
Office of the Dean of Students
UW-Stevens Point

2021-2022

ANNUAL REPORT



A STORY TO TELL



"You are an award winning pro and I'm proud to work with you." (staff)

From an outsiders perspective, our story might not seem very unique or different. But ours is a Pointers story. For the eighth year in a row, a story of challenges, hard work, care and support for each other and our students, and after two years of a pandemic - imagining our new future. A story of the enduring commitment of our staff and dedication to our university; of our students at the center of every project, every conversation, every single relationship as they worked and sometimes struggled; and a story of partnerships, new and reestablished.

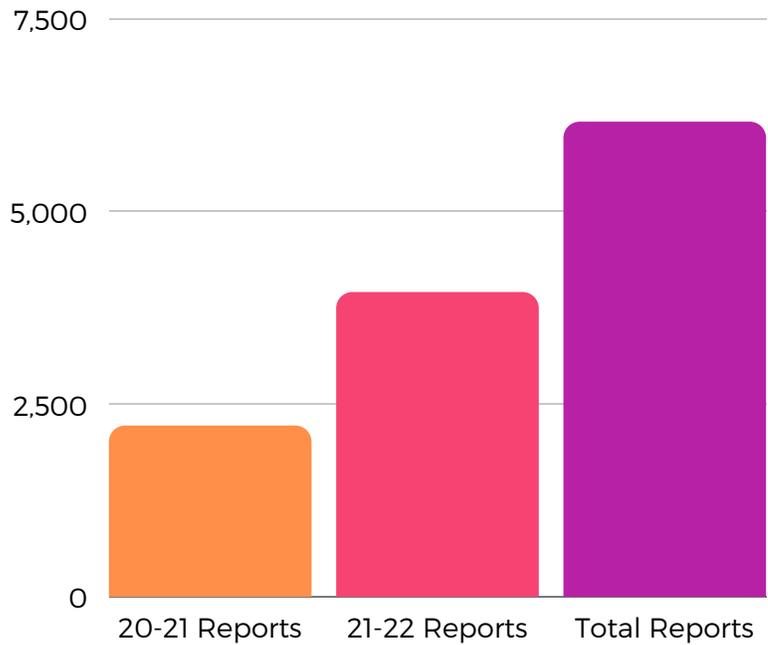
*As this is a Pointers story, a UW-Stevens Point story about the work and contributions of the Office of the Dean of Students, it must start with our people. **My heartfelt thanks for the amazing work of our staff** Stacey Duellman, Brittany Kalish, and Rebecca Rogge, as well as Katie Kirmse-Fuhrer and Stephanie Masaros-Briggs who joined us mid-year. I count myself lucky every day to know and work with such sensational people.*

This annual report is a summary of our work over the last year. We share numbers and comments from students and colleagues.. It is by no means comprehensive but does provide a bit of our story about how we care for and support students and colleagues.

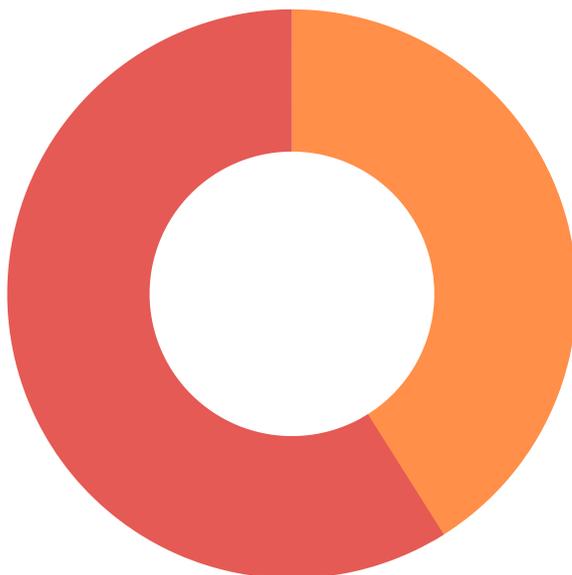
Troy L. Seppelt, Ed.D., Assistant Vice Chancellor for Student Affairs and Dean of Students

THE PANDEMIC

Over the two years of the pandemic, **we managed more than 6,150 student reports** using a case-management process created and managed by our office. The second year (2021-2022) brought a 78% increase in the number of reports and a 30% increase in the number of students identified as positive for COVID-19. Thankfully, few students were hospitalized or reported as developing long COVID.



Off Campus Cases
3627



On Campus
2525

Over the two years of the pandemic, 72% of student cases needed to isolate or quarantine at some point during the pandemic (92% in 2020-2021, 61% in 2021-2022).

Of the students living on-campus these two years who reported a COVID concern, 716 or 28% chose to isolate or quarantine on campus in Smith Hall. For all students, the pandemic disrupted academic work and student engagement opportunities.

THE PANDEMIC

102,939

COVID CASE MANAGEMENT TOUCHPOINTS

This estimate includes two years of COVID case management tasks like creating and updating cases, making student contacts, and communicating information to multiple offices; moving students and making check-in phone calls to those in isolation or quarantine made by staff of Housing and Residence Life; ongoing meal deliveries by Dining and Summer Conferences; and moving assistance managed by University Police. Not included is all of the amazing work of Student Health Service, Emergency Operations Center (EOC) members, the campus facilities team, and our faculty and others who flexed and supported all students impacted by COVID-19.

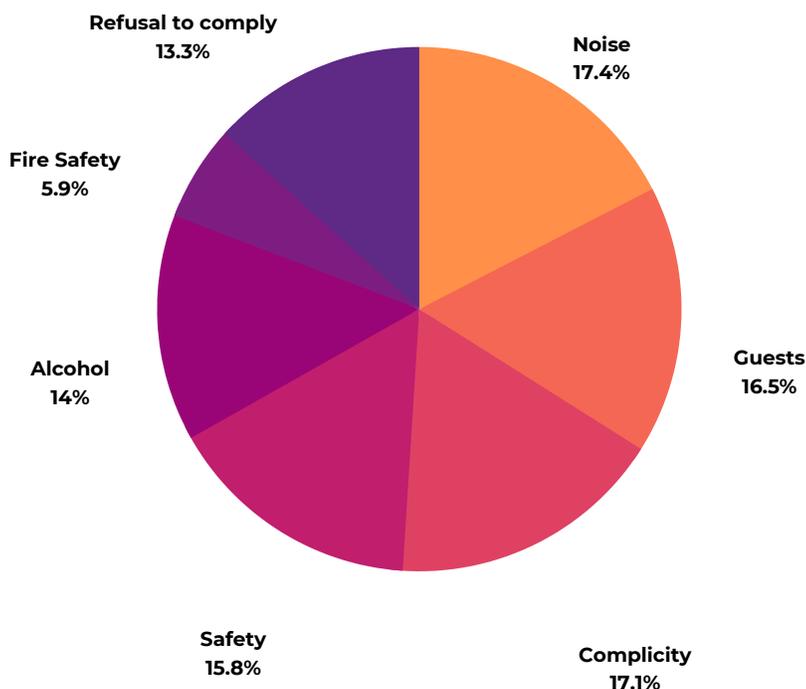
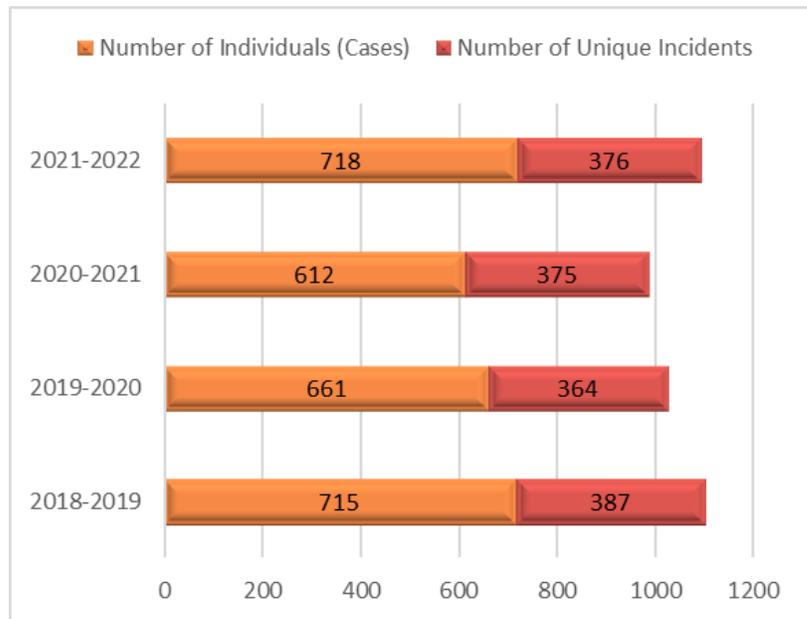
“Thank you to you and all the staff working hard, so the students can continue their majors. If no one has said anything, then let me be the first to show my gratitude.”
(student)

“Rebecca, I am proud to be working with you and grateful for your care for our students and the University. Your professionalism shows.” *(staff)*

“Thank you for the work you do to keep our students safe and help them succeed!” *(staff)*

STUDENT CONDUCT

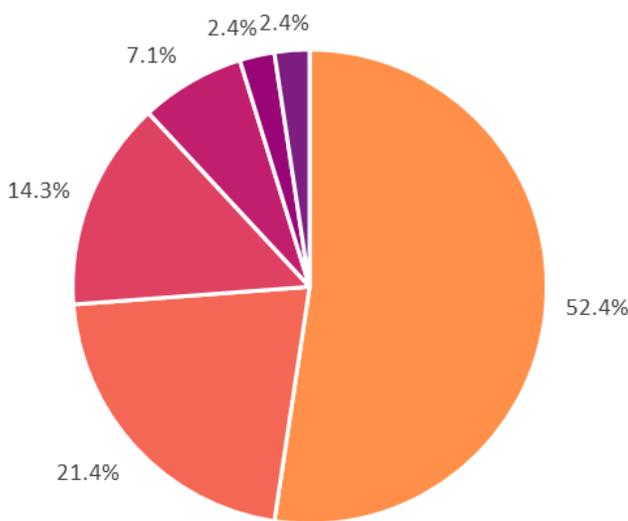
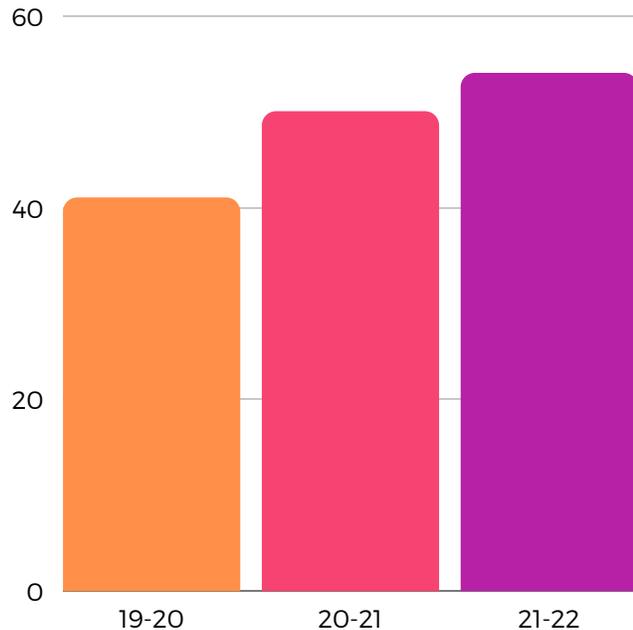
When some hear the name of our office they automatically jump to questions about student conduct and the stereotypical ideas about "college life." Like much of our work, there is more to the story about how we support students as they navigate choices and decisions. With student development and learning at the center of every conversation, **conduct returned to pre-pandemic numbers.**



In addition to the typical concerns found with students who live on campus (e.g., noise, alcohol), students and staff were faced with policies specific to the pandemic. Housing and Residence Life staff spent more time focusing on accountability vs. education, inflating counts for things like safety and the guests policy. **Overall, students were respectful and worked to keep themselves and others safe** as evidenced by the low amount of recidivism.

STUDENT CONDUCT

We have seen a slow increase in academic misconduct, to include behaviors like cheating on an exam, claiming credit for another person's work, not appropriately giving credit or citing others' work, and helping others engage in these behaviors. Our faculty are committed to understanding why a student made this choice and helping them grow and learn from the process.



- Assignment lower grade/fail
- Written reprimand
- Repeat assignment
- Verbal reprimand
- Course - lower grade
- Course - fail

After visiting with students about the possible academic misconduct, faculty most often elected to lower the student's grade on the specific assignment in question for students found responsible for a violation.

Our office has created process guides, letter templates, consult with our instructional colleagues, and maintain the academic misconduct records for the institution.

STUDENT CONDUCT

“Brittany has been taking on a bunch of extra work this year beyond her regular duties. This university would truly struggle if she were not here. Thank you for always being available, being helpful, and being transparent. You're awesome—keep up the great work!”
(anonymous)

“Thanks so much for all your hard work on the case. The two of you [Brittany and Rebecca] put together an excellent report. I think the University demonstrated by its actions that it cares about all its students.” (UW System Legal)

“Thank you for all the support your office gives us [Hall Directors]. I really felt cared for, after [particular student crisis].” (staff)

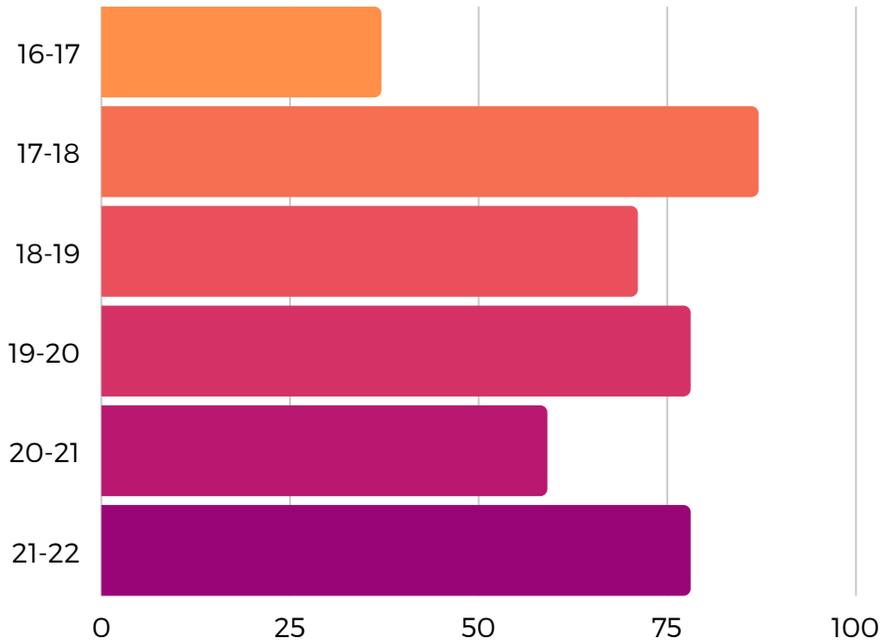
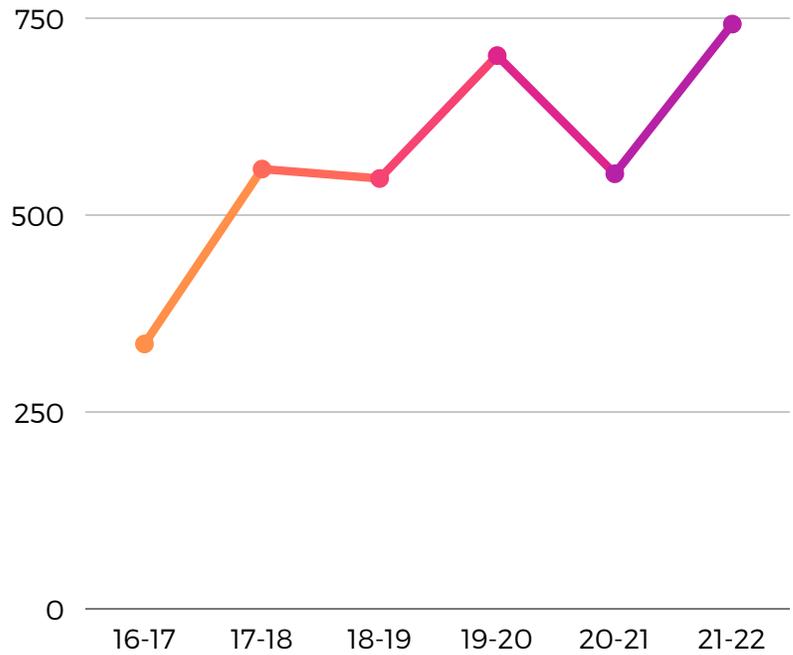


Collaboration Spotlight: The Safe Point Project

In collaboration with the Stevens Point Police Department, and generously funded by the Portage County Coalition for Alcohol and Other Drug Prevention, we created the Safe Point Project in 2017. Formally known as the Safe University Community Project, the evidence-based program was developed to reduce dangerous alcohol use and other problems related to college student drinking at parties in the Stevens Point community. Safe Point focuses on creating safer party environments by building a close sense of community between students and neighbors, promoting safety at parties, and increasing student understanding of alcohol-related laws and policies.

STUDENT CARE

The number of students in need of support and care in the 21-22 academic year was **the highest we have ever seen since the creation of our case management process in 2014**. Our team managed more than 740 cases to assist over 600 individual students. Note that some students face multiple, unique concerns resulting in a new case. These numbers do not include the many students we support across several academic years.



In line with the above numbers, the number of **students hospitalized for mental or physical health concerns also returned to near record levels**. Mental health was the most frequently reported concern for the eighth year in a row and was an issue included in almost 30% of 2021-2022 cases.

STUDENT CARE

“Rebecca, Thank you – I wish I could hug you right now. You have made this a safe, caring space and I feel comfortable talking with you. I just really appreciate our conversation.” (student)

“You have earned such a positive reputation for everything you do. Everyone speaks so highly of you, how you help them, how they feel so much better after a conversation with you. Thank you for what you do.” (staff)

“Thank you for all the help and guidance you have provided me since we met. I appreciate everything, thank you. Thank you so much for this, the school years, supporting me, just for everything.” (student)

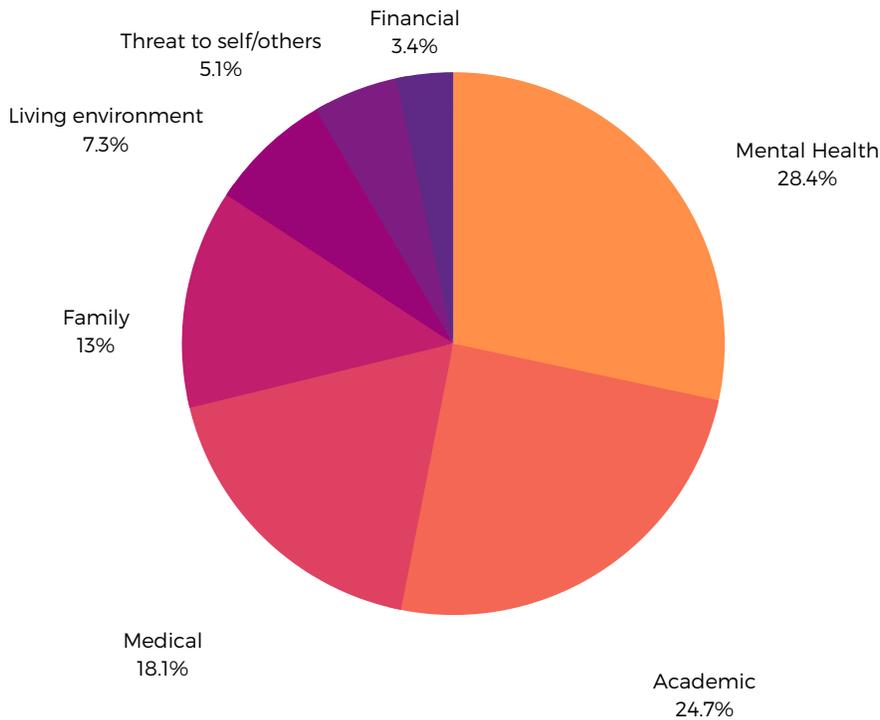
“I appreciate all that you have done for me. You’ve made my experience at UWSP feel like I am worthy of getting help. This has been a very eye opening experience and I’m grateful to have you in my side. Thank you for advocating for me when I couldn’t do it alone.”

(student)

“Thank you so much for helping me. I have a hard time asking for help and I really needed it. Your help has made me feel so much better and more in control of the situation knowing there are options.” (student)

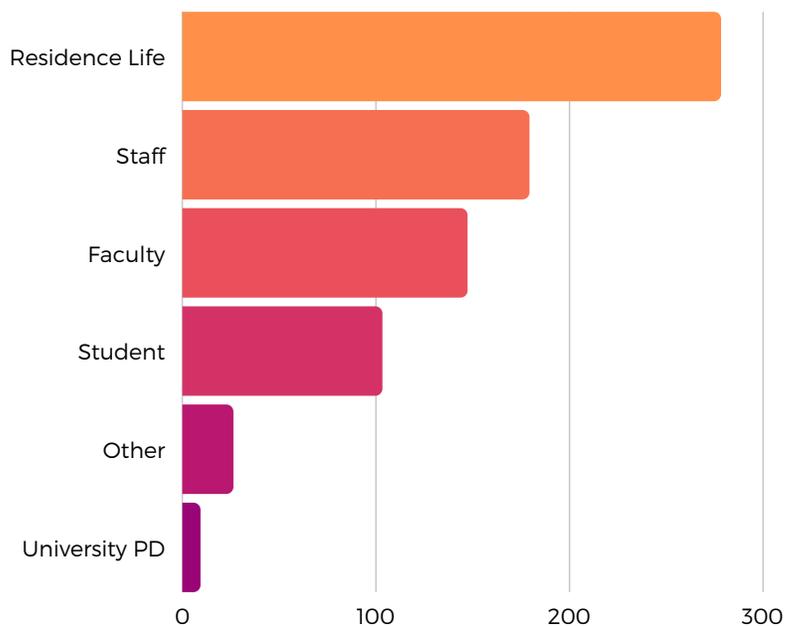
“We have appreciated, and I know students and their families do as well, the support and care from your office for students who are in the hospital.” (community partner)

STUDENT CARE



As noted, mental health concerns was again the most frequently cited concern facing our students. Of note this year, and for the previous five years, academic concerns are the second most frequently reported issue. **Most students share that they are managing multiple stressors** as they navigate their college experience.

Our faculty and staff play a critical role in supporting students in the moment and connecting them to resources, with 44% of reports coming from faculty and staff outside of housing. Residence Life staff submitted the most reports overall during the 2021-2022 academic year, with about 35% of students connected to the case management process living off campus. These numbers are consistent with previous years.



STUDENT CARE

*“You are so nice, Stephanie! I am glad that you are a part of the UWSP Dean of Students because you help make it feel like home.”
(student)*

*“Thank you so much, I do feel well supported here and am very grateful to my program and the university for that!”
(student)*

*“Thank you so much. I really do appreciate your kindness.”
(student)*

“I am back on campus and am doing well. Thank you for the concern and I appreciate your support.” (student)

“Stephanie, Thank you for reaching out and showing your support. It assures me that this is the right place for me. I appreciate your interest in my wellbeing.” (student)

“I wanted to thank you for everything you have done this semester to try and help me succeed.” (student)

“I appreciate you reaching out to check in on me, it means a lot to me. Things are going better compared to when we first had the opportunity to talk.” (student)

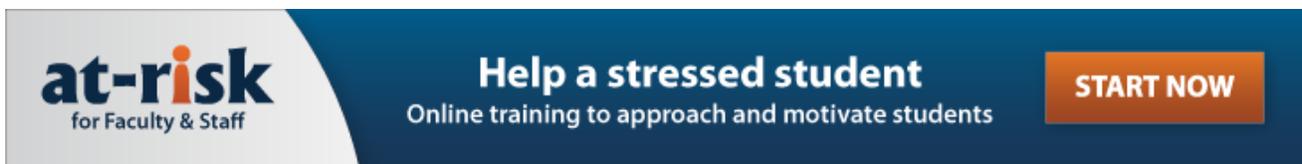
*“I seriously appreciate you reaching out! I am totally doing okay.”
(student)*

STUDENT CARE

STEP 1: RECOGNIZE		
Understanding the difference between a student in distress , behavior that is disruptive , and crisis situations.		
Distress The student is struggling and could benefit from connection to additional support and resources.	Disruption The student exhibits behavior that is disruptive to the learning, living, or work environment.	Crisis The student is engaging in dangerous and/or threatening behavior or is experiencing an emergency.

Collaboration Spotlight: Red Folder Project

First introduced at UW-Stevens Point by our office in 2014, and currently under its second revision in advance of the 2022 academic year, the Red Folder is a resource and reference tool provided to all faculty and staff of UW-Stevens Point. Constructed like a file-folder, the Red Folder includes information on how to recognize a student in need of support, respond in the moment, and refer to appropriate services. It also includes a quick reference list of resources on all three campuses of UW-Stevens Point.



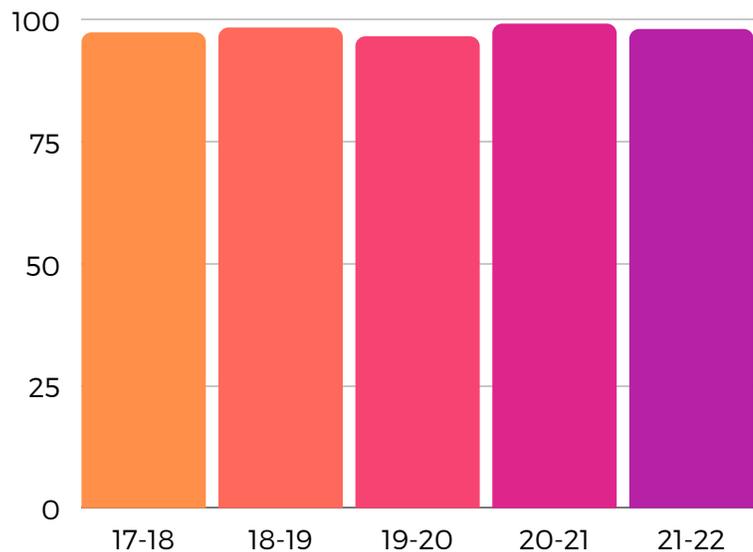
Collaboration Spotlight: "At-Risk" Course

At-Risk Mental Health for Faculty & Staff lets faculty and staff practice challenging conversations at their own pace through role-play with virtual students. As a majority of student concerns are reported by faculty and staff, our office provides this development opportunity and associated discussion guide to all employees at the university. Of the UW-Stevens Point faculty and staff who have taken the course, 100% believe it is part of the faculty/staff role to connect students to mental health support services and 98% rate the course itself as 'Good,' 'Very Good,' or 'Excellent.' We also provide a course focused on students helping students and a course to learn more about student-veterans.

CENTER FOR PREVENTION

Ninety-eight percent (98%) of 2021-2022 first-year students completed the required online universal-prevention course, Sexual Violence Prevention.

The Center for Prevention, which has lead our sexual violence and AODA prevention efforts since 2016, has achieved an average completion rate of 97.7% over the past five years.

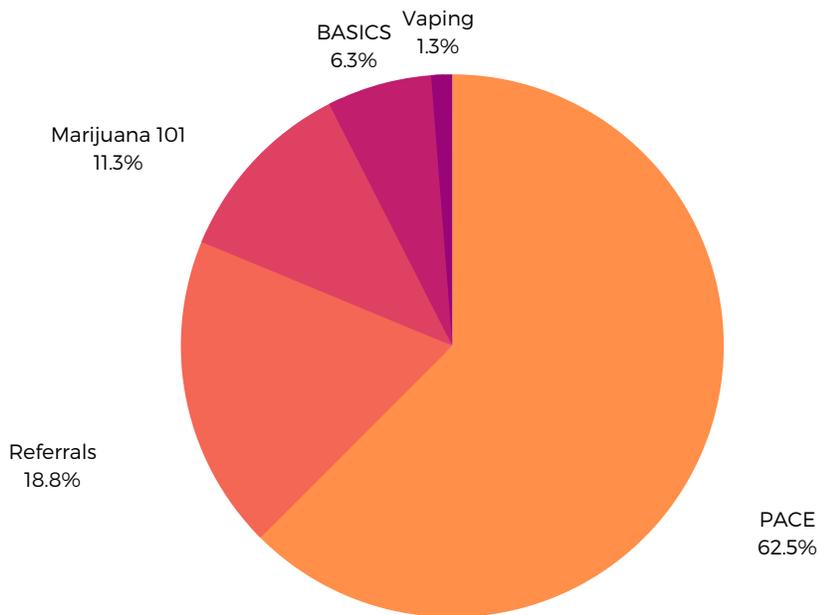


Create a culture of consent before its too late.

Collaboration Spotlight: "Can I Kiss You" Program

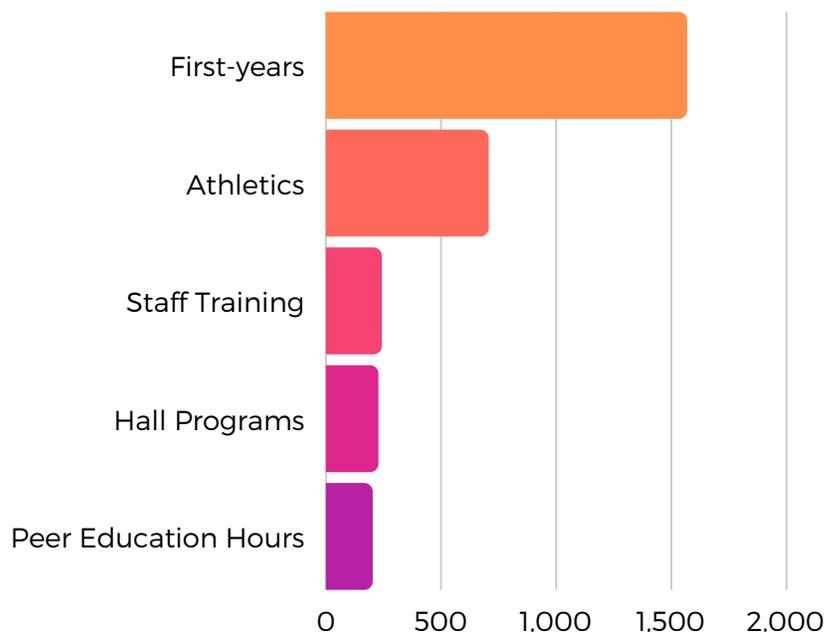
This coming fall will mark the ninth year that first-years students are also required to attend a sexual violence prevention event as part of Welcome Week. Since 2018, our office has invited Mike Domitrz from The Center for Respect to speak with students about asking for consent, bystander intervention, and supporting survivors of sexual violence. Like the online universal prevention course above, Mike's "Can I Kiss You?" presentation is deeply engaging and is one of our evidence-based sexual violence prevention programs.

CENTER FOR PREVENTION



Central to alcohol and other drug abuse prevention work are intentional conversations with students. Our staff visit with students who are sanctioned through the conduct process for a course like PACE (Personal Alcohol Control through Exploration) and support any student who stops in or is referred to discuss alcohol or drug use.

In addition to individual conversations, the Center for Prevention connected to over 2,600 additional students, faculty, and staff. They planned Welcome Week events, held bystander intervention trainings, created observance month events (e.g., Sexual Assault Awareness Month), trained both student and professional staff, and consulted with faculty and off-campus partners (e.g., Portage County Coalition for AODA Prevention).



CENTER FOR PREVENTION

*“Thank you so much for helping me navigate this process and for your continued support and guidance.”
(staff)*

“Thank you for listening to me and not being judgmental. I learned a lot about my personal use of alcohol and how to be safe.” (student)

“What a great learning opportunity for students. Your passion for the topic [bystander intervention] was clear and the information you offered was practical and relatable.” (faculty)

*“What a great event. Thank you for the work you do to support survivors and create awareness for sexual violence prevention.”
(student)*

“I never looked at it [marijuana use] that way. Thanks for asking great questions, giving your insight, and being open minded to my ideas.” (student)

*“This is terrific information! [bystander intervention training] Thank YOU for all your hard work on this training for our athletes.”
(staff)*

CENTER FOR PREVENTION



Collaboration Spotlight: SAFE Bar

This past year the Center for Prevention, in partnership with CAP Services, received grant funding to complete training and launch the SAFE Bar Network program in our area. Through member organizations, the SAFE Bar Network works to establish a community of bars, restaurants and nightclubs across the country dedicated to preventing sexual harassment and sexual violence by training hospitality staff about concerning behaviors and how to intervene safely (bystander intervention skills).

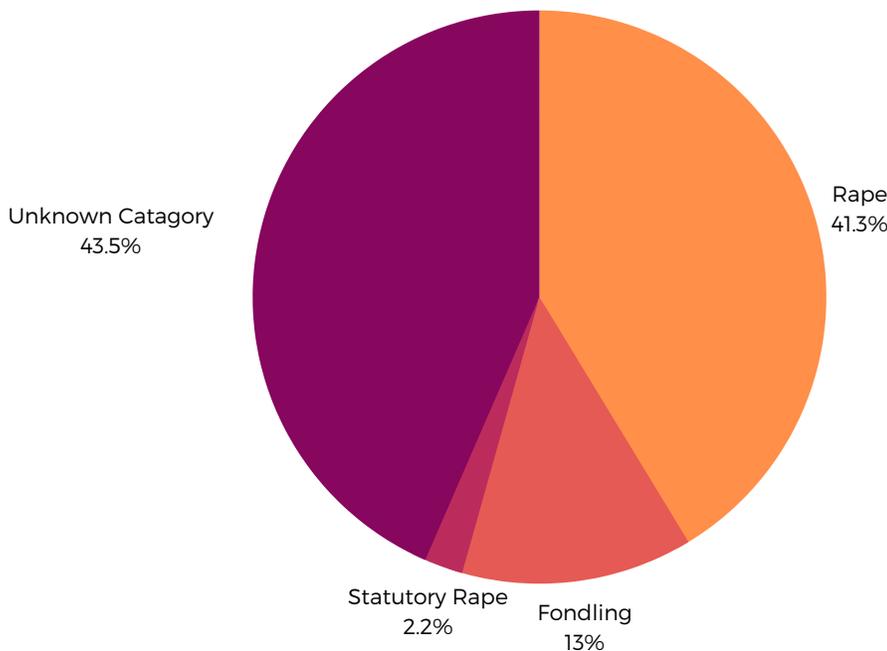
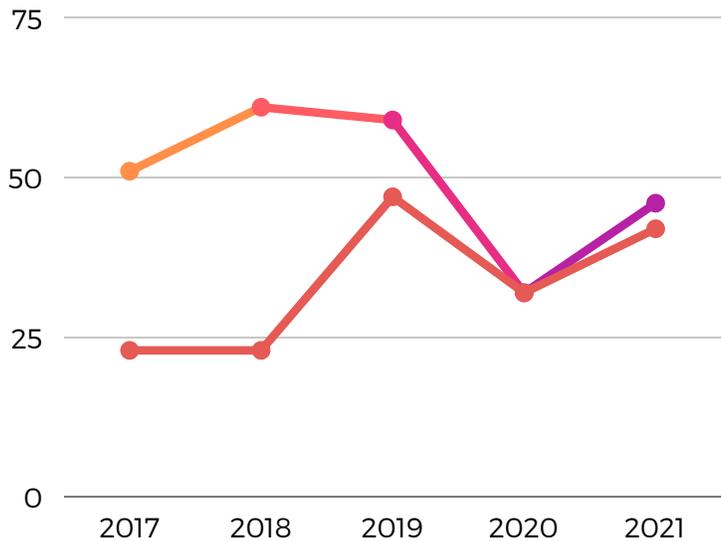


Collaboration Spotlight: AlcoholEdu for College

The Center for Prevention also received a grant from the Portage County Coalition for Alcohol and Other Drug Prevention to add AlcoholEdu to our universal prevention courses required of incoming first-year students. The program, scheduled to launch for Fall of 2022, is an evidence-based course that addresses the emotional and physical effects of alcohol, cannabis, and vaping; how alcohol misuse can impact relationships and academics; and teaches students to recognize and respond using bystander intervention skills. First-year students will need to complete this course and the sexual violence prevention course.

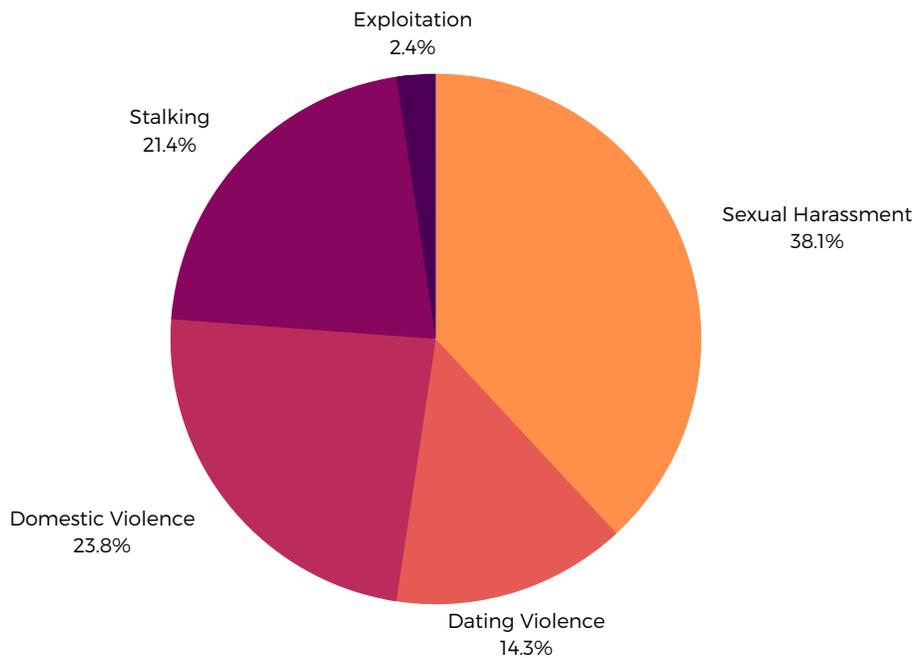
INTERPERSONAL VIOLENCE

In addition to leading prevention efforts for the university, our office trains staff on reporting requirements and supports students connected to cases of interpersonal violence. **Reports of sexual assault and other forms of interpersonal violence also trended toward near pre-pandemic numbers.**



UWSP received 46 student reports of sexual assault and 42 reports of other forms of interpersonal violence during 2021. Reports of this nature are shared by calendar year in line with federal and state reporting requirements. A report of sexual assault is categorized as "unknown" when it is unclear which form of sexual assault was being reported to the university.

INTERPERSONAL VIOLENCE



Sexual assault is not the only form of interpersonal violence experienced by students. Other forms include sexual harassment, dating or domestic violence, stalking and sexual exploitation. Our office has lead campus prevention efforts and assisted students who experience harm since the Dean of Students role was created in 2013.

“Thank you for filing a report and getting back to me so fast. It means a lot that my safety and comfort is in your concerns.” (student)

“Great, thanks for the update [about my case]. I appreciate you all getting this out there. I feel much more safe now.” (student)

“I’d like to thank you for your support throughout this process as well as the support I have received through [DOS staff]. This was definitely a hard decision for me to make, but I think it’s the right one for me. I’m ready to move on.” (student)

THE NEXT CHAPTER



“Thanks my friend. I hope you are doing well. Please know how much I appreciate all you and DOS does.” (faculty)

As we move into the 2022-2023 academic year, we are very much looking forward to reconnecting to returning students, faculty, and staff, plus welcoming new colleagues, students and staff alike.

For the coming year, here are a few items we hope to address.

- *Update the Dean of Students and Center for Prevention websites to ensure resources are up to date and the site mirrors the new UWSP website*
- *Update and distribute resource and student support materials to include the Red Folder project for faculty/staff and the resource refrigerator magnets for students*
- *Meet with the staff and faculty of student facing offices and departments to include academic college assistant/associate deans, athletics, financial aid and student billing staff, the diversity and college access team to discuss collaboration opportunities, student resources, and the student of concern referral process*
- *Assess and clarify Center for Prevention outreach and prevention efforts*
- *Expand use of social media to connect students to information and resources*