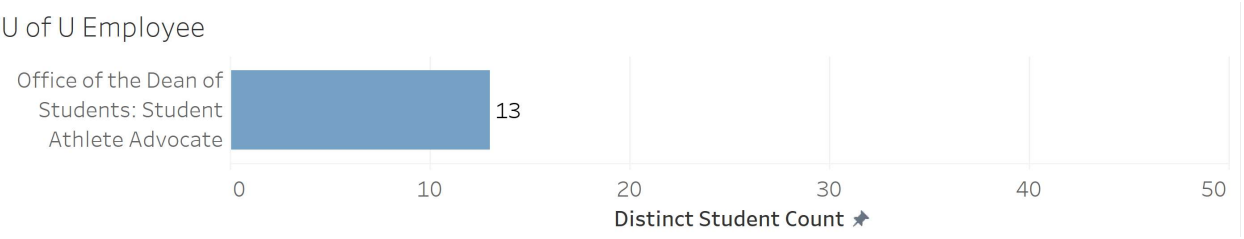
Additional Student Characteristics

HRE Housing



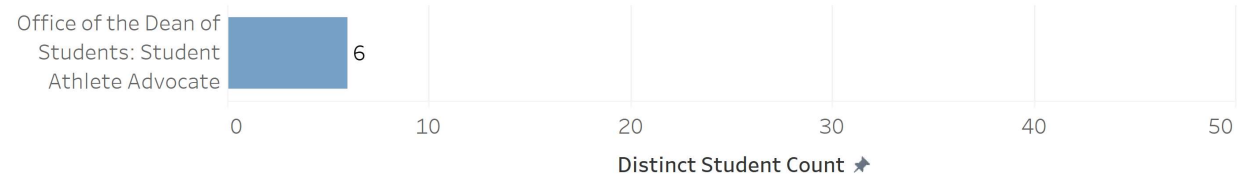
Honors

U of U Employee

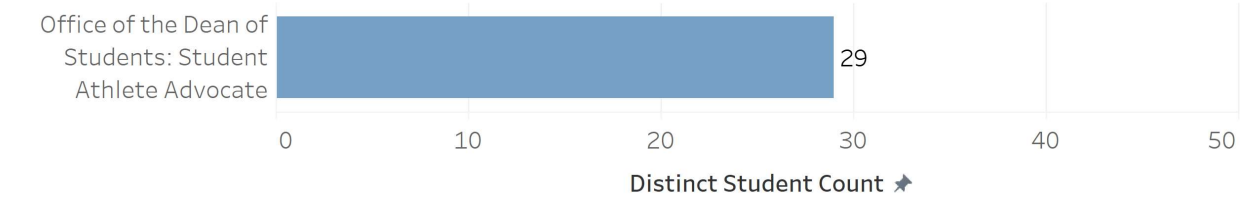


Fraternity and Sorority Members

International Students



NCAA Student Athletes



TRIO Participants

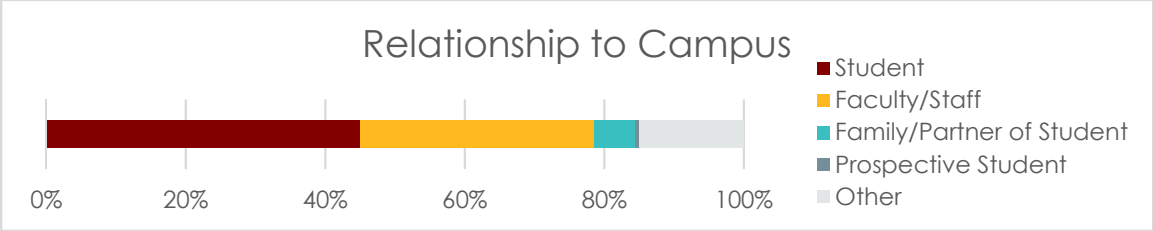
Veteran Students

Any programs not displayed have a value of zero for that student population.

Front Desk

UTILIZATION DATA

Count of all interactions: **3664**

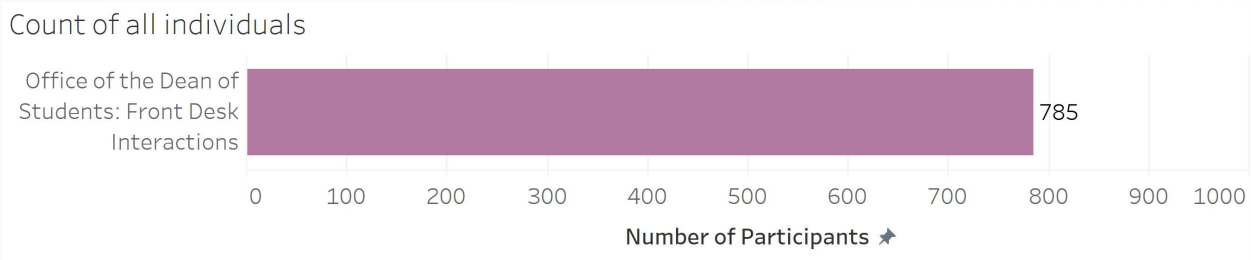


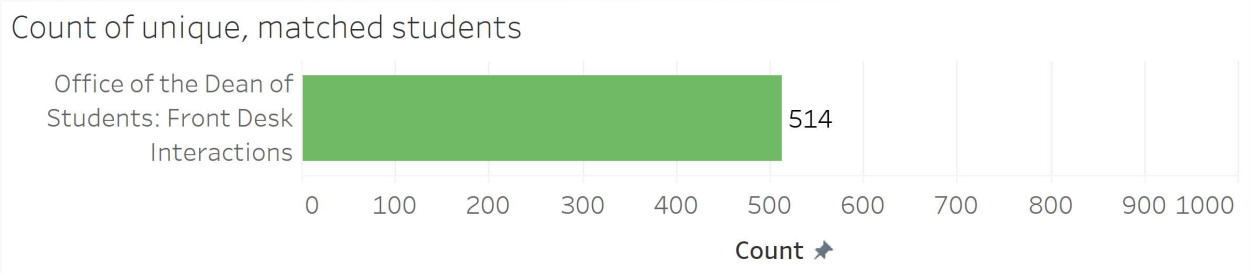
FRONT DESK INTERACTIONS – STUDENT CHARACTERISTICS

Report for ODOS - Authored by A&A

The following two charts show the number of attendees and the number of unique students interacting with the ODOS front desk. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

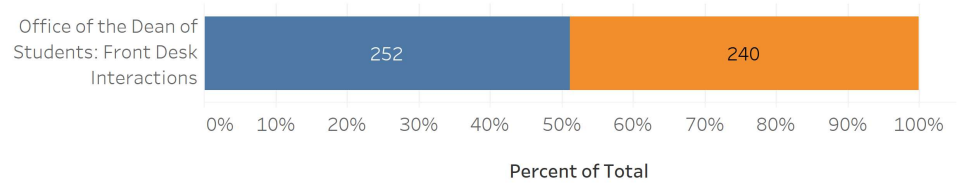


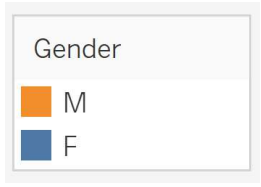


Student Demographics and Characteristics

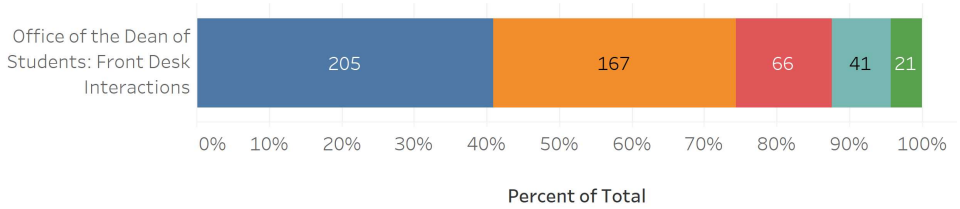
The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

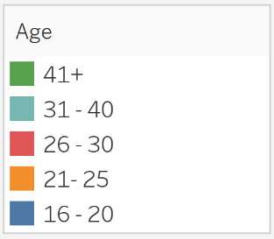
Gender



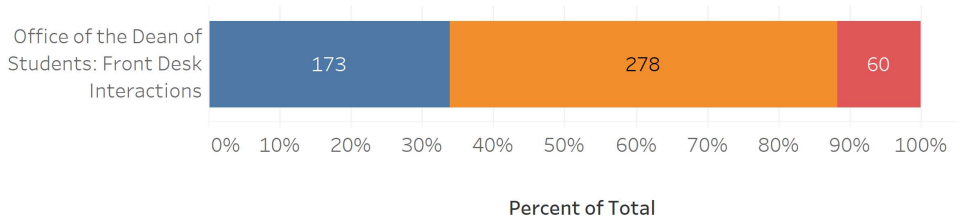


Age

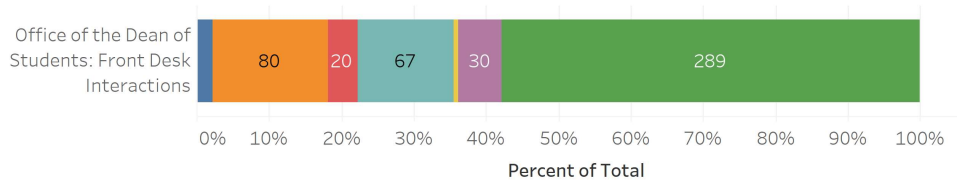




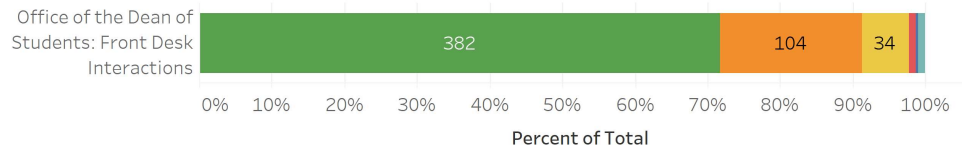
Residency



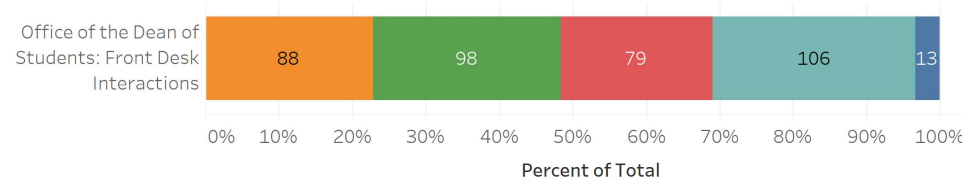
Race/Ethnicity



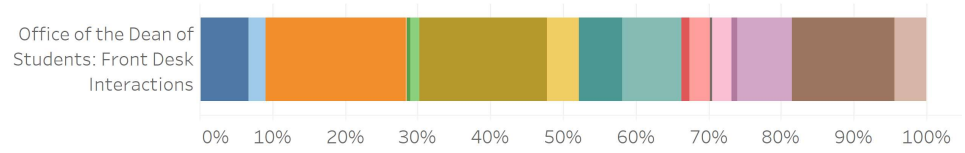
Academic Career

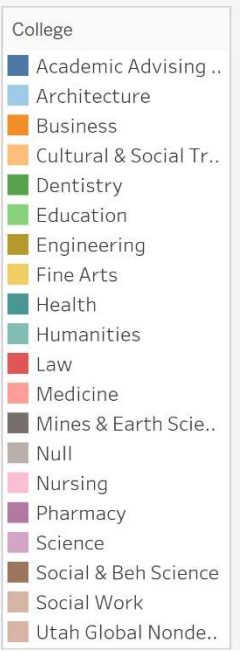


Undergraduate Academic Level



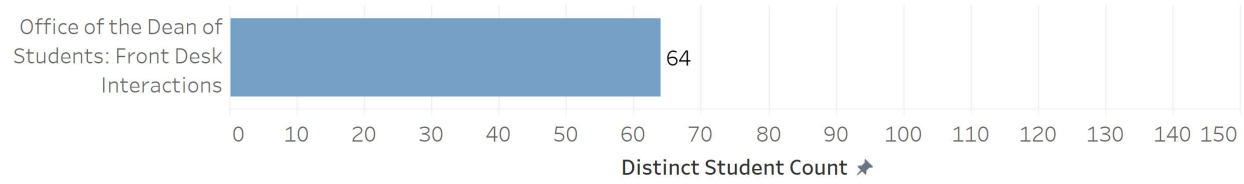
College



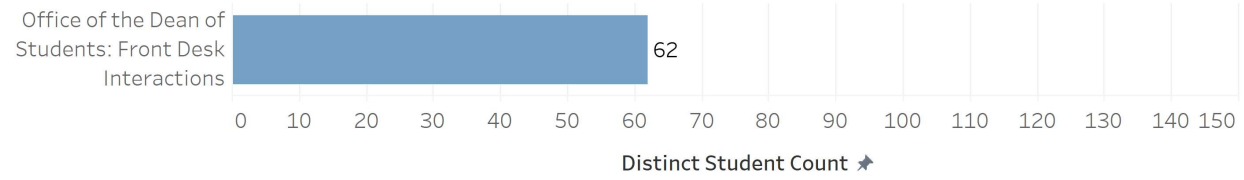


Additional Student Characteristics

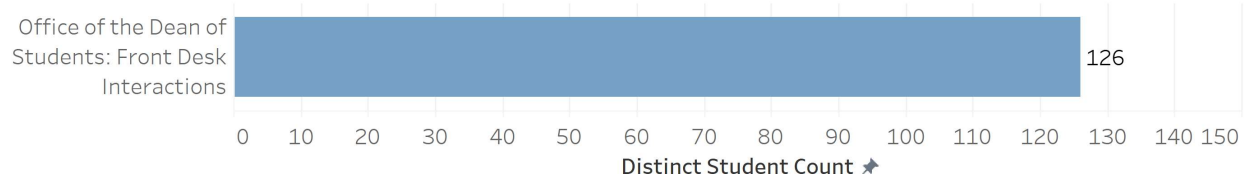
HRE Housing



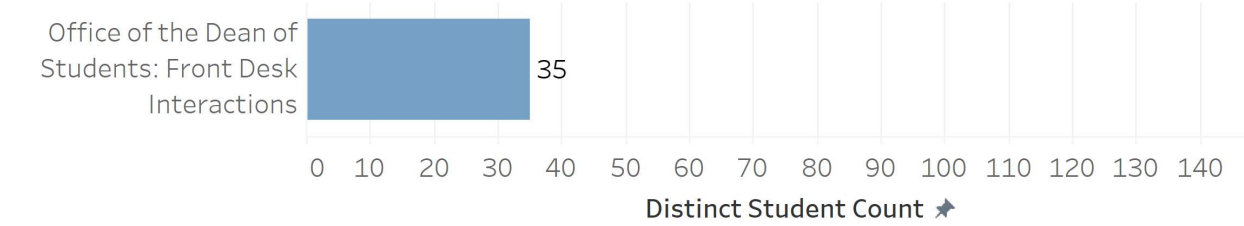
Honors



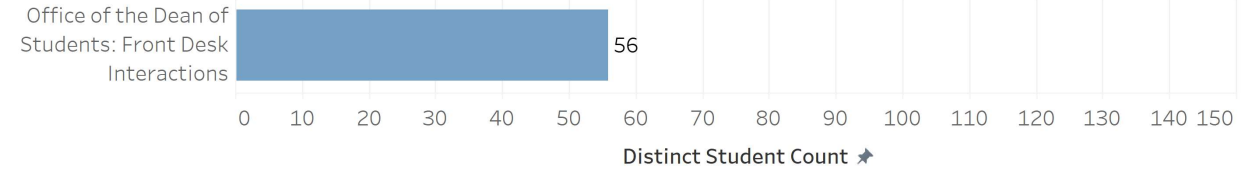
U of U Employee



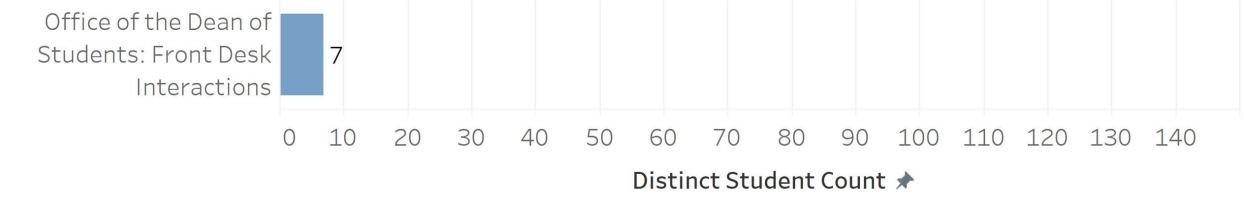
Fraternity and Sorority Members



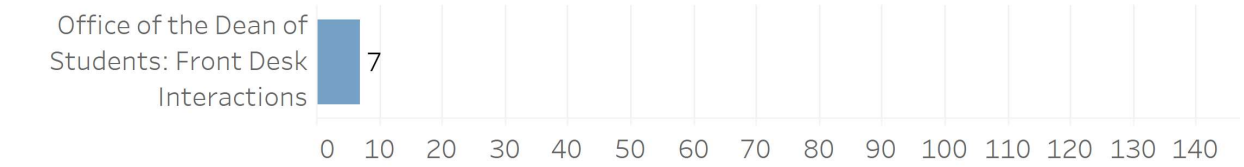
International Students



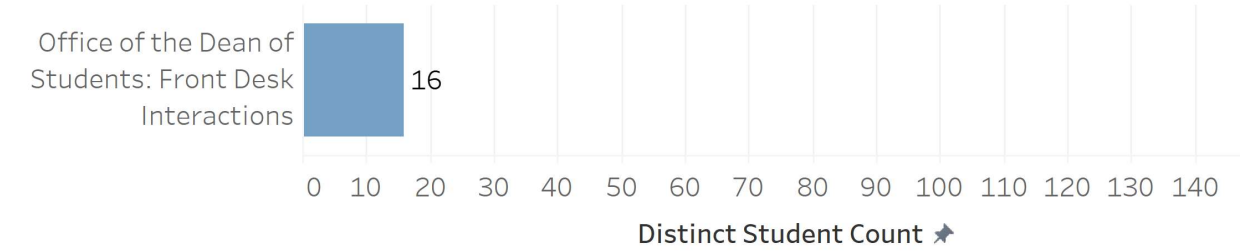
NCAA Student Athletes



TRIO Participants



Veteran Students



Any programs not displayed have a value of zero for that student population.

MAJOR ACCOMPLISHMENTS

OFFICE GROWTH

The Office of the Dean of Students has seen growth in our structure to better reflect the needs of the University. This past year we were able to increase our staffing to better serve students and their needs. The ODOS will de-couple the Associate Dean & Director of Student Support and Accountability and create two roles. This will allow the ODOS to have a stand-alone Associate Dean and Director role allowing both positions to educate and enhance our services to the community. The Associate Dean will work more closely with the Dean of Students to enhance relationships with other University Divisions and campus partners. The Director position will focus on working to better centralize the Student Accountability process as well as improve communication and oversight of cases staffed outside of the ODOS. We also will see the addition of a new case manager position specifically for Student Accountability. This position will primarily focus on stadium referrals and commuter service situations but will also serve as an overflow for the Associate Director of Student Accountability role.

EXPANSION OF SERVICES

The ODOS has recently tasked the Athlete Advocate to create services that focus on advocacy for all students. While working with Klancy Street Associates, a consultant for Alternative Dispute Resolution services, the Athlete Advocate has begun laying the foundation to create an informal resolution process that is inclusive of conflict mediation/resolution and restorative justice. Additionally, the office will be rolling out an education series to provide students with skills and tools when approaching conflict during their time at the University.

STUDENT CODE REVISION

The ODOS in collaboration with the Vice President's Office of Equity, Diversity and Inclusion has worked to create a bias or prejudice motivated behavioral code provision. This new code language will allow the University to be more transparent in addressing bias and prejudice related behaviors. By naming these behaviors, the University will be able to provide ways for members of our marginalized and underrepresented communities to be seen and heard. The ODOS has also begun the challenging task to fully update the Student Code of Conduct. The slated changes will hopefully be completed by the end of Fall 2022 for consideration by Fall 2023.

STUDENT MEMORIAL WEBSITE

Remembering U, an interactive online memorial for students who have passed has been launched and is in full operation. The virtual space has been created so our students, faculty, staff, and their loved ones can share memories of the departed.

ONLINE PREVENTION COURSE TRANSITION

The ODOS has decided to move forward with Get Inclusive as our new online resource for training on topics of safety and support. This move comes shortly after Vector Solutions acquired Everfi. After a rigorous review, the ODOS made the determination that the Get Inclusive platform would best serve the University needs.

PLANNING COMMITTEE FOR THE HERRIMAN CAMPUS - JUNIPER BUILDING

The ODOS will play a pivotal role in working with Undergraduate Studies to assist in the creation of the student experience at the new Herriman Campus building.

MAJOR CHALLENGES

EMPLOYEE RECRUITMENT AND RETENTION

Student Affairs and Higher Education are facing employment shortages nationwide. The ODOS is not immune to this growing issue especially as inflation and cost of living continues to increase within Salt Lake City and the valley. The ODOS is committed to working toward increasing salaries and addressing quality of life issues within our office culture and dynamic.

STUDENT CODE REVISIONS

While these revisions are underway, this process will be incredibly difficult and taxing for the office. Educating the community on the necessary changes will take time and patience as we approach a new year.

CAMPUS SAFETY

As has been noted in local news, the University continues to face challenges with safety on our campus. The ODOS is working to enhance and increase communication among campus stakeholders (Housing and Residential Education, University Police, ASUU, etc). Building a strong rapport and relationship with these campus stakeholders will be vital in addressing student safety on campus.

THREAT ASSESSMENT TEAM

The ODOS has been working with Campus Safety to work to finalize the Threat Assessment Team and processes. Finalizing a process that works in concert with the Behavioral Intervention Team is of the greatest importance.

RACIST AND BIAS INCIDENT REPORTING TEAM - NEXT STEPS

Now that the Racist and Bias Incident Reporting Team (RBIRT) process is up and running, the next steps are to track and identify trends regarding racist and bias related behaviors. Once those trends are identified, working to create solutions and opportunities to restore our University community becomes vitally important. Working with RBIRT to stand up these structures and next steps are pivotal in continuing the progression of our practices.