



UTAH SYSTEM OF  
HIGHER EDUCATION

# GENERAL REPORT

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## Campus Safety and Equity Advisory Council April 2023 Meeting Report: Sexual Health and Safety

On April 26 and 27, USHE Campus Safety and Equity Advisory Council members met virtually to discuss higher education's role in helping students protect their sexual safety and health. CSEAC members Nahjae Malone (Utah Tech University) and Ta'Mariah Jenkins (Utah State University) volunteered to facilitate the discussion. The Commissioner's office is grateful to all students who participated in the conversation for their willingness to have meaningful and respectful discussions about this topic.

Students provided a variety of positive feedback and recommendations for how campuses educate students about sexual health and safety, help students maintain their physical and mental health, and prevent and respond to sexual misconduct. One of the most prevalent opinions students shared was that higher education institutions should play a role in educating students about topics they feel are not always adequately addressed at home or in secondary education and that this elevated level of sex education should be equally focused on students of all genders. CSEAC members felt that education could help students better understand their bodies and their rights so that they can be empowered to care for and advocate for themselves. Specifically, CSEAC members felt that college students would benefit from a more thorough education that clarifies the following principles:

- Sexual assault can happen in relationships.
- People of all genders and sexual orientations can experience sexual assault.
- Consent given once is not given in perpetuity.
- How to recognize and seek treatment for sexually transmitted infections or other sexual health concerns.

Additional insights and opinions are outlined below.

## Positive Feedback (13)

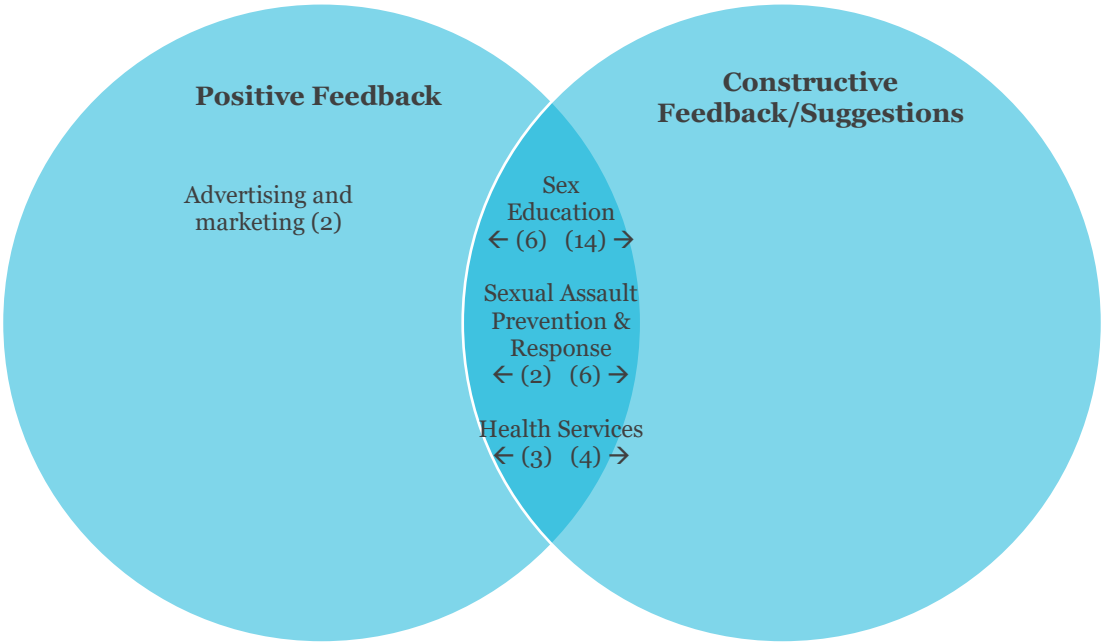
Category	Examples (number of unique mentions in parentheses)
<i>Sex education (6)</i>	My institution offers helpful sexual health/wellness courses. (2)
	My institution utilizes the beneficial practice of offering pamphlets on sexual health and safety in residence halls. (2)
	My institution offers helpful self-defense classes. (2)
<i>Health services (3)</i>	My institution offers free products related to sexual health, such as contraception and pregnancy tests. (2)
	The health screening and treatment services offered on campus are free or affordable. (1)
<i>Sexual assault prevention and response (2)</i>	I feel that my campus has a cohesive sexual assault prevention and response strategy. (1)
	The sexual violence victim advocacy center on campus is helpful to students. (1)
<i>Advertising and marketing (2)</i>	I think my institution does a good job of making students aware of the health services available to them on campus. (1)
	My institution utilizes a strategic partnership with fraternities and sororities, which has proven useful in educating students about resources they can turn to in the wake of sexual assault. (1)

## Constructive Feedback (24)

Category	Examples (number of unique mentions in parentheses)
<i>Sex education (14)</i>	I feel that higher education should educate students about sex education topics that I believe secondary education doesn't adequately address, such as intimate partner violence, consent, seeking treatment for STIs, etc. (7)
	I think more of my campus's sexual health, sexual safety, and self-defense classes should be offered on an ongoing basis for academic credit rather than offered in a single, uncredited seminar format. (3)
	I want to see our campus's wellness center partner more often with the Title IX office and Women's Resource Center to offer collaborative education. (1)
	I believe that institutional education around sexual health and safety should be more equally geared toward men because when this type of education is only geared toward women, it perpetuates a victim-blaming culture. (1)
	I would like to see my institution establish more community partnerships so that students can seek education about sexual health and safety off-campus if they are not comfortable seeking it on campus. (1)
	In my opinion, the online training my institution offers around sexual health and safety is not marketed or utilized in an effective way. (1)
	<i>Sexual assault prevention and response (6)</i>
I believe that students who report sexual assault to the Title IX office should be given physical or virtual documents that outline the process and their rights; because I feel that when staff verbally communicate the process to students (including	

	<p>that the accused student can issue a non-contact order), those face-to-face conversations can create too much of a chilling effect that can discourage students from following through with reporting. (2)</p> <p>I feel that institutions need to make sexual assault reporting statistics more transparent and visible to students. (2)</p>
<i>Health services (4)</i>	<p>I feel that students are not consulted enough in decisions about the nature of the health services our institution provides. (2)</p> <p>The health services my institution provides are off-campus, and therefore I feel that they are not as accessible as an on-campus option. (1)</p> <p>I believe that more sexual health resources need to be provided on satellite campuses. (1)</p>

**Discussion Summary**



## Notable Quotes

- ***On the importance of access to comprehensive sex education:***

“It’s very interesting to hear what peers tell me about how their [married] life kind of started and not realizing that you can be raped when you’re married, so people just thought [sex] was something they had to do when they didn’t want to . . . [My partner took a sex education course] where a therapist came in and he talked about how interesting it was to see the high numbers of stress and fear a lot of people went into relationships [with] because they really didn’t know what to expect, what to do, or what they could say no to.”

“With STIs, what happens, even if I’m in a relationship? If I think something is wrong, where do I go? What are my resources? Do I get tested? It would be nice to imbed more actionable things into [sex education] curriculum . . . When these situations happen, I feel like students don’t really know what to do or where to go, so they just don’t do anything sometimes, and that can be damaging.”

- ***On the need to craft sex education for audiences beyond just women:***

“At [my institution], we have a Women’s Center that does educational classes on sexual health and safety . . . they do classes for women and couples, but I’ve never seen one specifically for men. I think that’s something I would really like to see, as well as more [sex education] inclusive of the male perspective. My partner and I have gone to a class for couples, but it was still very directed toward women. Not that there’s anything wrong with that, but I think if we want to address issues of sexual safety on campus, it has to be a well-rounded conversation that everyone contributes to. I think sometimes when we just cater it to women, it kind of adds to the issue of victim-blaming, that it’s only the woman’s responsibility, and I really don’t like that . . . It makes sense because this is the Women’s Center, and [sex education] shouldn’t just be their responsibility . . . but it would be nice to see more well-rounded education not just catered to one specific population.”

- ***On the importance of facilitating trust between students and campus sexual assault resources:***

“I appreciate that [my institution] does have cohesive sexual assault prevention . . . they take it very seriously on campus . . . Being a Resident Assistant, I’ve dealt with a lot of Title IX situations, and a lot of people feel like it gets swept under the rug . . . I think students are aware of resources because they heavily advertise them, but it’s also a question of whether they trust those resources.”

- ***On advertising sexual safety resources through strategic partnerships:***

“With some of these resources, students only really access them in their moment of need. Unfortunately, some of them, like victim services and law enforcement, and Title IX, are resources that you might even access when you’re at the lowest point when something has tragically happened to you. I think a lot of students might not have the knowledge of these

services because of this . . . When I worked [as a victim advocate], [my office] did a really great job of partnering up with some of the fraternities and sororities and just doing more student events to get their name out there. I recall a lot of students, when they would come to see me for victim advocacy services, they could clearly tell me that they had learned about [our organization] through a past student event, so it seemed to be a really helpful form of advertisement.”