

**UTAH BOARD OF HIGHER EDUCATION  
STUDENT AFFAIRS COMMITTEE  
TELECONFERENCE  
Friday, August 20, 2021  
1:00 PM**

AGENDA

WELCOME:

- |  |           |
|--|-----------|
| 1. Introduction of New Student Board Members | 1:00-1:10 |
| <i>Lisa Michele Church, Committee Chair</i>  |           |

INFORMATION:

- |   |           |       |
|---|-----------|-------|
| USHE Strategic Plan Strategies  | 1:10-1:30 |       |
| 2. Strategic Plan Update: Assigning Strategies to Specific Board Committees   |           | TAB A |
| <i>Melanie Heath, Associate Commissioner for Access</i>                       |           |       |
| 3. Equity, Diversity, and Inclusion 2020-2021                                 |           | TAB B |
| <i>Lais Martinez, Assistant Commissioner for Equity, Diversity, Inclusion</i> |           |       |

ACTION:

- |   |           |       |
|---|-----------|-------|
| 4. Mental Health Funding Request  | 1:30-1:55 | TAB C |
| 1) After-hours crisis response pilot expansion  |           |       |
| <i>Dr. Mark Rapaport, CEO Huntsman Mental Health Institute; Dr. Torrence Wimbish;</i> |           |       |
| <i>Lori McDonald, Vice President for Student Affairs</i>                              |           |       |
| 2) Peer Coaching  |           |       |
| <i>Jeremiah Riley and Rick Atkin, Trula Foundation</i>                                |           |       |
| 5. Statewide Training for Campus Law Enforcement                                      | 1:55-2:10 | TAB D |
| <i>Lais Martinez; Blair Barfuss, Chief of Public Safety, Dixie State University</i>   |           |       |

DISCUSSION:

- |  |           |  |
|--|-----------|--|
| 6. Campus Safety and Equity Commission                       | 2:10-2:25 |  |
| <i>Tanner Marcum, Student Board Member</i>                   |           |  |
| 7. Equity Practices in Admissions Processes                  | 2:25-2:45 |  |
| Next Steps in reducing barriers to admissions:               |           |  |
| 1) Gathering information on application fee waiver processes |           |  |
| 2) Pilot K-12 data service to USHE students systems          |           |  |
| 3) Streamline residency policies and procedures              |           |  |
| 8. Follow-up from Student Services Leadership Meeting        | 2:45-3:00 |  |
| <i>Julie Blake; Brett Perozzi</i>                            |           |  |

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

August 20, 2021

## Strategic Plan Update: Assigning Strategies to Specific Board Committees

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged System for the next five years. To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process built on previous boards' past initiatives and incorporated feedback from institutions, state leaders, students, and other stakeholders. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

Two main themes guide the strategic plan:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion so that higher education opportunities exist for all Utahns

### Strategies to Board Committees

The Commissioner's office has assigned strategies from the strategic plan to specific Board committees. This does not mean a specific strategy will not impact other committees, but that an identified committee will keep an eye on its assigned strategies' progress and actively work to shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share all of their strategies, as they impact both degree-granting and technical institutions.)

### Progress on the Strategic Plan Thus Far

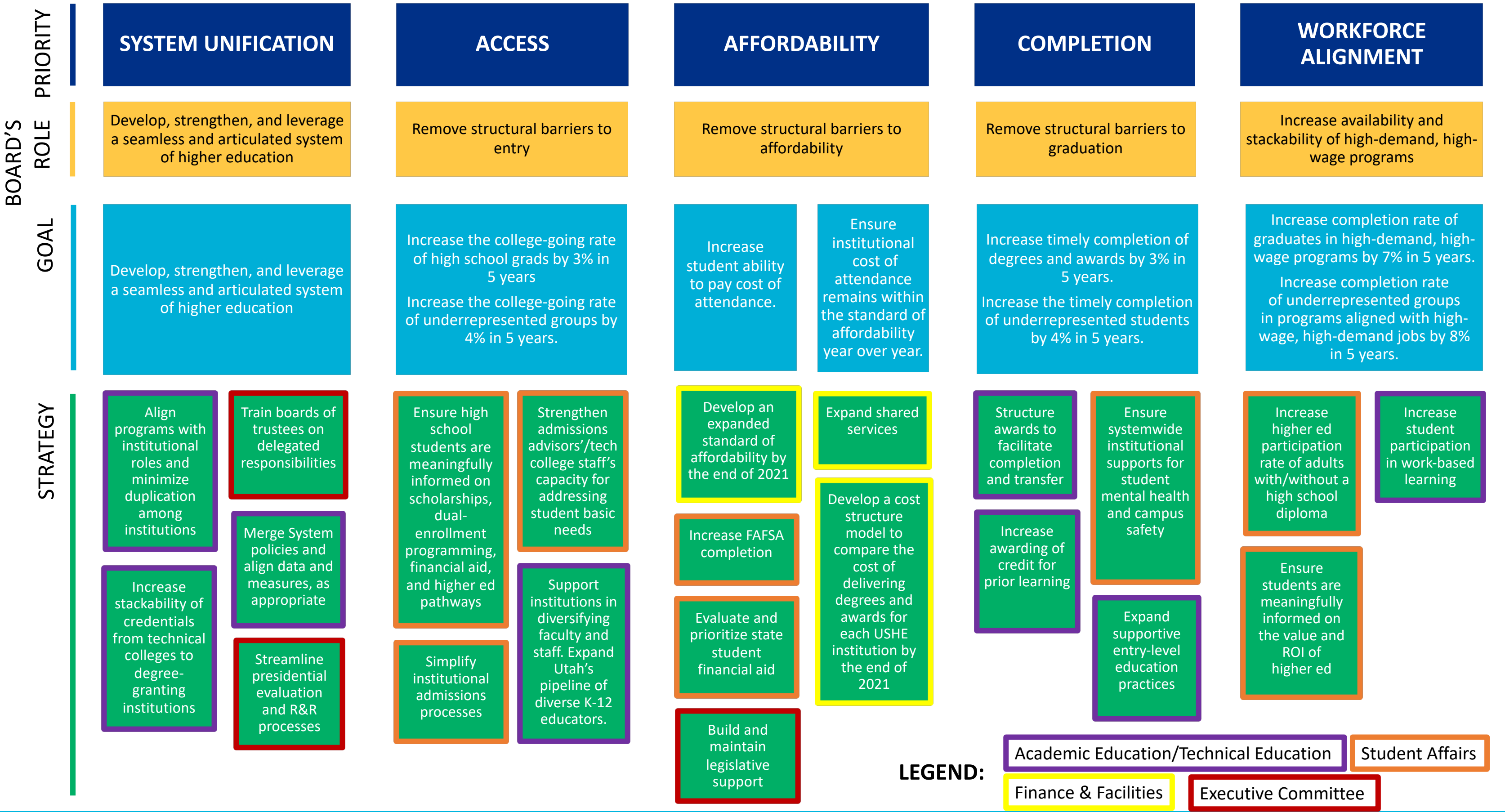
The Commissioner's office is developing project plans for each tactic identified in the strategic plan, as well as an implementation timeline for the next 12 months. The Commissioner's office will present the first progress report on the strategic plan at the September 2021 Board meeting. The progress reports will be updated monthly and available on [www.ushe.edu](http://www.ushe.edu).

The Commissioner's office will present a draft of the Research priority of the strategic plan (added at the May 2021 Board meeting) to the Academic Education Committee in August for discussion. A final draft will be presented to the Board for consideration in September.

### Commissioner's Recommendation

This is an information item only; no action is required.

### Attachment





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB B

August 20, 2021

## Equity, Diversity & Inclusion 2020-2021

### Board & System Accomplishments: A Look Back

1. Reframing the [Opportunity Gap](#) narrative – A tremendous amount of strategic effort was placed on ensuring opportunity gap conversations at the Board and System-level are contextualized with the acknowledgment that structural and systemic barriers exist in policy, practice, and procedure that perpetuate gaps seen in higher education access and completion quantitative data. This shift helps focus the board levers (i.e., policy, legislative funding, data, advocacy, and collaboration) that support creating learning environments that enable each student to thrive.
2. Public Commitments towards Equity Action – The Board of Higher Education was created to include both degree-granting institutions and technical education. Board leadership supported adopting the first [resolution to advance equitable systemic change](#); two additional resolutions were created to look at the specific needs of different underrepresented communities ([Juneteenth Resolution](#), [Dreamers Resolution](#)). These resolutions help leverage the Board's public commitment and advocacy for underrepresented students, staff, and faculty. Each has a call to action with items that the Board and System office and its 16 public institutions commit to *doing*.
3. Building Infrastructure for System Equity Efforts – Creation of the [EDI Board Workgroup](#) – The workgroup members include Board executive leadership, the Commissioner and his staff, institutional Chief Diversity Officers, and community representatives. The workgroup acts as the structural arm for creating transparency and accountability on statewide equity progress. It also acts as a bridge to informing decision-makers on tactics tied to the Board Strategic Plan. The workgroup also provides an opportunity for Board and System leadership to be trained on equity-related issues by stakeholder students, staff, and faculty. A tremendous amount of focus was placed on providing presentations from institutional staff and faculty working with students facing economic barriers, first-generation students, undocumented students, LGBTQ, and BIPOC students.
4. [USHE Equity Lens Framework](#) – During the summer of 2020, institutional Chief Diversity Officers created an equity lens framework. At its core, the beliefs and definitions ensure institutions begin from a common asset-based understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized

populations. The Board adopted the framework in its December 2020 meeting. Since then, training and building capacity for operationalizing the framework has been a top priority. The framework has received state and national attention, and ongoing efforts are being placed to tailor the framework to the specific needs of each institution.

5. [Measuring for Equity](#) & Performance Funding – The alignment between measuring for equity progress within the Board Strategic Plan and institutional performance funding measures ensures a commitment to closing statewide attainment gaps.

### **Takeaways: Opportunities to Expand Equity Efforts**

Although a significant amount of attention has been placed in addressing structural equity at the Board and System level, several items have been identified as opportunities to enhance our equity efforts moving forward.

- Commitment to communicating with stakeholders (i.e., students, community, institutional partners, legislators, and state leaders) on equity efforts to build trust and buy-in. With specific attention and commitment to circling back and following up with stakeholders and partners.
- Leveraging existing external institutional, community, state resources, and partnerships to avoid reinventing the wheel and duplicating efforts.
- Equity is never the role of one but a shared leadership commitment. Additional attention is needed to support CDO-type roles in sharing the weight and responsibility of equitable systemic change.

### **Commissioner Recommendations & Future Commitments**

To ensure progress is made towards the resolutions created last year, the Commissioner would like to leverage the expertise of the institutions to form two task forces (Undocumented & LGBTQ) tied to the EDI Board workgroup that helps to inform policies that will increase access, completion, and workforce alignment for these two marginalized populations.

In 2020 funding allocations were appropriated to hire a new USHE General Legal Counsel who will support conducting an equity-minded, anti-racist policy review of all existing and new USHE policies. This will be a priority of focus tied to the Board Strategic Plan over the next couple of years.

Additionally, USHE is in the process of collaborating with the University of Utah to leverage the [New Leadership Academy curriculum](#) to support efforts to build Board and System leadership capacity on equity, diversity, and inclusion.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

August 20, 2021

## Mental Health Funding Request

The Commissioner's Office is working closely with two statewide partners, Huntsman Mental Health Institute (HMHI) and The Jed Foundation, to build out the Board's strategy to **"Ensure system-wide institutional supports for student mental health and campus safety."** In working with these two esteemed partners, the staff is proposing two initiatives for the Board to include in its legislative funding priorities for the 2022 Legislative Session:

### After-hours crisis response and prevention pilot (\$1.5 million)

The University of Utah has piloted an after-hours mobile crisis response service since January 2021 with significant results. The pilot, [MH-1](#), provides de-escalation, intervention/coping, workshops, and assessment. The services operate after-hours (4 PM-2 AM) when individuals are most likely to enter a crisis. Services are anchored in university housing with supporting resources from HMHI and University Health.

This pilot is intended to address several gaps in mental health services identified by The JED Foundation at its convening held on June 14, 2021:

- Expand clinical capacity
- Strengthen partnerships with state and local service providers to improve continuity of care
- Increase case management capability
- Improve access to mental health and well-being service information

State funding would continue and expand this pilot to include three USHE institutions: University of Utah, Southern Utah University, and Utah State University. Funding would cover two licensed social workers, a director, two interns, and associated costs, averaging \$500,000 per institution, or \$1.5 million total annually. The teams would be closely integrated with on-campus services as well as community providers.

### Peer mentoring available to all USHE students (\$1.45 million)

In 2020, USHE received one-time funds to pilot peer mentoring programming; USHE contracted with the Trula Foundation. Trula has been rolling out an evidence-based, campus-integrated peer support program for early anxiety intervention. The program provides training based on best practice training

programs (such as QPR (QPR Institute), Mental Health First Aid (National Council of Behavioral Health), and CPE (NASPA). JED also identified peer mentoring programs as a best practice for higher education mental health strategic planning. Over the past 18 months, USHE institutions have explored various forms of peer mentoring programs. This funding would support campus-based implementation of peer mentoring to all USHE students.

### **Commissioner's Recommendation**

The Commissioner recommends the Student Affairs Committee advance this funding request to the full Board to be included in its system-wide legislative budget priorities at its September 2021 meeting in preparation for the 2022 Legislative Session.

### **Attachment**



# Trula Foundation Overview

**August 9, 2020**





**A Utah non-profit providing scalable,  
cost-effective peer wellness coaching to  
students, while investing in the next  
generation of behavioral health  
professionals through a privately-funded  
scholarship program**

**A STRENGTH-BASED, GOAL-FOCUSED APPROACH TO POSITIVE & LASTING CHANGE<sup>1</sup>**

# Trula Foundation Details



## Currently \$1+ Million Scholarship Fund

- Scholarship for being a Peer Coach
- Mentorship by a Certified Health & Wellness Coach
- Career exposure and pathway into behavioral health fields



## Wellness Coach Training Program

- Available to faculty, staff, and campus peer coaching programs
- 12-hour, self-directed, remote training
- Aligned with learning objectives of:
  - American College of Health Association
  - International Coaching Federation
  - National Board for Health & Wellness Coaching





# Peer Wellness Coaching Experience

## Dimensions of Wellness



## Flexibility

- Availability
  - 8am to 8pm
  - Mon-Sat
- Modality
  - Text
  - Phone
  - Video
- Coach diversity
  - 11 dimensions of diversity represented in coaches

# Peer Wellness Coaching Experience

## Inbound Referrals

- Student referrals
- Social media
- Campus departments (advisement, wellness center, faculty, staff, etc)

## Escalation & Outbound Referrals

- Campus resources
- Community resources
- SafeUT

## Governance & Oversight

- Chief Wellness Officer with PhD, LCSW, Certified Health & Wellness coach, & industry expert
- Direct supervision by Certified Wellness Coach Coordinator.



**BETH HAGGETT, LCSW, PhD**  
Chief Wellness Officer



**MEGAN MILLER**  
Wellness Coach Coordinator



# University Partnership Opportunity

## ✓ Access to Voice of Student Insights Dashboard

- Trending topics and themes
- Referral source and connection modality
- Aggregate data and university benchmarks

## ✓ IRB Impact of Peer Coaching Study

- Flourishing Scale: well-being
- Behavioral Health: distress
- Therapeutic Bond: effectiveness of coaching





# Current Engagement with USHE Institutions



## Trula Peer Coaches

UtahState



## Institutions Trained on TrulaCampus™



UtahState



## Upcoming Trainings



OGDEN-WEBER  
TECHNICAL COLLEGE

## Coachee Institutions



UtahState



# What Students Are Saying

"This coaching experience was amazing. Every concern and problem that I had was thoroughly discussed and very efficiently solved."

- **Coachee**

"Being a Trula Coach has been such a rewarding experience for me, not only by gaining relevant experience for graduate school, but mostly by getting the opportunity to directly make a difference in the lives of other students and the personal growth that comes from that."

- **Trula Coach**



# Full USHE Program Rollout Costs

**\$1.45m**

**Available to students at all USHE institutions (260,000+ students)**

- . Undergraduate
- . Graduate
- . Non-traditional
- . International (in multiple languages)
- . Full-time and part-time
- . Residents and commuters



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB D

August 20, 2021

## Statewide Training for Campus Law Enforcement

Public safety leadership at USHE institutions has proposed implicit-bias training to be implemented at all USHE institutions. Several volunteer reviewers from USHE institutions have reviewed the training and provided feedback. This review is in response to committee feedback on the proposed revisions to [Board Policy R262, Campus Safety](#), presented at the April 16, 2021, joint meeting of the Academic Education and Student Affairs Committees.

The training includes the following courses:

### **Anti-Bias Training for Law Enforcement**

This training is designed to be an introduction to understanding bias and related issues in public safety. The course is not intended to be a "one and done" requirement addressing bias. The proposed purpose of this course is to introduce key concepts and definitions regarding bias in public safety, which then allows each university and your Diversity Office/Multicultural Inclusion Center to add to this course and content to address specific and unique concerns within your organization.

### **De-Escalation and Minimizing Use of Force**

This training is designed to be an introduction to public safety departments' yearly arrest control techniques and use of force in-person training. As de-escalation tactics are inserted into role-play scenarios, this online training will serve as an introduction to reasoning and understating behind de-escalation efforts.

The feedback focuses on three considerations:

- Is the training comprehensive, inclusive, and equity-minded?
- Does the implicit bias training employ anti-racist, asset-based frameworks to talk about learned stereotypes while providing tools to create awareness and challenge implicit biases?
- Do you see this training as an opportunity to increase campus safety for all student populations?

### **Commissioner's Recommendation**

The Commissioner recommends the Student Affairs committee consider the feedback from those who tested the training proposed by institutional public safety leadership. If the Committee believes the feedback supports the intent of the proposed [changes to Policy R262](#) from the April 2021 meeting, the Commissioner recommends the Committee advance the policy revisions and its support of the proposed training to the full board for consideration.

### **Attachment**



## R262, Student Safety<sup>1</sup>

**R262-1 Purpose:** Every student should have a safe environment in which to learn, study and excel. If a student is confronted with violence, harassment, or discrimination, he or she should be treated appropriately in accordance with the law. To that end the Board of Regents and its institutions shall collaborate to comply with all state and federal laws pertaining to sexual misconduct, discrimination and harassment; to train and educate the faculty, staff and students about the laws, policies, prevention strategies and resources addressing sexual misconduct and harassment; and to assess the climate of each campus and the system as a whole.

### R-262-2 References

**2.1** Utah Code Section 53B-1-103 Powers and Authority of the Board of Regents

**2.2** Utah Code Section 53B-2-106 Duties and Responsibilities of the President

### R262-3 Responsibilities of the Institutions

**3.1** Institutions shall establish policies and procedures that comply with state and federal laws pertaining to sexual misconduct, discrimination and harassment, and when practicable, cooperatively establish common, system-wide definitions of terms.

**3.2** Institutions shall jointly develop and maintain a method to communicate with other institutions regarding students who have been disciplined for serious violations of institutional policies regarding sexual misconduct, sex discrimination and harassment, in accordance with the Family Educational Rights and Privacy Act.

**3.3** Institutions shall conduct a climate survey of students every two years. Although institutions may tailor the climate survey questions to address individual areas of concern, all institutions shall collaborate with the Commissioner's office to develop common questions for all campuses that may be used to assess the climate of the entire system and among the institutions.

**3.4** Institutions shall develop and conduct training for faculty, staff, and students about the laws, policies, prevention strategies and resources regarding sexual misconduct, harassment and discrimination.

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<sup>1</sup> Adopted January 20, 2017; amended May 17, 2019, August 1, 2019



**3.5** Institutions shall provide training to campus law enforcement staff that includes anti-bias and de-escalation. Curriculum shall be identified by institution Chiefs of Police collectively and approved by the Commissioner of Higher Education. Institutions unable to cover costs associated with this training may apply for grants to the Commissioner's Office, dependent on funds availability.

**3.6** Institutions shall coordinate with each other and the Board of Higher Education to comply with sex discrimination and harassment laws by supporting activities of the Board of Regents described in R262-4.

**3.7** Institutions shall develop campus safety plans that includes the following minimum elements:

**3.7.1** Instructions on where an individual can locate the institution's policies and publications related to claims of sexual misconduct, which includes sexual assault, domestic and dating violence, sexual harassment, and stalking.

**3.7.2** Institution and community resources for a victim of sexual misconduct.

**3.7.3** The rights of a victim of a sexual misconduct, including the measures the institution takes to ensure, unless otherwise provided by law, victim confidentiality throughout all steps in the reporting and response to a covered offense.

**3.7.4** How the institution informs the campus community of a crime that presents a threat to the campus community.

**3.7.5** Availability, locations, and methods for requesting assistance of security personnel on the institution's campus.

**3.7.6** Guidance on how a student may contact law enforcement for incidents that occur off campus.

**3.7.7** A description of the efforts that the institution made in the preceding 18 months and expects to make in the upcoming 24 months to improve campus safety measures, including efforts to improve the institution's response to allegations of sexual misconduct and increased and/or improved services to victims of sexual misconduct.

**3.7.8** A description of coordination and communication between institution resources and organizations, including campus law enforcement.

**3.7.9** A description of the institution’s coordination with local law enforcement or community resources, including coordination related to a student’s safety at an off-campus location.

**3.7.10** How the institution requires a student organization to provide the campus safety training as required by Utah Code Section 53B-28-301(5).

**3.7.11** An aggregated report of crime statistics, identified using the institution’s system for inventorying institution facilities by on-campus housing facility, institution non-campus housing facility, and any student organization non-campus housing facilities.

**3.8** Institutions may combine their campus safety plan with their Annual Security Report (ASR) required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act, 20 U.S.C. § 1092(f), provided the institution’s ASR contains all of the elements specified in 3.6 above.

**3.9** Institutions shall annually provide the Board of Higher Education updated campus safety plans by November 1.

#### **R262-4 Responsibilities of the Board of Higher Education**

**4.1.** The Board of Higher Education shall provide opportunities for the institutions’ Title IX officers to meet with each other and the Commissioner’s staff—at least annually—to coordinate efforts, review changes to the law, identify best practices, review the institutions’ policies and practices, and provide opportunities for consultation.

**4.2.** The Board of Higher Education shall provide training opportunities for Title IX officers and other individuals at the institutions who investigate alleged violations of the institutions’ sexual misconduct, discrimination and harassment policies. The training shall cover areas required by law and other best practices.

**4.3.** The Board of Higher Education shall provide annual training opportunities for individuals who conduct disciplinary proceedings, including hearing committees that address violations of the institutions’ Title IX policies. The training will cover areas required by law and other best practices.

**4.4.** The Board of Higher Education shall assist institutions to enter into memorandums of understanding with local law enforcement agencies—as allowed by applicable law—to share information, coordinate investigations, and otherwise collaborate to protect students’ safety.

**4.5.** The Board of Higher Education shall assist the institutions to identify strategies for preventing sexual harassment, sexual violence, domestic violence, dating violence, and stalking, including outreach and educational activities for students, staff and faculty.

**4.6.** The Board of Higher Education shall provide the institutions with other resources and opportunities to help institutions comply with sexual misconduct, discrimination and harassment laws.

**4.7.** The Board of Higher Education shall identify and provide resources that institutions may use to develop campus safety training curricula.

**4.8.** The Board of Higher Education shall report annually to the Education Interim Committee and the Law Enforcement and Criminal Justice Interim Committee, at or before the committees' November meetings, system efforts to increase student safety under this policy, including each institution's campus safety plans.