

Division Enrollment Management & Student Affairs
Department Dean of Students/Student Life - Office of Dean of Students

1. What are the main objectives of your unit, and how do you measure success in achieving them?

- a. Respond to students in crisis
 - i. Student Support Network (SSN) has met 7 times and discussed 28 individual students (September 14-November 28)
 - ii. Student Support Network (SSN) met 42 times and discussed 283 individual students (AY21.22)
- b. Manage and promote the Cares Note system
 - i. 10 educational sessions offered to faculty, staff, students, families, and community members (September 14-November 28)
 - ii. 36 educational sessions were offered to faculty, staff, students, and their families (AY21.22)
- c. Provide Care Coordination
 - i. 450 SOU Cares cases focused on coordination September 14- Nov. 28
 - ii. 1899 SOU Care cases focused on Care Coordination (AY21.22)
 - iii. 1947 SOU Cares cases focused on Care Coordination (AY20.21)
 - iv. 1271 SOU Cares case focused on Care Coordination (AY19.20)
- d. Provide processes that promote education, foster a sense of accountability, and encourage personal and community responsibility.
 - i. 50 Conduct cases September 14- Nov. 28
 - ii. 545 Conduct cases in AY 21.22
 - iii. 437 Conduct cases AY 20.21
 - iv. 220 Conduct case AY19.20

2. What are the services that your unit provides and to which customers (students, faculty, staff, donors, others)?

- a. ODOS provides direct support to all students, faculty, staff, and often family members of students.
- b. Collaborates with the SOU Foundation to connect with potential donors.

3. List each position in your unit, and briefly describe the responsibilities of each. Include part-time and work-study student hours. Indicate if functionality of the position is tied to federal, state, or institutional compliance.

- a. Dean of Students/Director of Student Life
 - i. Responsible for the vision and direction of the division (Career Connections, Social Justice & Equity Center, Stevenson Union, Student Activities (Student

Government, New student programs, clubs and Orgs), and Dean of Student offices (includes conduct and care coordination).

- ii. Provide direct support to students, faculty, and staff
- b. Associate Dean of Students
 - i. Responsible for the management of the Cares Note system
 - ii. Supervises the Care Coordinators and Conduct Coordinator
 - iii. Provide Direct support to students, faculty and staff
- c. Clinical Care Coordinators (2, 1 position vacant since September 2022)
 - i. Provide students with resources (on campus and off campus) and provide holistic support around life/university navigation
 - ii. Provide direct support to students, faculty, and staff
- d. Conduct Coordinator (Vacant since July 2022)
 - i. Responsible for investigating and adjudicating academic and non-academic student misconduct
 - ii. Provide direct support to students, faculty, and staff

4. Do you see needs and demands for services that your unit cannot currently meet? If so, what are they, and how do they relate to the university's mission?

Due to two vacancies (Care Coordinator and Conduct Coordinator) we struggle to provide the same quality of service for care coordination and student conduct. The needs of our students have increased since the pandemic (more students with depression, anxiety, suicidal ideation, and financial need) that even with both Care coordinator positions filled there can be a two week waiting period before a meeting. SOU Cares and the notion that we have a large support network is a hallmark of SOU and without support for this department we may need to rethink how we market ourselves to prospective students and their families.

5. How could the university help your unit do its job better?

Historically, Care Coordinators were required to have a Masters degree in Mental Health Counseling or Social Work. Based on a lack of applicants and that we could not provide a competitive wage (compared to similar local positions) we revised the position to only require a bachelor's degree and updated the duties and responsibilities. I think the university could help by considering how we provide our care support because the demand for mental health professionals will continue to increase and we may not be able to hire individuals into non-confidential support positions.

If we looked at existing positions and determine if additional training in suicide intervention, de-escalation training we could then assign all of the students with academic performance, poor attendance, and inadequate course preparation to be assigned to their SSC, Trio Advisors, DR Specialist, or Faculty advisors for intervention and the deans office would focus on the higher acuity cases for management.

			Sept. 4, 2021- Sept. 3, 2022	Sept. 4- Nov. 30
Concern	Sept. 4, 2019- Sept. 3, 2020	Sept. 4, 2020- Sept. 3, 2021		
Academic Performance	465	735	705	168
Poor Attendance	249	235	233	78
Inadequate Course Preparation	68	89	72	15
TOTAL	714	1059	1010	261

6.

7. In what ways does your unit relate to other units of the university, academic and non-academic? For example, what services do you provide to other units? What services do other units provide to you? On what tasks do you collaborate with other offices?

We work very closely with all academic and non-academic departments. We most regularly interact with Student Health and Wellness Center, University Housing, Financial Aid, Disability Resources, Raider Student Services, and Faculty.

8. What skill sets and resources does your unit possess that can be shared with other units at slack times?

Our services are offered to students, faculty, and staff year round. Summer is often a time when we have lower case loads and incidents. However, it is during this time that we try to do all of our annual planning and data analysis because there is not enough time during the other terms for any large projects.

We manage Maxient. This software is currently utilized by University Housing, Equity & Grievance, Dean of Students Office, and recently expanded to be used with the Enrollment Policy Appeals Committee.

9. Which individuals in your unit are cross-trained and in what areas?

The Dean of Students and the Associate Dean are cross-trained to cover Care Coordination and Student Conduct. The Associate Dean is also skilled with programming associated with the Social Justice and Equity Center and the Dean of students is skilled with Career and Academic Advising.

10. What resources do you need to improve your services to a superior level?

Our limiting resource to provide superior service is one of personnel power. We have a large number of Cares reports that come in and sometimes a 2 week wait period before a student can be seen by a care coordinator. Not having the conduct coordinator position filled has also created a lag time in when non-violent conduct cases are processed. Being able to have a qualified staff solely dedicated to upholding [SOU's value of a healthy, safe, and civil campus](#) has been compromised with the vacancies we are currently experiencing.

11. What technologies are available to you to provide your services better? What training do you need to be more effective users of the technology?

N/A

12. What one thing do you wish you could do differently to improve your effectiveness but have not had the opportunity, time, or resources to do?

With limited staffing (even when all positions are filled) the ability to provide strategic and innovative thinking to the areas of student success and retention has been challenging. This has been a result of lack of time, due to lack of personnel. However, even when the office was fully staffed the addition of an additional Care Coordinator would help or if we training SSC's, Trio Advisors, DR Specialists, and Faculty advisors to

13. How do you review and evaluate your department's yearly performance?

Every year the department submits a Program Review through the Improve assessment portal. Due to the confidential nature of our work we are only able to assess numbers and many of the students we work with stepping away from the University is the correct choice so retention is not a metric that would be useful. Below is a table associated with the count of certain types of concerns within the cares notes.

Concern	Sept. 4, 2019- Sept. 3, 2020	Sept. 4, 2020- Sept. 3, 2021	Sept. 4, 2021- Sept. 3, 2022	Sept. 4- Nov. 30
Mental Health/Emotional	671	773	648	202
Personal Illness/Injury	151	319	386	100
Aggressive or alarming behavior	45	23	53	27
Family Concern	154	344	226	65
Academic Misconduct	64	87	69	15
TOTAL	1085	1546	1382	409

14.

15. Explain how your unit could function with:

- a. A 10 percent reduction to staff
- b. A 20 percent reduction to staff
- c. A 30 percent reduction to staff
- d. A 10 percent reduction to non-personnel resources
- e. A 20 percent reduction to non-personnel resources
- f. A 30 percent reduction to non-personnel resource
- g. What would be the consequences or other effects on service delivery in each case?

I am going to answer this question in aggregate. Any reduction of care coordination staff (either entire FTE elimination or reduction to 10-month or part-time) would need to result in reduced

services to students, faculty, and staff unless we change how cases are assigned (meaning assign cases related to academic performance, poor, attendance, inadequate course preparation to a student's primary advisor).

Any reduction of conduct staff (either entire FTE elimination or reduction to 10-month or part-time) would result in ODOS handling conduct cases differently. This could take the form of ODOS only adjudicating issues that rise to the University level (i.e. an individual act of plagiarism would be adjudicated by the department but a student that shows a pattern of plagiarism would rise to a university level sanction (warning, probation, suspension, expulsion, etc.).

Reductions to our current operations budget could occur but we would need to keep funds that would cover the cost of the bills (i.e. phone, copy machine) and basic office supplies. Not having funding to support training (Threat assessment, Suicide Intervention, restorative justice, etc.) and general professional development (participation in national associations, conferences, and other network building opportunities) would be challenging but as a temporary reduction we could continue without for another year. Long term we would need to get funds back for training the staff.

16. What opportunities exist for greater collaboration and team approaches in the delivery of services?

We have already increased collaboration with University housing related to misconduct in university housing. We could transition minor infractions that occur in the classroom (beyond academic misconduct) to be adjudicated by the chair of the program. We would transition the Dean's office to focus more on the high risk behaviors.

17. How many "middle managers" do we have? Are there opportunities to reduce middle strata in the organization and expand the span of control?

There is only the associate dean as a middle manager. This position cannot be eliminated or reduced because the Dean cannot absorb all of their responsibilities, particularly if the conduct coord. position is eliminated.

18. What technological improvements could be made that would result in labor savings?

N/A

19. How can a service be more efficiently delivered?

If we changed the care model and changed the way we do student conduct (i.e. more faculty and department adjudication of first time offenses, greater care coordination assigned to advisors) our office would be able to function at a sustainable level.

20. What processes do we have that can be streamlined or eliminated to improve service delivery?

We need to look across campus to determine if changes in services could be supported related to care coordination and student conduct by other relevant positions.

21. Restructuring: What efficiencies might be gained by consolidating similar entities?

I think there could be much better service to campus stakeholders if we looked across divisions and departments for ways to bring similar functions together.

22. Personnel: Have we worked around or structured around non-effective personnel and other personnel issues, and is this the time to stop indulging and start confronting the issue(s)?

N/A

23. Outsourcing: Are there other opportunities to outsource non-mission-critical services to private contractors who could do it better, faster, cheaper?

N/A

24. Customer focus: How might our services be structured or delivered to meet the needs of students, faculty, staff, donors, and others better?

I think there could be much better service to campus stakeholders if we looked across divisions and departments for ways to bring similar functions together. Our current model is creating lag times associated with service and contributing to employee burnout.

25. Benchmarking: Compare your unit with similar units at other institutions or national norms.

The unique aspect of SOU's Dean of Students Office is that we house our case management (Care Coordination) in our office where our peer schools house case management in the Health/Counseling Centers.

SOU: Dean of Students, Associate Dean of Students, Conduct Coord., Care Coords (2)
(enrollment = 5,089, Fall 2021)

Public Peers

OIT: Has a VP of Student Affairs/Dean of Students, Executive Assistant, (Enrollment, 4,910, Fall 2021)

Eastern Oregon: VP of Student Affairs, Ex. Assistant, Title IX Coord and Dir. of Student Relations (Clery) (Enrollment = 2,825, Fall 2021)

Western Oregon: VP of student Affairs, Assoc. Vice president, Executive Assistant, student conduct coord, (Enrollment = 4,029, Fall 2021)

Private Peers

Lewis & Clark College: VP Student Life/Dean of Students, Program Director & Ex. Assistant, (Enrollment = 3,509, Fall 2021)

Pacific University: Dean of Students, associate dean of students, assistant dean of students(2), (Enrollment, = 3,751 Year unknown),

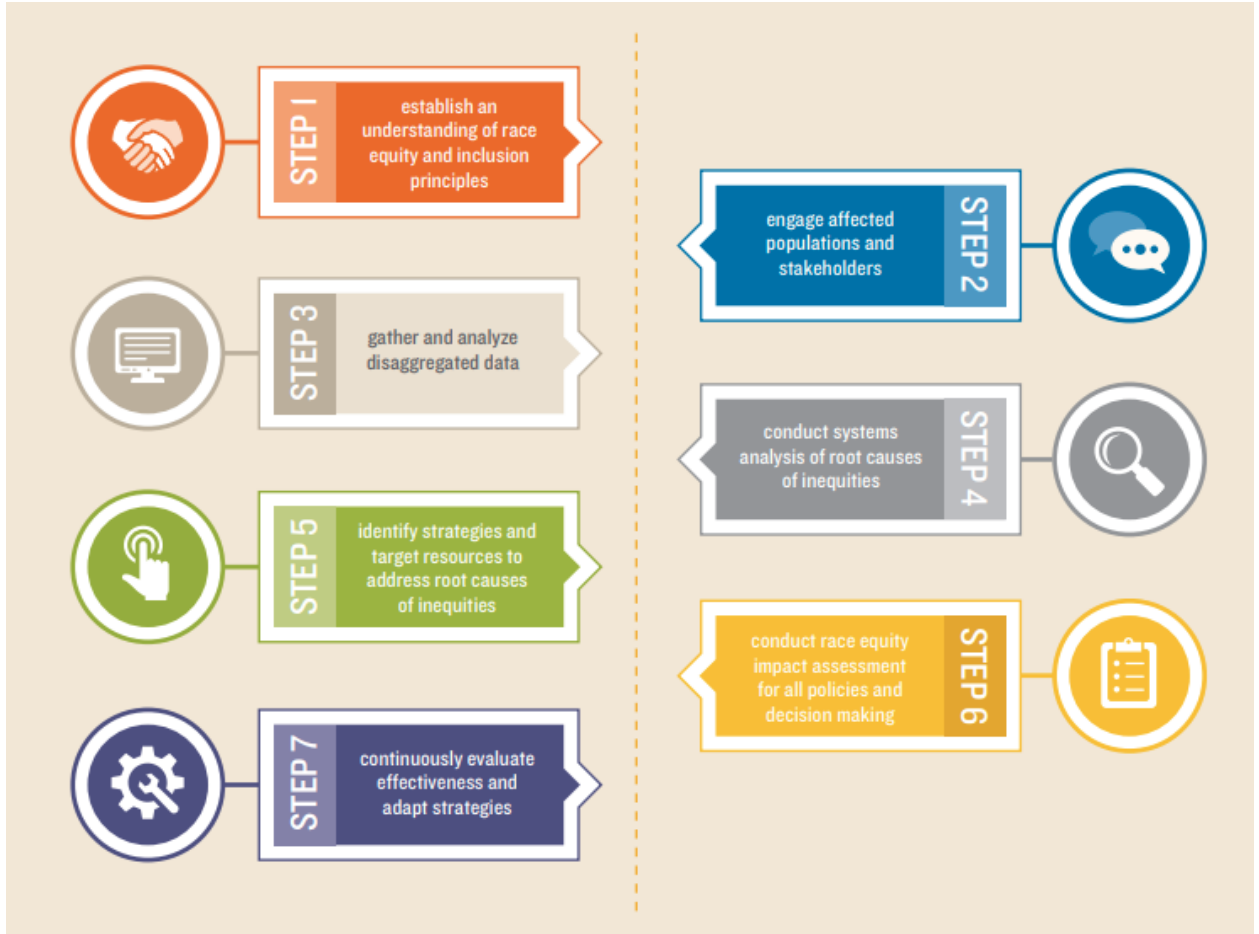
University of Portland: VP student affairs, Associate VP student development, (Enrollment = 3,731, 2021)

26. What can we stop doing?

I don't think it would be in our best interest to stop any of our services but as I have described above we could rethink how we approach serving our students. I would suggest a cross campus team to review and find synergies.

27. How and where might we apply an EDI lens to this cost management discussion?

The office of the Dean of Students would use the [7 key steps to advance and embed race Equity](#) and apply it not only to race but other historically underrepresented groups at SOU. We would use this plan when looking at the SOU Cares Notes and Student Conduct data.



28.