Position Description and Purpose
Coordinator for Student Advocacy and Assistance

The Dean of Students Office (DOS) routinely responds to emergencies and crises that can cause trauma to students, their families and the community. The “after care” and support necessary to ensure that students are able to move through a crisis and resume normal function can be involved and time consuming for front-line crisis management staff, who may need to move forward into the next emerging situation.

In addition, tragedies such as 09/11, the College of Nursing shootings here in 2002, and the Virginia Tech massacre of 2007 have altered the work load and the role of the DOS. Appendix C and Appendix D clearly illustrates the growing awareness and concern the campus community shows toward any type of aberrant behavior. The number of Student Code of Conduct cases has grown exponentially over the last eight years with a corresponding rise in stalking, harassment, sexual assault, fighting and other violent crimes or violations. In the wake of the tragedies noted above the DOS has also been charged with new threat assessment and management responsibilities. Cases that involve individuals who pose a threat of harm to themselves or others must be given priority and vetted immediately to ensure campus and community safety.

National trends on college campuses show increased amount of alcohol/drug abuse, sexual assault, violent crime, severe mental illness, relationship violence, and self injurious behavior. The UA has no immunity as Appendix C and Appendix D illustrate. Many off campus crimes, such as the recent home invasions or car jacking never become part of our Student Code of Conduct statistics, but each crime creates a student who needs assistance and each act of violence perpetrated upon a member of our community leaves not only that one student, but many. As the Virginia Tech Report succinctly notes in its conclusion, “For each, [student] there also are family members and friends who were affected. Each…homicide represents an individual case unto itself. The families of the deceased as well as each physically and emotionally wounded student have required support specific to their individual needs.” On our campus the Student Code of Conduct Officers (SCCO) in the DOS often find themselves attempting to provide this “after care” to these numerous constituencies, while trying to conduct an impartial investigation, provide student support and preserve the rights of the accused.

The Dean of Students Office proposes the creation of a full-time professional position known as the Coordinator for Student Advocacy and Assistance (CSAA). The CSAA would have an integral role in providing help and support to individual students and communities affected by violence, loss, crime or other student emergencies. The incumbent would have an intimate working knowledge of UA policy and procedure, police procedures and community resources that would allow them to provide students in crisis with resources, support and guidance. The CSAA would also relieve the SCCO’s of the responsibility of assisting students with a process that the SCCO’s are administering -- effectively separating the adjudication of the case from the student advocacy function. This allows SCCO’s to concentrate on the investigation while the CSAA works to assess student needs. CSAA services will vary, but may include those things listed in Appendix A.

The DOS currently does all of this, but the advocacy function is currently disbursed across our staff with no central point of coordination. We seek to create a central point of contact for student advocacy while differentiating the advocacy function from that of the SCCO. The CSAA position allows for greater continuity of care for students and eliminates student confusion that can result from seeking advocacy services from the same person adjudicating the case. The creation of this position also allows us to be more responsive to the needs of our community at a time when swift action and care are critical.
Position Description and Purpose
Two Half-time Graduate Assistants

In addition to the goal of providing enhanced student advocacy, we also seek to work proactively with our partners, Campus Health, the Center for Student Involvement and Leadership, the Parent and Family Association, the University of Arizona Police Department (UAPD), Associated Students of the University of Arizona (ASUA), the Graduate and Professional Student Council (GPSC), and the OASIS Center for Sexual Assault and Relationship Violence to build out a comprehensive campus safety program called UA Safe Cats. The Safe Cats program is currently a pilot project administered by the Campus Safety Coordinator (CSC). The CSC has been conducting focus groups and is currently administering a Campus Safety Survey, which will close the day this proposal is due. Some of the preliminary data from the survey are shocking and deserve inclusion in this request as they are consistent with trends we are seeing in Student Code of Conduct case data (increases in sexual assault, hazing, violence, off campus crime, extreme alcohol use, harassment, and stalking).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>37%</td>
<td>Students don’t know what to do if a friend is suicidal or engages in self injurious behavior</td>
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<tr>
<td>38%</td>
<td>Students don’t know what to do if a friend is sexually assaulted</td>
</tr>
<tr>
<td>26%</td>
<td>Students don’t know what to do if a friend is depressed</td>
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<tr>
<td>23%</td>
<td>Students don’t know what to do if a friend is extremely intoxicated</td>
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<tr>
<td>90%</td>
<td>Students are unfamiliar with the hazing hotline</td>
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<td>25%</td>
<td>Students have experienced some form of harassment while off campus</td>
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<tr>
<td>38%</td>
<td>Students don’t know what to do if a friend intends to harm others</td>
</tr>
<tr>
<td>34</td>
<td>Students report being sexually assaulted while off campus</td>
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The single most startling finding comes in response to the question, “Please indicated your agreement with the following statement – The average college student thinks that it is acceptable to have sex with someone who is severely intoxicated.” Forty-three percent of students indicated some form of agreement! Female students on campus are overwhelmingly concerned with the possibility of violent crime, especially sexual assault. This student’s comment typifies the qualitative responses received on the survey, “As a female, I have to worry about everything. Possible mugging, rape, assault [sic] of any kind.” Survey data also indicate that students feel less safe off campus and there is a perception that violent crime in the area surrounding campus has increased.

To reverse the growing trend of sexual assault, violence and high risk behavior within our community, we propose the creation of two half-time graduate assistant (GA) positions that would coordinate educational efforts around sexual assault prevention and awareness, reporting, resources, hazing and suicide prevention and awareness. These GA’s would work the CSC, the CSAA and our partners noted above to develop and deploy publications, interactive multimedia, banners, newspaper campaigns, social networking campaigns and educational workshops that address these behaviors and perceptions. The Dean of Students Office already has commitments from Campus Health and the Parents and Family Association for graphic design and distribution mechanisms, respectively. The expansion of the Safe Cats Program is essential at this time and these GA positions are essential to that expansion.
Appendix A
Case Studies

Crisis work can be very complex. Please find several case studies below that illustrate the dynamic and often long-term nature of that work. The cases are real and all occurred this year:

1. A student commits suicide in a campus residence hall.
2. A female student walking on a street near campus is attacked by a male assailant who is unknown to her. She is thrown to the ground and injured, but manages to escape before being sexually assaulted.
3. A group of students attend an off-campus party where a gun fight erupts. Two of them are shot and wounded.
4. A student is robbed at gunpoint while walking on a campus street.
5. Multiple students are hospitalized after a fight erupts between two student organizations.
6. Law enforcement calls the DOS asking to contact a student whose parents have been critically injured in an automobile accident.
7. Several students are victims of armed home invasions.
8. A student suffers a traumatic head injury from a car accident.
9. A student is transported to the hospital with an extremely high blood alcohol content and is in a coma for several days.
10. The Zona Zoo section is closed and unrest ensues. Several students are injured.

As with any student crisis, the DOS will be the entity that coordinates the University’s response. Responses to each event will vary but immediate actions may include:

- Closing the records of deceased students
- Identifying other affected students or student communities
- Deploying support to those communities, including counseling
- Notifying faculty members in the event students must miss class
- Arranging emergency housing or moving people to new rooms within the residence hall system
- Communicating with parents and other concerned parties and facilitating their visit to campus, if necessary
- Following up with hospitalized students
- Withdrawing students from classes

Long term care will also be required. Many students may not begin to manifest the symptoms of shock for some time. They may be unable to focus and find their academic work suffering. Some will act out in other ways. Actions at this time may include:

- Ongoing follow up with students
- Preservation of scholarship eligibility for students who must leave due to trauma
- Extended leave of absence for students who must leave due to trauma
- Coordination of university business with family members for students who have died or who are incapacitated
- Assistance in returning to the UA or transferring to another institution when the student is ready to resume their education
- Assisting with the award of posthumous degrees
- Resource and referral within the campus community and the greater Tucson community
Appendix B
Proposed Budget

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<th>Personal Services</th>
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<tr>
<td>Total Personal Services</td>
<td></td>
<td></td>
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| Education/Marketing       |         |         |         |         |
| Education/Marketing       |         | $ 25,000.00 |
| Total Education/Marketing |         | $ 25,000.00 |
| Total Request             |         | $ 110,495.00 |

*Educational materials and marketing materials will be developed in conjunction with our campus partners. Campus Health will provide graphic design services at no charge and the Parents and Family Association will assist in marketing to parents, who are powerful allies in shaping student behavior.

Appendix C
Non-Code of Conduct Cases

The DOS handles many contacts that cannot be classified as Student Code of Conduct or Code or Academic Integrity. These include wellness checks, which are completed when someone calls in to question the welfare or whereabouts of a student, consultations with faculty and staff about student behavior, suicidal ideation, and parental inquires. For fiscal year 2007 - 2008, the last year for which data are prepared the DOS handled approximately 400 of these cases.
Appendix D
Growth in Student Code of Conduct Cases

Code of Conduct Cases 2001 - March 11, 2009

Code of Conduct Violations Involving Harm or the Threat of Harm
as of March 11, 2008
Appendix E
Multimedia Educational Safe Cats Campaign

The GA’s will create a number of creative, comprehensive educational campaigns and associated media to address the priorities identified by the Campus Safety Survey. These will augment existing efforts to address sexual assault and relationship violence awareness (emphasizing reporting and the meaning of consent per state law), hazing prevention and reporting, violence prevention, off campus crime safety tips, curbing extreme alcohol use, and harassment and stalking prevention. Currently, no campus unit has funds to create this type of education and the associated media.

1. An emergency wallet card similar to this one from the University of Florida will be created. Cards will be distributed at Orientation and to current students in various Student Affairs units like the Bookstore, Campus Recreation, and Campus Health and will include phone numbers for:
   - Safe Ride
   - UAPD
   - Safe Walk
   - Counseling and Psychological Services
   - OASIS
   - Dean of Students Office

2. Marketing materials advertising the CSAA’s services
3. How to respond to disruptive and threatening student behavior for faculty and staff
   - These publications have already been created but we lack funds to deploy them
   - They could easily be re-created with a student emphasis to address students’ lack of knowledge about reporting resources and what to do to help friends in distress
4. Education and materials about the meaning of consensual sex
   - Relationship violence prevention
   - Interactive media education
5. How to help a friend/what to do if you witness or are a victim of a crime
   - Resource guides and workshops related to reporting for various types of crime
   - How to support someone who has been the victim of a crime
6. Hazing prevention
   - Resources to help students identify hazing
   - Reporting and resource guides
   - Interactive multi-media education
7. Suicide prevention materials
   - Resource guides detailing how to help a friend who is depressed
   - Multimedia resources that explain how to report and what to do if someone threatens to harm themselves or others