



# Annual Report 2019-2020

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Student Life Office

**UW**  <sup>TM</sup>  
**UW-LA CROSSE**

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## A Message from the Dean of Students

### Greetings from the Student Life Office!

The role of the Division of Student Affairs is to enhance and support students' learning experience at UWL. Staff across units work closely with faculty, staff, community members, alumni and most importantly, students to provide quality programs and services that promote learning, leadership, involvement, service and the celebration of diversity. The Division seeks to enrich the educational experience of students by facilitating personal growth and development. We collaborate with university and community partners to promote student learning, diversity training, cultural competencies, healthy lifestyles and civic engagement.

Rising to meet these objectives, the Student Life Office had a 2019-2020 academic year that was nothing short of incredible. This year, Advocacy & Empowerment managed nearly 150 additional student cases and did so with only 1.75 FTE; by no means expected or normal but necessary for students experiencing extraordinary circumstances. Equally so, Student Conduct managed increased Title IX-related caseload in addition to its effort to advance our traditional conduct practices through our new Maxient case system. State-wide training availability and the addition of new investigators contributed to improved work, while campus disruption and student activism around sexual violence brought increased scrutiny to campus response. Student Wellness made tremendous progress. New programs saw light in Fall 2019 in addition to enhancements in peer education training programs. New Student and Family Programs repeated its success with its Fall Family Weekend and also saw improvements to START program components. While Violence Prevention managed increased advocacy needs, the natural parallel to increased Title IX activity, it also saw great success with its prevention programming, including Take Back the Night and the Ultimate Race.

Our work was not without challenge, particularly in the wake of the COVID-19 crisis arising in mid-March. Programming was turned on its head as staff members worked to adapt to social media platforms and virtual student engagement. Expected spring programs were cancelled as New Student and Family Programs turned attention toward reimagining its summer START programming and fall NSO experiences in online formats. Student economic crisis brought about by the pandemic created unexpected work challenges as the Student Life colleagues designed new ways of working with campus partners to deliver funds to students in need. Online learning brought a surge in academic dishonesty cases, which placed unexpected strain on student conduct resources, including hearing board volunteers.

All in all, staff in the Student Life Office forged ahead with a resilient and optimistic spirit, and this translated to enormous successes for which they should feel pride. With no near end expected relative to the ongoing health crisis, the team remains focused on quality and student-center engagements as it prepared for some manner of student return in Fall 2020.

A handwritten signature in black ink, appearing to read "Greg Phlegar". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

**Greg Phlegar**  
Dean of Students

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# Student Life Office

## Mission, Vision, and Values Statement

**What matters most in the Student Life Office is student success.**

The University of Wisconsin—La Crosse is committed to its belief in mens corpusque (“mind and body”) and seeks to provide a student-centered education in environments that are safe, diverse, equitable, inclusive and engaging. Our purpose in the Student Life Office (SLO) is to support and encourage students’ growth and well-being in ways that enable them to thrive. We strive to empower students to share responsibility in the learning process and to create a positive learning community. Our vision is that students will participate actively in this process, unlimited by ability, culture, gender, race, sexuality, religion or socio-economic barriers. We imagine students becoming self-determined individuals and well-informed citizens who are caring and compassionate for others and themselves.

The SLO challenges students through individual and group interventions, and we support them by offering innovative programs and opportunities. Our outreach includes wellness programming, alcohol and drug education, policy and safety awareness, violence prevention, and other activities that support student transitions to and through the university. We recognize that collaboration is important to students' success and we aim to work closely with faculty, staff, and families to ensure our work is mindful, supportive and current.

## 2019-2020 Student Life Goals

**Goal #1: By January 2020, each Student Life Office unit will identify one student learning outcome related to a component, program, or initiative of interest within their unit and develop a comprehensive assessment plan for that outcome, to be implemented beginning January 2020.** The Student Life Office made some progress toward this goal in Fall 2020, including engagement with reading materials related to student learning outcome assessment and engagement with Patrick Barlow from Institutional Research. Ultimately, the goal fell short in early January as it failed to gain effective traction with the team. Incidentally, the Dean of Students notes the inclusion of accreditor observation in the university’s letter of re-accreditation noting UWL would benefit by increased attention toward development of learning outcomes in non-academic arenas. This is a goal the Dean of Students hopes may be of more interest moving forward toward the future.

**Goal #2: By July 1, 2020, the Student Life Office will meet a revised and mutually agreed upon Diversity & Inclusion goal focused on assessment and understanding of current services delivered to diverse and under-represented populations. This year, actions steps shall be focused on development of a refined baseline assessment goal to identify and understand current SLO services reaching or not reaching underrepresented populations.** The SLO Team was consistent in adding it Equity Plan to weekly team agendas and engaging in fairly regular work related to the plan. The Equity Liaison and Dean of Students worked closely with the Vice Chancellor for Diversity & Inclusion to tidy up the Equity Plan and did a good job this year adding new accomplishments to reflect its efforts. Some progress was made to better understand services; this particularly noteworthy within Advocacy & Empowerment, who worked closely with Terra Brister in OMSS to develop parallel practices that might benefit students frequenting that office. The SLO Team continues to desire to better understand how to deliver improved service and support to marginalized populations and intends to continue this goal, in some form, into 2020-2021.

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**Goal #3: By December 31, 2019, the Student Life Office will complete work on a fully revised SLO website highlighting new and enhanced content and resources for students.** The SLO Team was largely successful in meeting this goal, adding new content including never-before-available student conduct information. Close work with University Community resulted in a visual design capturing the energy of the Student Affairs “My Story” campaign; the design was adopted by other units across the division. A Violence Prevention redesign remains unfinished and will be built into our 2020-2021 goal setting.

**Goal #4: By June 30, 2020, the Student Life Office will develop and implement a SLO marketing plan regarding its resources for students.** Work on this goal initiated in early January 2020 with some initial inventory and review of current materials within the department. Additional attention and energy on this goal was derailed by the emergence of the COVID-19 pandemic in mid-March.

### Points of Pride / Accomplishments 2019-2020

**Student Life Office Website.** Student Life nearly fully met this goal for 2019. Across units, with the exception of Violence Prevention, we introduced new content and implemented new web design. With new transition in Title IX and the retirement of the Violence Prevention Specialist, focus violence prevention content and its overlap with Title IX and sexual misconduct has been pushed to 2020-2021. A particular highlight of the overall Student Life Office web redesign was the building upon the Student Affairs Division “My Story” campaign. Student Life worked closely with University Communication to identify a more user friend and visually appealing approach. We were proud of the design and its ultimate influence and replication across the breadth of other Student Affairs division units.

**UWL Emergency Fund.** The goals related to the UWL Emergency Fund are to educate students about the availability of resources on campus and to help students identify and connect with the best option for support. Having established new annual sustainable source funding for the Emergency Fund last summer (the Coon Fund), the Student Life Office focused on its spend down of current budget spreadsheet balances, anticipating it would not need to tap new Coon Fund resources until 2020-21. Toward improved efficiency with students, we enhanced our communication strategy with Financial Aid through a revised inquiry and application in an effort to streamline the process for students. The onset of COVID-19 in March 2020 was unexpected and brought new challenges to this process. we anticipated an increase in requests and needed to identify even newer strategies to support that work given remote staff work and limited resources. We worked collaboratively with Financial Aid to effectively incorporate the process with the CARE Act Relief funds process. Additionally, the SLO established an oversight committee related to Emergency Fund requests to broaden decision-making and make it more inclusive. Since the onset of COVID-19, about 150 students requested in excess of \$104,000 of emergency assistance from the foundation Emergency Fund. Remaining true to the goals of the fund, more than 50 students received support totaling more than \$23,166, as of June 30, 2020.

**Title IX.** The Student Life Office made strong advances in our Title IX response, this year. The onboarding of our Maxient case management system is one hallmark of that advance, which provided opportunities for a more streamlined and robust investigation and hearing process. New support letters related to the various stages of our process were developed, including a first opportunity to have the Title IX Coordinator named and involved in our process. Significant process changes were also enhanced, including revision of our approach to various components of the investigative report, as well as provision of a preliminary report to parties for review. Such changes have strengthened our work with students and helped increase confidence around the university process.

New changes to Title IX regulations for Fall 2020 will certainly bring about additional change and development in Summer 2020.

Based on our Maxient data, Title IX caseload since July 1, 2019 included 42 unique cases, which does not account for cases carried forward from spring 2019. Numbers are reflected in the table below:

| Case Type               | Number of Individuals (Cases) | Number of Unique Incidents |
|-------------------------|-------------------------------|----------------------------|
| Title IX – Confidential | 3                             | 3                          |
| Title IX – Employee     | 6                             | 3                          |
| Title IX – Student      | 128                           | 36                         |
| <b>TOTALS</b>           | <b>137</b>                    | <b>42</b>                  |

Although we do not have reliable data from 2018-2019 regarding Title IX, the numbers anecdotally suggest we an increase in receipt of unique reports from the previous year. Additionally, the scope and depth of several cases this year placed additional stain on Student Life resources, causing some impact on non-Title IX efficiencies. We were fortunate to onboard some additional investigators, but ultimately lost some ground due to university departures and familiarity with the student Title IX process.

## Student Life Office Challenges

**Title IX.** While Student Life experience tremendous success related to its responsibilities for our Title IX process, we were not without challenge. One great challenges during this past academic year was the transition to Maxient. Not all staff who had access to Maxient utilized the system to its potential. Related to a few cases, there were significant delay in case creation, which delayed response and added time to an already long investigative process. It will be important this year to work collaboratively with the new Title IX Coordinator to assess our use of Maxient as it relates to Title IX, examine roles relative to each step in the investigation process, and ensure stronger communication when reports may be made to the university. An additional challenge this year related to Title IX response was the different experience students received depending on whether their case involved an employee of the university or another student of the university. Confusion did not aid the process and was in many cases disruptive. Again, with the change in Title IX leadership there is opportunity to improve communication with the community to convey a more seamless and more easily understood process.

**Resources.** Taking into account specific unit workloads, including Title IX investigation caseload, on- and off-campus student conduct behavior, increased violence prevention advocacy, and increased student need in Advocacy & Empowerment, resources and capacity are a challenge. While we expect to stay busy, there are were moments this year where it was challenging to prioritize appropriately and attend equally to all work. Advocacy & Empowerment saw unusual increase in workload, particularly with new challenges brought about by the pandemic; it is not a pattern that is sustainable. There is little to no administrative support in A&E, Student Conduct, and the Dean of Students Office, which created capacity concerns, particularly this year in the wake of so many complex and large scope Title IX cases.

Relative to financial resources, we did see returns to regular revenue streams with appropriate adjustment to sanction Think About It and BASICS referrals. However, with expansion likely on the horizon related to other users within Maxient (particularly related to Title IX and perhaps HR-related issues), there appears to be opportunity to explore and/or adjust that expenditure, which could improve resource revenue streaming to support alcohol-related prevention programming.

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**COVID-19.** Across units, the pandemic that emerged on the weekend of UWL's spring break had significant impacts. Three Transfer START dates scheduled for May 2020 had to be rescheduled, but were ultimately as successful as they could be in the online environment. The Spring Family Weekend was also cancelled as a result of the pandemic. In the two weeks preceding the onset of the pandemic, two reporting students came forward regarding Title IX-related matters. With resources directed to COVID-19 response, initiation of those two investigations was delayed; a number of factors impacted those reporting students participation the investigations. While CARE Relief resources were helpful in mitigating student financial need, the pandemic has placed strain on regular foundation Emergency Resources. Although we were fortunate to receive a few large donations to the Emergency Fund both internally and externally (more than \$8000 from the Biology Department faculty and another \$10000 from a friend of the university), there is ongoing emerging concern about the likely financial needs students will have in Fall 2020 as the pandemic continue to impact them. Our continuing to strategize and be thoughtful about how we disperse fund will be critically important to the long term health of the Emergency Fund through the Fall semester.

### Student Life Office Goals for 2020-2021

1. By June 30, 2021, the Student Life Office will collaborate with University Centers to explore, develop, and implement initiatives to support our first-year commuter student population to enhance their experience.
2. By October 31, 2020, Student Life will collaborate with University Communication to develop and implement a campus social media campaign that communicates awareness and availability of Student Life Office resources to students.
3. By June 30, 2021, the Student Life Office will collaborate with University Communication to develop and implement a SLO marketing plan regarding its resources for students.
4. By June 30, 2021, the Student Life Office will collaborate with Diversity & Inclusion unit to map current services to underrepresented populations, define and clarify areas of overlap, and identify areas of collaboration.

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# New Student and Family Programs

## 2019-2020 New Student and Family Programs Goals

**Goal #1: Continue to evaluate START, NSO, and Transfer START to determine if changes need to/can be made.** Evaluation of these critical campus programs was successful. START data helped organizers make important transition changes to the “Welcome” session resulting in the additional time for students to more deeply engage small group discussions. Improvements were made to communication of information related to the Academic Information Stations allowing students to use that time more efficiently. Academic Information Station participants reported receiving more questions in 2019 than they did in the previous academic year.

Evaluation of NSO revealed improvement in communication between Hall Directors and front desk staff would improve efficiency in the residence hall check-in process. NSFP continued its joint training with all Residence Life staff and additional information was provided to front desk staff personnel regarding information being communicated to student by Eagle Guides. Communication with the Coordinator was also enhanced, this year. Students received a “Class of 2023” t-shirt in 2019 which resulted in improvement to the class photo while also contributed to a sense of unity among class members.

Evaluation of Transfer START included an edited exit survey for students and families to better reflect the goals and content of the Transfer START day. To improve communication with transfer students, decisions were made to transfer editorial rights of the Transfer START website to Admissions, who also assumed responsibility for primary communications with incoming transfer students; until students’ Transfer START date, Admissions serves as their primary contact.

**Goal #2: Budget to hire at least 55 Eagle Guides for NSO up from 53.** Without budgetary concerns, New Student and Family Programs successfully budgeted for and employed fifty-six Eagle Guides, this year, in addition to its two Lead Eagle Guides.

**Goal #3: Create and implement “UWL Bucket List” program.** This particular goal did not gain any traction in 2019-2020.

**Goal #4: Enhance our online Transfer START program to be more accessible for students who are unable to come to campus.** In May 2020, we decided to move our online Transfer START program to the CRM (a platform that Admissions uses). Sara Walters in Admissions worked to transition our current in-person program and the tools that were being used in our Canvas course to create a comprehensive online Transfer START. One challenge we continue to face is that so much of the Transfer START program is in small groups and doesn’t include formal presentations. We replicated as much as we could at this point in time and we will monitor the feedback results to continue to improve the platform.

**Goal #5: Increase percentage of students who attend in-person Transfer START from 86% to 90%.** In-person participation in the Transfer START program is an expectation at UWL. While the university does excuse some incoming students from participating because of particular circumstances, some student simply choose not to attend despite signing up for the program. In 2019, approximately 76% of incoming transfers students for Fall/Summer 2019 attended the in-person Transfer START program. There is minimal concern about this specific decrease given strong improvement to the online Transfer START. In-person engagement will continue to be the preferred method of introduction and information delivery.



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**Goal #6: Increase attendance at Spring Semester Family Week from 75 registrants to at least 200 registered families.** This goal was not met because of the COVID-19 pandemic that emerged in early Spring 2020.

**Goal #7: Develop parent/family initiatives during move-in days such as a “Parent/Family Lounge” and the “Boohoo/Woohoo Tables.”** This initiative has not been implemented yet.

**Goal #8: Increase number of families involved in the Parent Advisory Board from 26 to 35 families.** The increase this year was thirty families. While drawing closer to the goal, some families withdrew from the Advisor Board because their students transferred to different institutions.

**Goal #9: Create a model for “ongoing orientation” to implement with the first-year students by Fall 2020.** A model for “ongoing orientation” was not created due to the implementation of the new First Year Seminar course. Many of the elements intended for ongoing orientation are included in the new FYS course.

**Goal #10: Develop a better family/parent website in order for information to be more accessible by families.** NSFP made improvements to website including updated tabs reflect the timeline of the academic year, as well as more relatable titles to assist families in their website navigation.

**Goal #11: If possible, have the family/parent website available in additional languages.** This goal has not moved forward yet.

## Points of Pride / Accomplishments 2019-2020

**START for First-Year Students.** In 2019, nearly 2200 incoming students attended a START date. To support this event and our students, two lead Eagle Guides were hired in addition to 15 other Eagle Guides. This year, NSFP also welcomed a volunteer practicum student from the SAA program. One highlight of this year’s program was the use of new and larger signage for the Hall of Nations Academic Information Stations. This improvement made it easier for students to know about the available resources. An additional highlight was the positive impact of transition changes around the “I am UWL” session of the program; the change allowed for increase time in small group discussions and reportedly decreased anxiety for students attending the program.

**New Student Orientation (NSO) and Welcome Week.** New Student Orientation (NSO) is a critical momentum point for students who have selected to attend UWL. A goal of the NSO program is to create an environment for new students that fosters connections and relationships with peers and campus resources and provides a foundation for success in the classroom, on campus, and in the surrounding community. To support the transition of our incoming students, important enhancements were implemented to the Eagle Guide program for 2019. Notably, four (4) additional Eagle Guides were hired, increasing the staff size to 57 Eagle Guides, in addition to the two Lead Eagle Guides. During NSO, incoming students were included in orientation groups led by an Eagle Guide, who facilitated topic-driven meetings through NSO weekend. All incoming international students, transfer students, and new commuter students were provided an option to participate in an NSO Eagle group. A notable change this year was new partnership with Fraternity and Sorority Life to distribute “Class of 2023” t-shirts to new students. These shirts were worn for the traditional class photo on the football field which contributed to an improved photo while also creating a sense of belonging and school spirit among the students. The sponsored effort provide Fraternity and Sorority Life members opportunity to engage early with the first-year students. Our hope is Fraternity and Sorority Life might consider continuing this initiative in the future.

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**Fall Family Weekend.** This year, New Student and Family Programs planned two Family Weekend opportunities. Fall Family Weekend occurred in October 2019, attracting nearly 880 families who registered for the weekend; this was an increase above the previous year's participation. The weekend included many collaborative events including a football game, a BINGO event with CAB, and educational sessions with Career Services, International Education and Engagement, and the Scholarship Resource Center. The office also partnered with Rec Sports for the Chancellor's Fun Run event. The weekend a successful Parent Advisory Board meeting.

**Transfer START.** Transfer START programs happened in August and December 2019, and in January 2020. Three dates were scheduled for May 2020. This year, 113 incoming students attended December/January programs and another 131 students signed up to attend one of the three May before they were rescheduled to August 2020. The current structure of Transfer START has been maintained. NSFP and Admissions updated their student survey and their parent/family survey to better reflect the intended outcomes of the program. The biggest accomplishment for Transfer START was the updated virtual Transfer START. In collaboration with Admissions, we transitioned our online Transfer START into the CRM (Customer Relationship Manager) System. A majority of the START content has successfully been adapted into the virtual format, which include videos from the various colleges. This virtual platform was used by students who began Summer 2020 and who did not have the option to attend an in-person opportunity because of the COVID-19 pandemic.

## Challenges

**Spring Family Weekend.** The Spring Family Weekend was derailed in the wake of the pandemic crisis. The event was to include a Dessert Reception, a music event sponsored by CAB, a new Family Feud event sponsored by the UPB, the LC Hip Hop Dance Show, in addition to other events about campus. With hope, New Student and Family Programs will continue its effort to explore new event ideas for future Spring Family Weekends.

**Parent Advisory Board.** The Parent Advisory Board launched in Fall 2018 and currently has thirty (30) families participating on the board. Based on feedback from the Board members, NSFP decided to discontinue the video conference calls for this academic. Through project, NSFP, Dean of Students and Vice Chancellor continue to evaluate the best ways to communicate with Board members between in-person meetings.

## New Student and Family Program Goals for 2020-2021

1. Evaluate the NSO 2020 budget by December 2020 to determine if NSFP can hire 60 NSO Eagle Guides in Spring 2021.
2. Evaluate the elements of Virtual START, especially the "Before START" elements, in July 2020 to determine if there is use for them in future in-person STARTs. Qualitative evaluation will occur in July 2020 and December 2020 amongst the START Committee.
3. Increase percentage of students who attend Transfer START (virtual or in-person) to 90%.
4. Increase attendance at Spring Semester Family Weekend from 75 registrants in 2019 to 200 registered families in 2021 by doing more promotion on campus and communicating information earlier than has been done in the past.

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# Wellness & Health Advocacy

## Mission, Vision and Values

**Mission.** The mission of Student Life: Wellness and Health Advocacy is to provide the UWL campus community with culturally competent health education, health promotion programming, alcohol and other drug education, community engagement, and partnership that supports and empowers the campus community to make choices and create lifelong habits that promote health and well-being across all dimensions.

**Vision.** A campus environment where the potential for health flourishes.

**Values.** As each of the individuals in the campus community is unique, with different goals, values, strengths, and experiences, so are their perceptions of and potentials for wellness. Wellness and Health Advocacy respects and values these differences and will provide tools, education, guidance, and support to cultivate an inclusive environment in which the potential for health flourishes for everyone.

Health education will always be guided by evidence, research, best practices, and based in sound theory. It is vital that students have non-biased, accurate, and complete health education to make informed decisions regarding their health.



Figure 1. BeWell@UWL Holistic Wellness Wheel.

The Wellness and Health Advocacy Office and the Peer Health Advocates promote health and wellness holistically, focusing on all areas of wellness to include financial, spiritual, mental and emotional, environmental, social and cultural, career and academic, and physical health.

## 2019-2020 Wellness & Health Advocacy Goals

**Goals #1:** By the end of September 2019, through collaboration with the Coordinator of New Student and Family Programs and with the assistance of the Peer Health Advocates, implement and evaluate a Bystander Intervention for all first-year students during New Student Orientation. Evaluation will be completed by October 31st, 2019 and will include a pre- and post-test to measure learning outcomes and may include other data collection methods such as focus groups, and,

**Goal #2: After participating in the bystander intervention program, 75% students will provide two example techniques for intervening when another person is demonstrating signs of alcohol overdose.** The bystander intervention program “How to Help a Friend” was successfully implemented and assessed with the population of new students. More than 90% of attendees agreed that the material presented was inclusive to all identities, 65% agreed that the information presented was relevant to them personally, 90% agreed that they were more likely to intervene in potentially dangerous situations in the future as a result of the program, and 90% agreed that the information presented was useful. 90% of students who completed the survey were indeed able to provide two examples techniques for intervention for someone demonstrating alcohol overdose, correctly naming calling for medical assistance and placing the person in the recovery position as the two essential steps.

**Goal #3: By the end of March 2019, when recruiting new Peer Health Advocates, market the job opening to a diverse audience (majors outside of Health Education and Health Promotion, male-identified students, students of color, and LGBTQ+ students) by emailing campus offices (OMSS, Pride Center) so that the PHA group may better represent a variety of student voices.** While W&HA continues to advertise the PHA position to our diverse student population, they were unsuccessful in recruiting many diverse candidates for the upcoming 2020-2021 school year. In addition to marketing specifically to on-campus offices and resources for diverse students, the unit will continue to evaluate programming, marketing, and trainings on identity and diversity to ensure that diverse students feel welcome and included in spaces and in the way Wellness & Health Advocacy conduct its health education.

**Goal #4: By the end of May 2019, audit all current peer health education programming to identify gaps in topics provided, ensure relevancy to the UWL student population, and build an evidence base for health programming, and,**

**Goal #5: By the end of May 2019, comprehensively evaluate alcohol prevention programming and recommend program improvements based on the results of the evaluation.** The unit did complete an audit of programs to evaluate content and available topic areas. Evaluation of alcohol prevention programming is ongoing, and was interrupted by the COVID-19 pandemic and transition to virtual formats and distance work.

## Points of Pride / Accomplishments 2019-2020

### **Peer Health Advocate program.**



Peer Health Advocates, Fall 2019 and Spring 2020

Wellness & Health Advocacy evaluated its PHA program, this year. It reorganized the program with significant refocus toward alcohol and other drug education, as well as sexual health education, and made improvements to its training program. This year, recruitment and hiring efforts attracted students from outside of the Community Health Education program, which brought into the program greater diversity of background, areas of study, and applicable experience. The program increased the number and scope of available programs that were vetted and

evaluated by the Coordinator of Student Wellness and the Peer Health Advocates; new programs included a “How to Help a Friend” bystander intervention program during NSO, Teaching Kitchen, a partnership with Chartwells, and Marijuana, CBD Oil, and Vaping Jeopardy. In addition, past programs were updated and marketed to RAs in new ways to attract more students to engage.

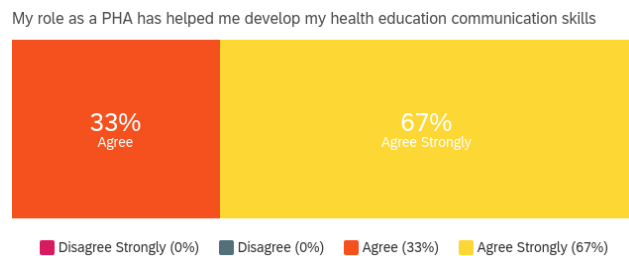
**Training.** In Fall 2019, training efforts for all new PHAs was standardized and strengthened. Training included presentations by the SEEDS, Pride Center Peer Educators, Student Health Center staff members, and the Violence Prevention Specialist. Additional opportunities included Suicide Prevention Training, Ally Training, Fat as a Social Justice Issue, Just Say Know to Pornography, Motivational Interviewing Training, and trainings on marijuana and tobacco (to include e-cigarettes). A highlight was the Coordinator of Student Wellness’s certification as a NASPA Certified Peer Educator Trainer. In January 2020, eight Peer Health Advocates received twelve hours of this focused training to become NASPA Certified Peer Educators.

With such training, the PHA position continues to be an excellent professional development opportunity for students. Here are a few testimonials:

“This position has allowed me to explore health education and apply it in real life to prepare me for what is yet to come. It has allowed me to absolutely realize my passion for health education, which doesn’t always come out as easily working in a classroom setting.” (Student PHA, 2020)

“I loved being able to work with the La Crosse student community and educate on very prevalent topics to my peers. I will be forever grateful for having the opportunity to hold this job.” (Student PHA, 2020)

Regarding their training and experiences, the PHAs agreed unanimously their experience as a PHA has prepared them for future health education and health promotion positions, developed their program planning skills, improved their program implementation and facilitation skills, allowed them the opportunity to serve as a resource person for other students, helped them to develop as a professional, and increased their awareness of diversity and inclusion efforts at the University of Wisconsin – La Crosse. In addition, 100% of PHAs surveyed indicated that they agreed or agreed strongly that their role as a PHA has helped them to develop their health education communication skills:



**Strategic Partnerships.** Strategic partnerships across campus remain the greatest asset to Wellness & Health Advocacy. This year, those relationships expanded and became more meaningful. These partners provide opportunities for relationship building, resource collaboration, increased attendance by students at events and programs, opportunities for inter-professional development and collaboration with students and staff from different professional preparations. The Wellness Committee has become a concentrated group of individuals focused on providing professional insight into the efforts to promote holistic wellness at the university for our students. The group continues to meet monthly, working to improve partnership and communication. This year, significant strategic partners in programming included:

- ✓ Violence Prevention
- ✓ New Student and Family Programs
- ✓ Student Health Center
- ✓ Counseling & Testing
- ✓ Residence Life
- ✓ It Make\$ Cents!
- ✓ Scholarship Resource Center
- ✓ Campus Activities Board
- ✓ Rec Center
- ✓ Department of Health Education and Health Promotion
- ✓ Campus Climate
- ✓ Fraternity and Sorority Life
- ✓ Pride Center
- ✓ Active Minds
- ✓ Chartwells
- ✓ College Feminists

**Improvement of AODA programming and education.** In Spring 2019, the Vice Chancellor of Student Affairs asked the Coordinator to serve on an Alcohol and Other Drug Working Group with the goal of reducing referrals for illegal alcohol and drug use on the University of Wisconsin – La Crosse campus. The Coordinator serves as the chair of the Education and Prevention Subgroup, which provided recommendations to the Vice Chancellor regarding additional opportunities to educate and empower our students to make healthy choices that may reduce their substance use. Throughout the 2019-2020 school year, the Wellness and Health Advocacy Office assisted with implementing many of these education and prevention efforts. These efforts included involving parents and guardians in alcohol education through a dedicated website to encourage them to have conversations about alcohol and drugs with their students; assisting the Student Health Center in implementing the AUDIT tool and a standardized referral process for students using alcohol and/or drugs, including the use of Motivational Interviewing; implementing an evaluation tool for use with the UWL Police Diversion program; and implementation of the CHOICES alcohol education program for use as a prevention tool with students in Fraternity and Sorority Life and Athletics. Finally, AlcoholEdu was secured in June 2020 for inaugural use in the Fall 2020 semester, which will also include yearly assessment of first-year students’ use of alcohol and other drugs.

The Coordinator of Student Wellness also serves as the AODA Coordinator for the campus and is responsible for facilitating the Brief Alcohol Screening and Intervention for College Students (BASICS) and Cannabis Screening and Intervention for College Students (CASICS) programs.

All participants in the B/CASICS program receive an evaluation related to their participation. This year, Wellness and Health Advocacy had a return rate of more than 75%. Student evaluation of the B/CASICS program remains positive. A student testimonial from a few years ago speaks to the impact of the B/CASICS program:

"I am strongly advocating for any student regardless of age or background to take the BASICS course, first and foremost, to learn more about their own drug and alcohol use, how to identify their own goals and values, and how to do it safely, but also to meet with the Student Life team here at UW-L and to know that they are very open and accepting people whose job is literally to help us students mature into excellent adults in a safe and fun way. I am open and willing to helping Student Life, the BASICS program, and the Peer Health Advocates in any way that I can now and in the future." (BASICS Participant, 2018)

Common evaluation responses suggest that students are learning about their decision-making and about harm-reduction, enjoy the engagement of the one-on-one session design, and are grateful for the judgment-free environment provided by the program. In addition, 80% of survey respondents indicated that overall, (a) they learned a great deal from the B/CASICS program and (b) learned new information about alcohol and/or drugs. Notably, 100% of survey respondents indicated that the B/CASICS program provided them with useful information about their personal drinking and/or drug habits and 95% indicated that they learned specific ways to reduce their future health risks associated with alcohol and/or drug use.

Survey respondents also indicated that as a result of their experience in B/CASICS, they will change their future behaviors:

- 
- ✓ 95% indicated they would cut down on the number of days per week that they choose to consume alcohol or drugs
  - ✓ 95% said they would cut down on the number of drinks or drugs per week that they choose to consume
  - ✓ 95% said they made a conscious effort to change their drinking and/or drug habits
  - ✓ 100% indicated that they were motivated to change their risky behaviors around binge drinking, drinking and driving, and/or mixing alcohol or other drugs.

Written feedback also indicated that students are tired of completing personalized online educational modules (such as Think About It, Think About It alcohol and drug sanctions, and E-CheckUp To Go). These online education modules continue to be recommended as national best practices (National Institute on Alcohol Abuse and Alcoholism; National College Health Association) but further research should be done to continue to provide the most effective education to our students in a format which they find useful.

## Challenges

**Limited resources.** Resources to engage health education with our students continues to be limited, particularly as it relates to funding that supports personnel to complete the work effectively. This year, no Graduate Assistant was hired for Wellness & Health Advocacy. The Graduate Assistant would typically complete 20 hours of work each week. The absence of this vital resource significantly limited the ability of the unit to complete health education tasks. In the absence of student interest and/or availability of a GA resource, this year, Wellness & Health Advocacy partnered with Violence Prevention to hire two experienced undergraduate Peer Health Advocates into lead positions, providing for them up to ten additional work hours per week otherwise managed by a GA. While continued funding availability is uncertain at this time, maintaining appropriate health education support via GA or lead PHAs position is an area of significant concern for the future.

**Adapting strategies to provide health education during COVID-19.** In light of the record high student attendance levels Wellness & Health Advocacy was experiencing this year, it was unfortunate that Spring semester in-person wellness programming opportunity's for students had to be cancelled as the campus adapted transitioned to distance learning and online formats. While the PHAs worked hard to provide opportunities through social media, it is more difficult to engage and evaluate the positive impacts that learning is having on students.

## Wellness & Health Advocacy Goals for 2020-2021

1. By September 2020, the Coordinator will develop a draft schedule of repeating events by month to assist with year-to-year planning.
2. By September 2020, the Coordinator will develop a specific timeline and guidelines for PHA recruitment (to be utilized in Spring 2021) and training (to be utilized through the 2020-2021 school year).
3. By February 2021, the Coordinator will examine possibilities for recruiting PHAs with less health education experience that are then able to grow with the program. Possibilities could include funding for additional positions, volunteer opportunities, or the development of a 6- or 8-week sprint course that PHAs hired on for the following semester could take prior to joining the group and conducting programming.
4. By December 2020, the Coordinator and the Peer Health Advocates will implement the CHOCIES program with five athletics teams and gather data from both student athletes and coaches to determine if implementing the program with all athletics programs would be valuable for student growth and development.

## Honors and Awards



In Spring 2020, the Coordinator of Student Wellness nominated Peer Health Advocate Lilli Minor for Student Employee of the Year at the University of Wisconsin – La Crosse. Lilli received this recognition from the university, and was also recognized by the State of Wisconsin as Student Employment Supervisor of the Year. Not surprising, Lili was further recognized as National Student Employee of the Year Award by the National Student Employment Association. A wonderful accomplishment!



# Advocacy and Empowerment

The Advocacy and Empowerment office experienced a dramatic yet successful 2019-2020 school year. By the numbers, the unit provided 890 acts of Advocacy and Empowerment for students needing assistance, up from roughly 650 acts provided in 2018-2019. There is anecdotal indication this 36% increase resulted in part because of the onset of the COVID-19 health crisis in March 2020. Such an increase in overall service should not be normalized as sustainable. “Acts” of support often include a variety of touch points with a student, including email outreach, referrals, follow-up with faculty members, and sometimes multiple meetings with the student, and can require hours of attention, in some cases. Students experiencing distress met with all staff within the unit, including the Student Life Specialist and graduate students, and were effectively managed with staff time amounting to about 1.75 FTE. Student referrals from faculty and staff members kept pace with numbers from last year; the unit responded to 375 referrals, up just seven referrals from 2018-2019.

The five most frequent areas of concern brought forward by students are noted in Chart #1 below:

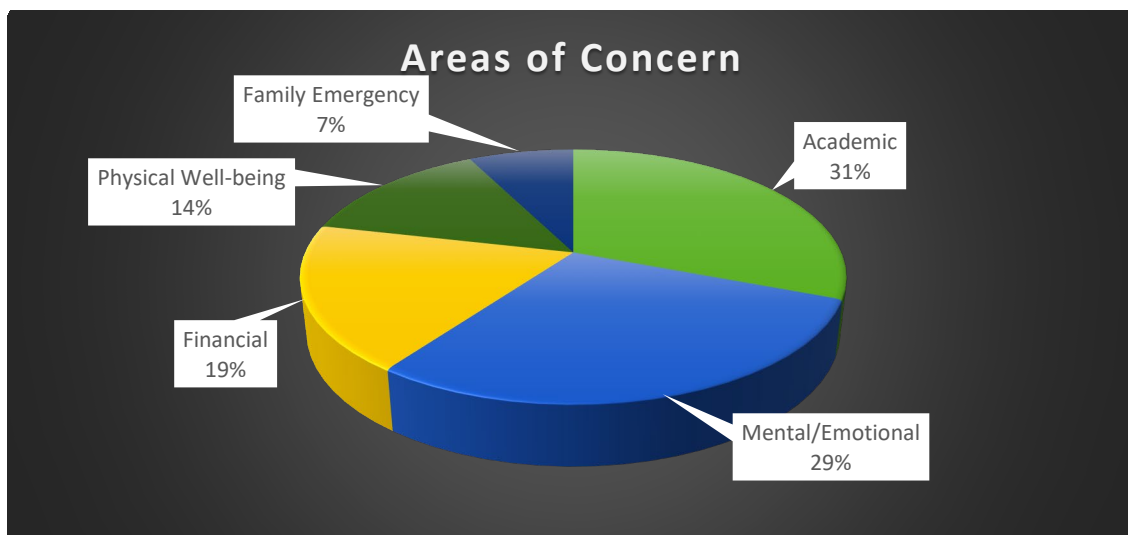


Chart #1: Primary concern types for 2019-2020

## 2019-2020 Advocacy and Empowerment Goals

**Goal #1: Evaluate and modify Advocacy and Empowerment services utilizing CAS standards. During the Summer 2019 semester, Advocacy and Empowerment began evaluating its services with CAS Standards for Case Management in Higher Education.** Information was shared with the clinical case manager in the Counseling and Testing Center and with the non-clinical case manager in the Office of Multicultural Student Services. Additionally, Advocacy and Empowerment began to review services and to determine what next steps should be considered. The CAS Standards should strongly influence unit goals moving forward.

**Goal #2: Develop a medical withdraw re-entry process to support students as they return to UWL. During the summer 2019 semester, Advocacy and Empowerment implemented a process for students who return from a medical withdrawal.** The process included development of a survey for students to complete that covered what they learned during their time away from UWL and identification of additional supports they may need. Students were asked to meet within the first two weeks of return and again within the first four weeks of the semester, in

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advance of critical withdrawal deadlines, to review progress and consider whether they need to explore withdrawing.

**Goal #3: Create and develop an assessment plan regarding learning outcomes in Advocacy and Empowerment.**

Advocacy and Empowerment has developed several learning outcomes and we are excited to explore further how assessment can better serve students at UWL. We believe a commitment to assessment will help us better understand whether we need to implement change to best meet the needs of students.

**Goal #4: Develop meaningful processes within Maxient to best serve students in distress.** This year we were getting used to the new system and trying the different features the system has. We were given considerable freedom to explore the software and have taken advantage of task lists and deadlines. During the summer, we will reassess how to best use the system, this will also include communicating the process more clearly to all involved with supporting students in distress.

**Goal #5: Continue to identify opportunities to develop campus partnerships through informal and formal meetings and presentations.**

## Points of Pride / Accomplishments 2019-2020

**Partnerships.** Advocacy and Empowerment continued to explore ways to strengthen its partnerships across the campus. Staff presented a number of presentations across campus, including presentations on identifying students in distress, working with disruptive students, and supporting womxn of color faculty who have disruptive students in the classroom:

- ✓ New Faculty Orientation, in partnership with the Director of Counseling and Testing
- ✓ First Year Research Experience (FYRE), in partnership with Non-clinical Case Manager OMSS
- ✓ Murphy Learning Center Tutors
- ✓ Men's Track and Field, in partnership with Non-clinical Case Manager, OMSS, and the Counseling and Testing Center
- ✓ CATL Equity Liaison Training, in partnership with CATL
- ✓ CASSH Chair's Meeting (supporting womxn of color faculty), in partnership with CATL, Chair of WGSS, and Chair of ERS

**Engagement with area hospitals.** Another point of pride is Advocacy and Empowerment's work bridging the gap between local area hospitals and the Students Life Office. We (Andrew Ives and Tara Farmer) attended three meetings with Gundersen Social Workers to share about Advocacy and Empowerment and Counseling and Testing Services.

## Advocacy and Empowerment Goals for 2020-2021

1. Finalize specific mission and vision statements for case management at UWL
2. Utilize CAS Standards for Case Management in Higher Education to define the services provided by Advocacy and Empowerment.
3. Continue to enhance the case management process for Student Support cases and provide effective communication for that process.
4. Communicate the presentations that we provide and create a webpage devoted to class/group presentations
5. Identify opportunities for graduate assistantship funding for the 2021-2020 school year.

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# Violence Prevention

## 2019-2020 Violence Prevention Goals

**Goal #1 – Long Term Sustainability Plan: By May 2020 the members of the Violence Prevention Advisory Committee (VPAC) will use the goal setting that was done this year to develop a long-term sustainability plan for Violence Prevention.** The Violence Prevention Advisory Committee did engage in a mission and goal-setting exercise at our May 2019 year-end meeting, but the goals did not progress due to some of the Title IX-related issues that arose on campus this year

**Goal #2 – STARRSA Program Development: By July 2020 the STAARSA Program will be further developed and customized to meet the needs of the UWL students who are sanctioned to participate. This includes the addition of a volunteer facilitator from the La Crosse community, who will be prepared to take referrals by fall semester 2019.** This goal did not progress, as planned, due to Title IX-related issues that arose on campus this year. The STARRSA team lost two of the three trained facilitators; both departed the university to pursue other career opportunities. There is a plan in place to invite members of the campus community who may be interested in becoming STARRSA facilitators to an informational meeting, in the near future. Despite these setbacks, since 2017 twelve students who were found responsible for instances of sexual violence have been sanctioned to STAARSA and six have completed the program (three sanctioned students are currently serving suspensions and will be required to complete the program upon their return).

**Goals #3 – Plan for the future of Violence Prevention: Under the guidance of faculty member and Violence Prevention Advisory Committee member Dr. Becki Elkins, Violence Prevention is embarking on a two-year plan to assess and evaluate both our prevention education efforts and our services to victims/survivors.**

**Goals #4 – Equity Initiative: A Violence Prevention Intake form was been developed for use beginning Fall semester 2019 that requests information about race, gender ID, and preferred name, and states that such identifiers, as well as immigration status, will not be a barrier to receiving services.**

## Points of Pride / Accomplishments 2019-2020

**Partnership.** Violence Prevention again partnered with Viterbo University and Western Technical College to sponsor the second Annual “Take Back the Night” March for Domestic Violence Awareness Month in October. Despite being compelled indoors by severe weather, approximately 75 students, faculty, emeriti faculty, staff members, and members of the La Crosse Community participated.

**Ultimate Race for Sexual Assault Awareness.** This has become a highly anticipated event on campus each year. This year, due to the Covid-19 public health emergency, our 7th Annual Awareness Month event was converted to an online quiz/race that students completed to compete for prizes. Answers to the questions were all searchable online. Participants received a ‘ticket’ for each correct answer and used those to enter the prize drawings. Additional tickets could be earned for completing additional activities related to the Covid-19 lockdown, such as phoning a family member or taking a walk outside (honor system). We were excited to have 60 students participate in this alternative form of the event!

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“There are many resources on campus for people that experience sexual assault/violence. You are never alone and there are many people to help you.” (an Ultimate Race participant, 2020) “I thought this was a fun way to learn about resources on campus. I only say i moderately learned more because I’ve already known of the many resources available.” (an Ultimate Race participant, 2020).

## Challenges

**Some negative publicity.** In September, a student went public to voice her dissatisfaction about the resolution of a sexual harassment complaint. This received a lot of media attention and led to student protests on campus and increased scrutiny of the practices of both Violence Prevention and the Title IX Team. A series of open forums were held on campus between October and February in an attempt to address these concerns.

**COVID-19.** Because of the pandemic, advocacy services had to be shifted to virtual delivery. Several students who reported instances of sexual violence chose to delay or cancel their participation in investigations as a result. In addition, our annual signature sexual assault awareness event, the Ultimate Race for Sexual Assault Awareness, had to be transitioned to an online format, which became a major undertaking. Additionally, the health crisis and public scrutiny this year ultimately resulted in a slight decrease in the overall number of referrals.

**Assessment delay.** The Violence Prevention Assessment Sub-committee was formed in 2018 with the goal of assessing both advocacy services and prevention education on our campus. The previously designed assessment plan remained largely on schedule going into spring 2019, with plans to begin conducting interviews and focus groups, as well as sending out a survey. However, at that time, Dr. Becki Elkins informed the Violence Prevention Specialist that she needed to temporarily scale back her involvement for professional reasons, which created delay. In fall 2019, the committee was asked to wait for at least one more semester before sending out the survey on prevention education effectiveness as the institution planned to administer the NSSE (National Survey of Student Engagement) during that same semester, and the two surveys would target the same groups of students (first and fourth-years). Plans to begin conducting focus groups and interviews in spring 2020 were derailed by the Covid-19 quarantine and the assessment project is currently on hold.

**STARRSA.** Two staff members who were trained facilitators of the STARRSA alternative sanctioning program, Nizam Arain and Z.P. Pfeiffer, left employment at UWL, leaving us with one facilitator to handle an increasing number of referrals.

**Case management.** Violence Prevention continues to manage a large number of referrals and other needs without any increase to resources.

## Violence Prevention Goals for 2020-2021

The following are suggested goals and initiatives for consideration by the new Violence Prevention Specialist:

1. A long-term sustainability plan for Violence Prevention that addresses the increased work load.
2. Further development of the STARRSA program
3. Redesign of the Violence Prevention and Sexual Misconduct websites
4. Development of a mission/goals/values statement to guide the work of Violence Prevention on our campus
5. Development of a detailed protocol for providing better support outside of our formal processes for students who have experienced interpersonal violence

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## Honors and Awards

**Presentation.** The Violence Prevention Specialist and Confidential Resources Andrew Ives, Will Vanroosenbeek, A.J. Clauss, Terra Brister, and Joel Luedtke presented the state-wide webinar “Centering Marginalized Populations” in September for the Wisconsin Coalition Against Sexual Assault. This presentation was also submitted and accepted as a “Lunch and Learn” presentation for Social Justice Week 2020 (cancelled due to Covid-19). Additionally, the Violence Prevention Specialist represented UWL for the past two years (June 2018-June 2020) on the Wisconsin Attorney General’s Sexual Assault Response Team (AG SART) and chaired the La Crosse County Sexual Assault Response Team.

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# Student Conduct

## Mission, Vision and Values

The Student Life Office is responsible for the student conduct process at the university. We recognize each student as a whole person, and we value equity, diversity, and the inclusion and engagement of all people in a safe campus environment. The student conduct process is designed to address the student's relationship to the institution and its behavioral standards and policies. To guide student behavior, the University of Wisconsin System provides a student code of conduct that articulates expectations for students and that provides the university appropriate procedures to effectively address student misconduct.

At UWL, our process is grounded in education and development and practices fundamental fairness to all involved. The student conduct process focuses on assessing the impacts of an individual's behavior on the learning environment of others and facilitating student growth, learning, and development. Our philosophy is guided by the notion that mistakes made can be invaluable learning opportunities for students. It is our goal with the student conduct process that we cultivate a safe community for all students, staff, faculty, and guests at UW La Crosse.

### **Learning Outcomes**

We intend that students who engage in the student conduct process will:

- ✓ recognize how their choices and behavior relate to their values, beliefs, and/or goals;
- ✓ learn to identify alternatives for managing similar behavior and develop strategies to choose those alternatives in the future;
- ✓ grow their understanding of other peoples' perspectives;
- ✓ develop awareness of the ways their individual actions impact the UWL community and why UWL is concerned about student behavior that violates its policies; and
- ✓ understand how further misconduct may impact future goals at UWL, and beyond.

(From <https://www.uwlax.edu/student-life/our-services/student-conduct/overview/>)

## 2019-2020 Student Conduct Goals

**Goal #1: Create a conduct website for students, faculty/staff, and parents by the end of the summer 2019. Include resources for students, faculty/staff, and parents.** The office successfully created its website during summer 2019. One did not exist previously. Information on the website includes: mission statement and learning outcomes; information on and resources for academic misconduct including a template letter for faculty/staff; resources related to nonacademic misconduct including resources for parents/guardians; sanction information; and, Clery Act information, including CSA training. Additional information was added during the year.

**Goal #2: Improve the student conduct process for individuals who violate policies. Create learning objectives for the conduct process at UWL by the end of the summer of 2019. Create a "toolbox" of sanctions that meet each learning objective by the end of summer 2019. Administer an updated student conduct process survey monthly for students who have gone through the student conduct process.** Learning outcomes for the student conduct process were created in collaboration with the Dean of Students and are listed on the main website for student conduct. The "toolbox" of sanctions and accompanying learning outcomes was also created with "sanctions" on the appropriate website tab. In conjunction with the Sanctions and Accountability subcommittee

of the AOD Taskforce, the office provided feedback and suggestion on a survey sent to student who participated in the student conduct process. While the office was unable to administer a monthly survey, as hoped, new analytics have been created within Maxient providing for the opportunity to survey students more regularly.

**Goal #3: Improve training provided to the conduct hearing panel. Provide four training sessions for the conduct hearing panel by the end of the 2019-2020. Create and implement online Canvas course for hearing panel members by the end of the 2019-2020 year. Create a conduct hearing panel manual for panel members by the end of the 2019-2020 year. Provide ongoing development through discussion board in the online Canvas course during the 2019-2020 academic year.** Action steps related to this goal were not successful this year. The office began work on the goal, creating a Canvas course intended to support training needs. Competing priorities in the Dean of Students office delayed advancement of this goal and information was provided to the Dean of Students.

## Conduct by the Numbers

**Misconduct by Gender Identity.** Maxient pulls student information from the WINGS system. The student data may not reflect true gender identity, even though Maxient has the ability to classify as male, female, non-binary, transgender, or organization. Conduct administrators are responsible for manual changes to student information that may be identified as inaccurate; the student conduct office is unsure if this may have occurred during 2019-2020 academic year. The following table shows case numbers in the Student Conduct Office according to gender identity for the 2019-2020 Academic Year absent charges related to Title IX:

| Gender | Total Number | Unique Students (excluding repeat offenders) |
|--------|--------------|--|
|        | 1            | 1  |
| Female | 123          | 116  |
| Male   | 177          | 164  |
| TOTALS | 301          | 281  |

**Three most frequent violations.** The following violations were noted as the top three most violated policies in the Student Life Office for the 2019-2020 Academic Year absent charges related to Title IX:

| Charge                             | Responsible |
|------------------------------------|-------------|
| 17.09(6) - Alcohol and Other Drugs | 172         |
| 14.03 - Academic Misconduct        | 55          |
| 17.09(1) - Dangerous Conduct       | 24          |

**Violations by Charge.** The following table lists violations by charge in the Student Life Office for the 2019-2020 Academic Year absent charges related to Title IX violations:

| Charge   | Responsible |
|--|-------------|
| 14.03 - Academic Misconduct                                      | 55          |
| 17.09(1) - Dangerous Conduct                                     | 24          |
| 17.09(4) - Harassment  | 1           |
| 17.09(6) - Alcohol and Other Drugs                               | 172         |
| 17.09(7) - Unauthorized Use or Damage to Property                | 7           |
| 17.09(8) - Disruption of University Authorized Activities        | 1           |
| 17.09(9) - Forgery or falsification                              | 20          |
| 17.09(10) - Misuse of Computing Resources                        | 3           |
| 17.09(11) - False statement/refusal to comply                    | 12          |
| 17.09(12) - Violation of criminal law                            | 17          |
| 17.09(13) - Serious and repeated violation of municipal law      | 6           |
| 17.09(14) - Violation of Ch. 18                                  | 1           |
| 17.09(15) - Violation of University rules                        | 10          |
| 17.09(16) - Noncompliance with disciplinary sanction             | 3           |
| 18.06 - Protection of resources                                  | 1           |
| 18.07 - Use of campus facilities                                 | 2           |
| 18.08 - Personal conduct prohibitions                            | 1           |
| 18.11 - Offenses against public peace and order                  | 1           |
| RL 1h - Alcohol - Participating in high risk alcohol consumption | 2           |
| RL 3a - Disorderly behavior - engaging in disorderly conduct     | 1           |
| RL 5a - Facility restrictions - causing damage                   | 1           |
| RL 17a - Weapon  | 1           |

**More Concerning Behavior.** The following table list the number of cases adjudicated by the Student Life Office that included more alarming behavior for the 2019-2020 Academic Year:

| Behavior/Tag  | # of cases |
|---|------------|
| Vandalism to Personal Property - Alcohol/drugs involved | 4          |
| Physical violence - Alcohol/drugs involved              | 8          |
| OWI   | 12         |



**Sanctions.** The following table lists sanction issued on case managed by the Student Life Office for the 2019-2020 Academic Year:

| Sanction                                  | Tally |
|---|-------|
| Alcohol Warning                           | 56    |
| Apology Letter                            | 10    |
| BASICS                                    | 48    |
| CASICS                                    | 1     |
| Disciplinary Probation                    | 17    |
| Expulsion                                 | 1     |
| Parental/Guardian Notification            | 18    |
| Reflection Assignment                     | 54    |
| Restitution                               | 1     |
| Community Service - Operation River Watch | 6     |
| Substance Use Assessment                  | 9     |
| Suspension                                | 6     |
| Think About It                            | 50    |
| Written Reprimand                         | 30    |

**Academic Violations Before and After COVID-19.** The following numbers depict the number of academic violations prior to COVID-19 and after COVID-19 changed the way courses met:

| Dates  | Number of Cases |
|--|-----------------|
| September 1, 2019 - December 31, 2019        | 6               |
| January 1, 2020 - March 14, 2020 (Pre COVID) | 4               |
| March 15, 2020 - June 14, 2020 (COVID)       | 45              |
| Total  | 55              |

**Academic Violations by Classification.** The following numbers list academic violations by class standing for the 2019-2020 Academic Year:

| Classification | UWS Ch. 14.03 (1) - Academic Misconduct |
|----------------|---|
| Doctoral       | 0                                       |
| Dual           | 1                                       |
| Freshman       | 14                                      |
| Gr Special     | 0                                       |
| Graduate       | 2                                       |
| HS Special     | 0                                       |
| Junior         | 15                                      |
| Post-Bacc      | 1                                       |
| Senior         | 13                                      |
| Sophomore      | 9                                       |
| Ug Special     | 0                                       |
| <b>TOTALS</b>  | <b>55</b>                               |

### Points of Pride / Accomplishments 2019-2020

**Maxient onboarding.** Beginning July 2019, the student conduct office, in collaboration with the Dean of Students and other offices, successfully transitioned case management from its previous Advocate system to the new Maxient system. Maxient is, by far, a more robust system, which has had enormous positive impact on our Clery compliance, Title IX, and student conduct responsibilities across the campus. Tracking and auditing Clery-reportable crimes is much easier under this system and, a few challenges aside, Title IX case management and communication has improved. In addition to assisting with data migration into Maxient, the student conduct office created training opportunities and quick reference guide materials for campus partners in the fall semester. Documents included a Maxient flowchart, guides on how to create a case, the start of a Maxient training manual, and a Maxient 101 Training PowerPoint. As with any new case management system, the program required tweaking throughout the year, which will continue through summer 2020 and likely over the next couple of years as the conduct program, Title IX, hate/bias response, and student support functions continue to evolve.

**Collaboration with Wellness & Health Advocacy.** Working together, the two units we were able to find areas of growth relating to student conduct sanctioning, create a sanctioning matrix, and identify skills (motivational interviewing) that would be helpful for those engaging in student conduct work. Through the work, student was able to identify students who could benefit from first-sanction BASICS referral to reduce overall alcohol consumption. The office was successful in providing individual referral opposed to applying a blanket sanction model. Collaboration with Residence Life. Residence Life participated in the creation of the sanctioning matrix related to alcohol and other drugs, based on the needs of students. This was presented collaboratively to Hall Directors, communicating rationale for sanctioning decisions, creating important buy-in for implementation. In return, students this year were able to benefit from receiving the best sanction on first violation alcohol and drug offenses to assist them to reduce their overall alcohol and drug consumption.

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Improved off-campus behavior response. This year, the student conduct office used important time to evaluate off-campus La Crosse Police Department information and pursue necessary student conduct cases. Where this had not necessarily been tackled in years past, the partnership between LCPD and Student Conduct strengthened response and cases being entered into Maxient and their adjudication.

## Challenges

**Maxient legacy data migration.** During the transition, a lot of legacy data, primarily related to student support functions, was lost because of corrupt data. The loss created some challenge related to routine disciplinary checks. Verifications required review of multiple documents and files in order to provide accurate data. While the additional steps were cumbersome, the office did navigate those checks successfully. Corrupt data during the transition also required the office to back up necessary Title IX and Clery to augment those data that were successfully migrated.

**Maxient design.** Establishing any new system requires some time to ground appropriately. Recognizing present gaps in student conduct practice between the Student Life Office and Residence Life, the office did its best to establish the Maxient system in a manner that would sustain current work. Despite a successful start, the system has required consistent tweaks to fit practice. Following the inaugural year of use, the office has identified that there are too many case types; some feel repetitive while others are not being utilized. To overcome this challenge, and others, a review of new analytic data will provide opportunities for broader system review so that we might better hone our conduct information.

**Case management.** As we adapted to the onboarding of our new system, cases management was not always consistent. Resource limitations presented some challenge in case creation and immediate follow through. The result was gap creation in student response, which had impact on timeliness and opportunities to maximize student learning. There is great opportunity for case management growth in the coming year. Individuals within each unit utilizing Maxient could be tasked with pulling an analytic report in Maxient on a monthly basis to ensure no case is missed or overlooked. Opportunities for centralized case management related to incoming reports could also explore. Training related to case management would also be beneficial.

**Student conduct case load.** Some individuals have responsibility for few cases while others have many. With the collection of student conduct opportunities, there appears to be opportunity to review the necessary and appropriate scope of the university conduct program and opportunities for more collaborative student conduct work across units. With the addition of new Hall Directors who are expressing greater interest in student conduct work, a hope is to identify creative ways to more effectively distribute case load both between and within departments.

**Student conduct panel recruitment and training.** Time, case load, and Title IX responsibilities made it challenging to identify opportunities to recruit and train panel members. This year, no training was provided to our current conduct panel and recruitment efforts were minimal, limited to initial conversations with student leadership to identify and strategize identification of interested students. Previously, there was direction and interest toward involving the OGC office in our campus; we engaged this last spring with only some success. Review led to the conclusion that training was Title IX-focused and broad at best; many elements were left out. Since that training, our conduct decision-making model has shifted to a hearing examiner model. This changes the scope of the training we may need to provide. Changes in Title IX process and experiences within the online hearing environment provide renewed opportunity for growth in this area. We need to prioritize some improved process

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for recruitment and selection of conduct board panel members. Given reluctance to devote large chunks of time to training, exploration of a course in Canvas may provide additional opportunity.

### Student Conduct Goals for 2020-2021

1. Create and host training for users of Maxient across campus prior the start of the academic year. Collaborate with Hall Directors and/or the Student Life Office to provide training on best case management strategies in Maxient. Provide individualized training to various departments utilizing Maxient (A&E, Campus Climate, Res Life, Student Conduct, TIX, University Complaints). Record training and place within Canvas for individuals unable to attend training.
2. Create and distribute a Maxient training manual for users across campus by the end of the academic year.
  - a. Utilize the University of Kansas template and distribute guide to: A&E, Campus Climate, Residence Life, Student Conduct, and University Complaints.
3. Improve the student conduct process for individuals who violate policies. Update the “toolbox” of sanctions that meet each intended learning outcome by the end of summer 2020. Administer an updated student conduct process survey monthly for students who have gone through the student conduct process. At the end of each semester, meet with all student conduct administrators to go through results to make improvements for the next academic semester.
4. In collaboration with the Wellness Coordinator, Residence life, and Academic Affairs, increase student awareness related alcohol and other drugs, and institutional values and conduct expectations through poster campaigns prior to move-in day.