



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB A

February 18, 2022

Food Insecurity on USHE Campuses

The Student Affairs Committee will hear an update on results from the survey on food insecurity at USHE institutions. The food insecurity survey was done through a partnership with the Weber State University Center for Community Engaged Learning and the Center for Health Outcomes and Population Equity (HOPE) at the University of Utah Huntsman Cancer Institute.

This follows the [discussion on preliminary survey results](#) presented to the committee on December 17, 2021, which highlighted the following:

- **39%** of USHE students are food insecure, with **21%** experiencing very low food security.
- Latinx students are more likely to be food insecure (49%).
- Rural students were more likely to report food insecurity (44.5%) compared to urban students (37%).
- Technical college students are more likely to report food insecurity (47%) than degree-seeking students (38%).
- Over half of food-insecure students skipped a meal or went hungry if they did not have enough food.

Commissioner's Recommendation

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



UTAH SYSTEM OF
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TAB B

February 18, 2022

Period Products in USHE Institutions

The Student Affairs Committee will hear a brief update/request from USHE student body presidents related to period product initiatives that have been priorities with the Utah Student Association.

The Utah Student Association, which consists of all USHE student body presidents, would like the Board of Higher Education to consider supporting and encouraging USHE institutions to provide period products on their campuses.

The Utah Period Project is a community effort that led to the development of [HB 162, *Period Products in Schools*](#), that would ensure period products are available for K-12 students.

Commissioner's Recommendation

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



February 18, 2022

Utah College Advising Corps Expansion Update

College access advisers support high school students as they embark on their path to postsecondary education, whether that path leads to a technical college or degree-granting institution. The Utah College Advising Corps (UCAC) program partners a recent college graduate with participating high schools. They help students determine possible future careers, guide them through institution admissions and financial aid applications, and connect them to their receiving institution. The UCAC program is part of the National College Advising Corps and has a proven success record in increasing postsecondary participation rates, particularly of first-generation students.

Below is progress on the UCAC expansion thus far:

Start: 2020-21

1 regional coordinator overseeing
13 advisers serving
13 high schools in
5 school districts

Phase I: 2021-22

6 regional coordinators overseeing
48 advisers serving
51 high schools in
21 school districts

Phase II: 2022-23

6 regional coordinators overseeing
60 advisers serving
86 high schools in
35 school districts

UCAC Program Goals for 2021-22

For high schools with a college access adviser:

1. FAFSA Completion: **43%** will complete the FAFSA, an overall increase of 5%
2. College Applications: **77%** will submit at least one college application
3. 1:1 Meetings: **73%** will have a 1:1 meeting with an access adviser
4. Family Engagement: **30%** of parents and families will have a meaningful interaction with an access adviser
5. FAFSA Assistance: **42%** will receive assistance and support with the FAFSA completion process

As of January 31, 2022, the UCAC program is over halfway to meeting the above program goals for the school year.

In 2021, the Utah Legislature provided \$2.5 million one-time to support the expansion of UCAC. The Board of Higher Education also approved a transfer of program funds from the Utah Higher Education Assistance Authority (UHEAA) to the Commissioner’s Office for a three-year expansion of the program.

This expansion is a major component of the Board's broader K-16 strategy that will fundamentally change how Utah's high school students access higher education and systematically remove barriers to access for first-generation and underrepresented students.

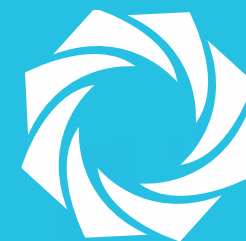
Commissioner's Recommendation

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



UTAH COLLEGE ADVISING CORPUS EXPANSION

February 2022



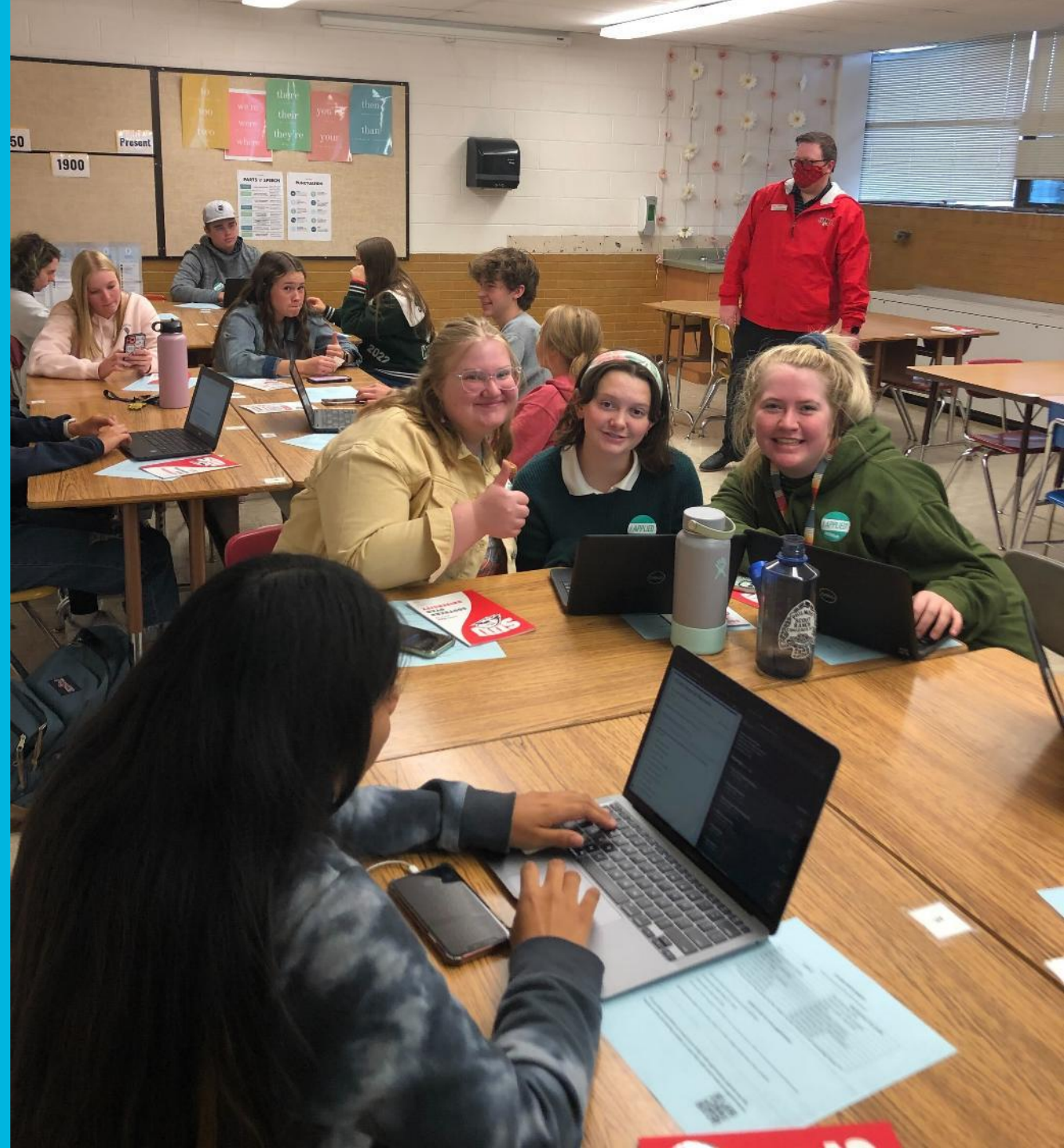
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Board of Higher Education Access Goal

Increase the college-going rate of Utah's high school graduates by 3% in 5 years

Strategies:

- Increase FAFSA completion
- Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways





Utah College Advising Corps (UCAC)

- Education pathway planning
(for both technical & degree-granting colleges)
- Admissions
- Scholarships & financial aid
- Connection to campus
- **Create a college-going culture**

5% to 9%

High schools with an access adviser see a 5% to 9% increase in the college-going rate of their graduates



Statewide Expansion:

Start: 2020-21

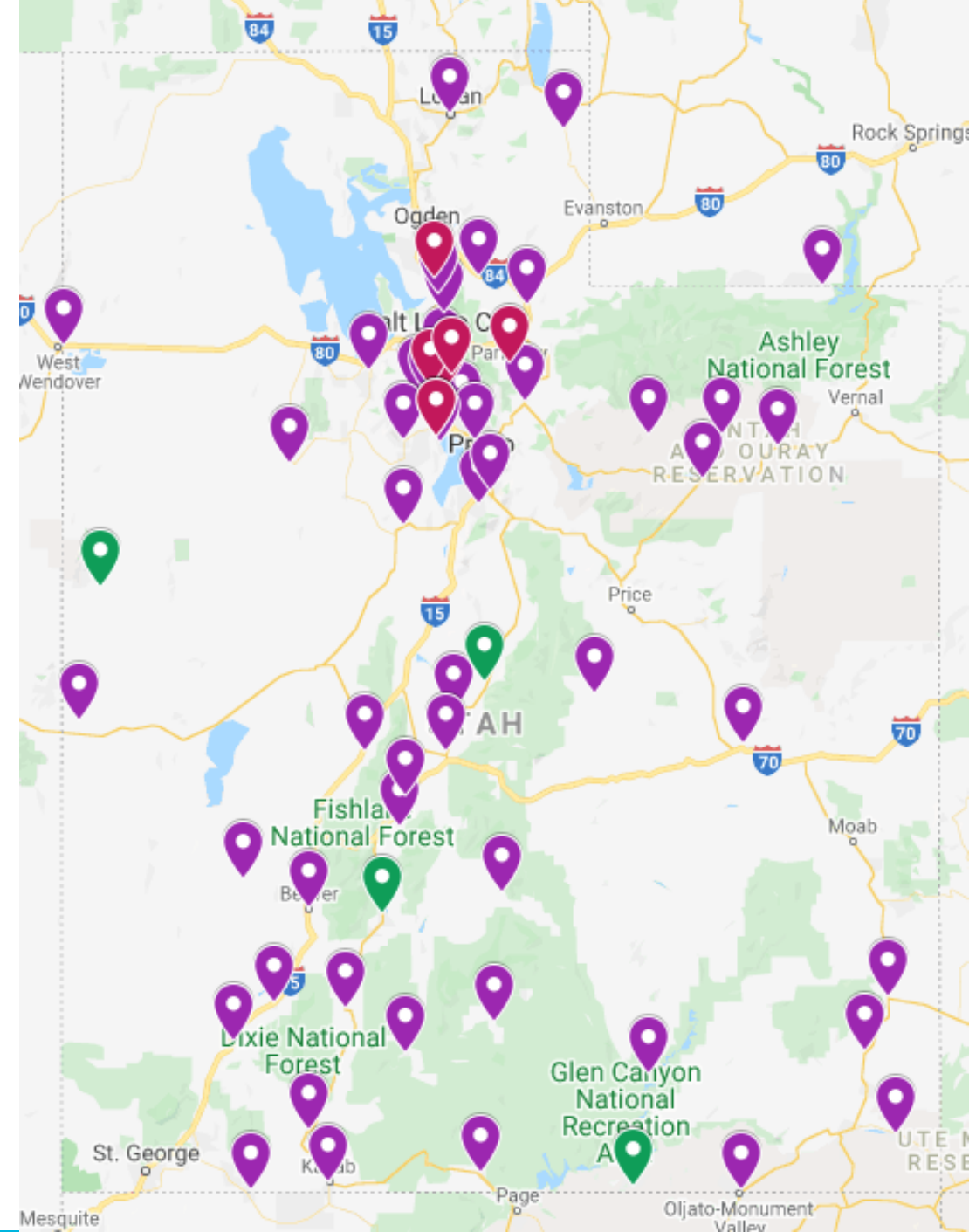
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48 advisers serving
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60 advisers serving
86 high schools in
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Goals for 2021-22

FAFSA Completion: **43%** (+5% statewide)

College Applications: **77%**

1:1 Meetings: **73%**

Family Engagement: **30%**

FAFSA Assistance: **42%**



“When a parent comes in asking about FAFSA, all I have to say is, “let me send you to our college access advisor,” and the parents have an expert to talk to about it.”

*Rhonda Brinkerhoff, Registrar
Snow Canyon High School*

“I believe this program is exceptional in bridging the gap for first generation, low income, and underrepresented students.”

*Ashlie McDonald, Counselor
Dixie High School*

“I’ve been working with a student since the beginning of the year who said they never imagined they would be able to attend college. **But now it’s happening!** This student says without the information and support I provided, they wouldn't be where they are today. It's so great to see students' eyes light up with new possibilities!

*Jesse Schmid, Access Adviser
Ridgeline High School*



UTAH SYSTEM OF
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TAB D

February 18, 2022

Title IX Coordination and Collaboration

Building upon the Utah System of Higher Education's (USHE) ongoing efforts to coordinate and collaborate with Title IX coordinators under Board Policy 262, *Student Safety*, USHE has recently assigned Associate General Counsel Alison Adams-Perlac to work with system Title IX coordinators.

USHE and the Title IX coordinators currently meet monthly, and the Title IX coordinators have been sharing ideas through that meeting about how USHE can best support their work.

USHE has recently created a form bank that will allow Title IX coordinators to share forms and templates, as well as a shared communication channel that will allow Title IX coordinators to collaborate with each other and USHE including, sharing case law and other legal and regulatory updates, seeking feedback from each other on challenging or novel issues, etc.

USHE is also working to connect with Utah's law schools to explore pathways for law students to complete internships in Title IX offices across the state to help support the investigation, process advising, and decision-making roles. Additionally, USHE is working to ensure that job openings in these offices are advertised to students whose professional interests align with this work. We expect to have initial meetings coordinated during March 2022.

Finally, USHE is exploring ideas related to institutions partnering for increased training and investigation support.

Commissioner's Recommendation

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



February 18, 2022

Campus Safety and Equity Advisory Council

Since its creation in 2021, the Campus Safety and Equity Advisory Council (CSEAC) has served as a student-led advisory group on important topics related to campus safety and equity within Utah’s public higher education system. The Utah Board of Higher Education relies on the feedback and insight coming directly from CSEAC to help inform policies, plans, and system strategies to ensure that every student’s experience is safe, equitable, and successful. Council members are awarded a \$1,000 stipend for the semester of their service. CSEAC members for Spring 2022 are:

Name	Institution
Clara Alder	Utah State University
Jose Briseno	Utah State University - Eastern
Tralei Casaus	Southern Utah University
Tiffany Chan	University of Utah
Daniel Clothier	Utah Valley University
Jade Douglas	Snow College
Alayne Jenkins	Utah State University - Eastern
Julyssa Lopez	Westminster College
Tanner Marcum	Utah State University, Student Board Member
Preston Moon	Snow College
Laiza Moreno	Dixie State University
Colette Mortensen	Weber State University
Demmi Nava-Zapien	Utah Valley University
Aarushi Rohaj	University of Utah
Ben Scheffner	Utah State University
Valirie Serawop	Uintah Basin Technical College, Student Board Member
Lindsay Simons	Salt Lake Community College
Benjamin Tenangeno	Utah State University
Christopher Westwood	Southern Utah University
Paola Su Ye	Southern Utah University

Commissioner’s Recommendation

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



UTAH SYSTEM OF
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TAB F

February 18, 2022

Resolution to Celebrate and Support USHE's LGBTQ+ Community

Student Board Member Tanner Marcum and Peter Moosman, coordinator of Salt Lake Community College's [Gender & Sexuality Student Resource Center](#), will present a proposed Board resolution to welcome, affirm, and commit to supporting USHE's vibrant and resilient LGBTQ+ students, staff, and faculty.

From a [2021 National Survey on LGBTQ Youth](#), "75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime." This lived experience contributes to feelings of isolation, hopelessness, and stress, impacting a student's well-being and ability to persist and succeed in higher education. In adopting this resolution, the Board commits to working in partnership with USHE's institutions to encourage and sustain spaces of welcoming, belonging, and thriving.

The LGBTQ+ resolution is in line with Board efforts [to advance equitable systemic change](#) and the [Equity Lens Framework](#), which commits USHE and its 16 institutions to "setting the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized populations." The LGBTQ+ resolution commits to creating benchmarks of best practice and guidelines to better support LGBTQ+ student success while celebrating the vast current and past efforts and initiatives of USHE institutions in support of the LGBTQ+ community.

Commissioner's Recommendation

The Commissioner recommends the Student Affairs Committee approve and forward the Resolution to Welcome, Celebrate, and Support USHE's LGBTQ+ Community to the full Board for consideration.

Attachment

Resolution to Celebrate and Support USHE's LGBTQ+ Community

Whereas, the Utah Board of Higher Education and all 16 Utah System of Higher Education institutions welcome, celebrate, and actively seek to support current and prospective students, faculty, and staff of all gender identities, sexual orientations, and expressions of identity and/or orientation; and

Whereas, the Board celebrates all efforts, past and present, undertaken by each of the individual 16 USHE institutions to support LGBTQ+ students, including creating of resource centers, collaborating with community groups, providing mental health support, supporting student-run LGBTQ+ clubs and organizations, creating inclusive restrooms, improving correct/preferred/chosen name and pronoun processes, collecting data, organizing a USHE LGBTQ+ Program Coordinator Coalition, and more; and

Whereas, the Board acknowledges the resilience and courage of LGBTQ+ youth and young adults as they often experience higher rates of stress, depression, anxiety, isolation, difficulty with schoolwork, and suicidal ideation due to experiences of discrimination on the basis of sexual orientation and/or gender identity¹; and

Whereas, the Board recognizes that, as an often underrepresented and underserved population, LGBTQ+ students in the state of Utah face many unique challenges impacting their success and quality of life within higher education, and the Board's responsibility to support systemic efforts to improve the LGBTQ+ student experience; and

Whereas, the Board recognizes the intersectional identities within the LGBTQ+ community, including Queer and Trans People of Color (QTPOC), UndocuQueer youth, and countless others. The Board commits to better understanding and addressing gaps that exist in meeting the needs of each of these students; and

Whereas, the Utah Board of Higher Education acknowledges the need to stay informed and aware of the lived experiences of LGBTQ+ students and understands the importance of increasing USHE's systemic ability to capture data and information related to this student population to inform decisions and interventions; and

Whereas, in 2020, the Utah Board of Higher Education adopted an Equity Lens Framework to guide the Board "in their implementation of strategies, initiatives, policymaking, and more", and the Board is committed to each part of the Framework as it relates to students of diverse and intersectional gender identities, expressions and sexual orientations, including and especially obtaining knowledge and collecting data; and

Whereas, institutional Senior Student Affairs Officers, student leaders, and others across USHE have expressed a desire for increased Board guidance, governance, and support as all 16 institutions continue to advocate, help, lift, and support Utah's LGBTQ+ student population;

¹ Jed Foundation Proud and Thriving Report and Framework: Supporting the Mental Health of LGBTQ+ High School, College, and University Students, p. 13 (available at <https://jedfoundation.org/wp-content/uploads/2021/10/Proud-Thriving-Report-and-Framework-10.2021.pdf>; <https://www.thetrevorproject.org/survey-2021/>)

Therefore, the Utah Board of Higher Education resolves to advance sustainable and systemic efforts within the Utah System of Higher Education by:

1. Developing USHE LGBTQ+ best practices to inform the System and institutions on how to best support and facilitate the success of LGBTQ+ students. The Commissioner’s Office will develop the best practices in partnership with: the USHE LGBTQ+ Program Coordinator Coalition, which is dedicated to and involved in institutional efforts related to LGBTQ+ students; the Utah Student Association including technical college students; Institutional student-led LGBTQ+ clubs and organizations; the USHE Campus Safety and Equity Advisory Council; local and state community groups; the Consortium of Higher Education LGBT Resource Professionals; and others to ensure the USHE LGBTQ+ best practices are meaningful, impactful, and support Utah LGBTQ+ students’ ability to succeed and experience higher quality of life during their time at a USHE institution. The USHE LGBTQ+ best practices will be developed by December 2022 and may include best practices and guidelines to address:
 - a. Institutional data collection on LGBTQ+ members of campus communities;
 - b. Considerations for increasing accessible gender-inclusive restroom facilities;
 - c. Faculty, staff, and administration training and advocacy programs/procedures;
 - d. LGBTQ+ inclusive policy development, implementation, and sustainability;
 - e. Name and gender marker update processes and policies, including correct/preferred/chosen name and pronouns, and ID cards;
 - f. Campus safety, mental health, and physical health & wellbeing specific to LGBTQ+ students; and
 - g. General best practices for supporting LGBTQ+ student success and sense of belonging.
2. Directing the Commissioner’s Office to better understand current USHE institutional LGBTQ+ student data collection practices and, if necessary, work in collaboration with the 16 USHE institutions to develop guidelines in support of more inclusive and uniform data collection. The Commissioner’s Office will also provide central support and guidance to USHE institutions for their data collection efforts.
3. Advocating for increased mental health support, services, and resources, including the staffing and physical space required to meet the unique needs of LGBTQ+ students experiencing disproportional rates of suicidal ideation, depression, anxiety, and other mental health challenges.²
4. Supporting and encouraging USHE institutions’ efforts to become a “Premier Campus” under the Campus Pride Index³.
5. Pursuing collaborative relationships with other USHE institutions, local and state community groups, and advocacy organizations—such as, but not limited to, Encircle, Utah Pride Center, Equality Utah, and others—to explore meaningful partnerships, resource sharing, and long-term support plans to ensure student success prior to enrollment and success beyond completion.

² The Trevor Project National Survey on LGBTQ Youth Mental Health 2021 (available at <https://www.thetrevorproject.org/survey-2021/>); Jed Foundation Proud and Thriving Report and Framework: Supporting the Mental Health of LGBTQ+ High School, College, and University Students, p. 13 (available at <https://jedfoundation.org/wp-content/uploads/2021/10/Proud-Thriving-Report-and-Framework-10.2021.pdf>)

³ <https://campusprideindex.org/search/index>