



**UTAH BOARD OF HIGHER EDUCATION  
STUDENT AFFAIRS COMMITTEE  
TELECONFERENCE  
Friday, April 15, 2022  
1:00 PM  
AGENDA**

**WELCOME**

1. 1:00 – 1:10 Welcome and [Strategic Plan Progress](#) –Chair Lisa Michele Church

**DISCUSSION ITEMS**

2. 1:10 – 1:40 Simplified Admissions Taskforce Proposal TAB A  
*Melanie Heath and Kris Coles*
3. 1:40 – 1:55 Draft: Equity Policy Review Guide TAB B  
*Alison Adams-Perlac and Laís Martinez*
4. 1:55 – 2:10 Institutional FAFSA Completion Efforts TAB C  
*Brett Perozzi, Vice President of Student Affairs at Weber State University*  
*Monica Schwenk, Vice President of Student Services at Ogden-Weber Technical College*

**INFORMATION ITEMS**

5. 2:10 – 2:15 Title IX Coordination and Collaboration TAB D  
*Alison Adams-Perlac*
6. 2:15 – 2 :30 Student Campus Safety & Equity Advisory Council debrief from March  
Discussion on student mental health and campus resources TAB E  
*Student Board members Tanner Marcum and Valirie Serawop*
7. 2:30 – 2:45 2022 Legislative Outcomes: Statewide Mental Health Services and State  
Financial Aid Revisions TAB F  
*Spencer Jenkins*
8. 2:45 – 3:00 Highlights from the Board’s Equity Resolutions TAB G  
*Laís Martinez*

**ADJOURN**

9. 3:00 Next steps – Chair Lisa Michele Church

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

April 15, 2022

## Simplified Admissions Taskforce Proposal

### Justification

Recent data gathered [by Envision Utah's high school student survey](#), [Cicero Group's non-traditional students study](#), the student-led Campus Safety and Equity Advisory Council, and others have identified the need to simplify admissions across the system to remove barriers to access for students. Therefore, a Simplified Admissions Taskforce is proposed consisting of USHE institutional admissions experts and Commissioner's office staff to study, discuss, and recommend solutions to simplify the admissions process for incoming students.

### Supporting Data

***Envision Utah:*** Surveyed more than 7,600 Utah high school students about their educational experiences and plans after high school.

- The process of applying to college and financial aid is a significant barrier to postsecondary education.
  - Less than half of students feel comfortable navigating the application process.
  - Students think simplifying the application and financial aid processes would have a bigger impact on postsecondary access than making college free.

***Cicero Group:*** Surveyed 830 Utahns over 25 years of age with various educational levels and needs.

- The #1 top “pain-point” for non-traditional students was identified as “navigating the application and financial aid processes.”
- Simplifying admissions was identified as a recommended best practice for supporting non-traditional students.

### Taskforce Objectives

1. Help create and implement a cohesive, sustainable, data-driven strategy for admissions in the Utah System of Higher Education
2. Support admissions best practices to remove barriers and streamline processes for first-generation students and those who education systems have historically marginalized
3. Provide input on the prioritization of taskforce goals and objectives
4. Identify and, to the extent possible, eliminate student barriers to admissions

### **Three Co-Chairs**

- Kris Coles – Assistant Commissioner for Student Affairs
- Representative from a USHE technical college
- Representative from a USHE degree-granting institution

### **Taskforce Members**

- An admissions representative from each of the 16 USHE institutions
- Richard Gonzalez – Assistant Commissioner for Access
- Cassidy Stortz – Director of Scholarships and State Programs

### **Timeframe**

- March 2022 – June 2023 (15 months)
  - The taskforce will meet monthly in half-day meetings

### **Strategies and Topics of Focus**

1. Financial aid award letters
2. Application fees and waivers
3. Keys to Success mobile application
4. Standardized test requirements
5. Spanish translation of admissions applications and websites
6. Utah College Application Week (UCAW) and Utah Higher Education Days (UHED)
7. Admissions application questions and fields
8. Student application submissions
9. Utah College Advising Corps and the application process
10. Data sharing with the Utah State Board of Education (USBE)

### **Benefits to Institutions**

- Participants will represent their respective institutions on a state-led initiative
- The taskforce will highlight the existing best practices of individual institutions
- Individuals will represent a collective effort to provide solutions to simplifying admissions
- Any funds necessary to address systemic issues will be advocated for as a collective group and distributed equitably among institutions
- Any improvements will be the result of collaborative work and negotiation rather than a mandate from the system

### **Commissioner's Recommendation**

This is a discussion item only; no action is required.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB B

April 15, 2022

## Draft: Equity Policy Review Guide

In Spring 2021, the Commissioner's office began working with the [National Association of System Heads](#) (NASH) through its Equity Action Collaborative, which addresses systemic inequity and promotes inclusive excellence in higher education. As part of the first cohort of the collaborative, the Commissioner's office decided to develop an Equity Policy Review Guide to facilitate a subsequent equity, diversity, and inclusion (EDI) review of the Board's policies. A committee was created to facilitate the development of this guide, which includes the following experts from across the system and the Board:

- Laís Martinez, Assistant Commissioner for EDI (*co-chair*)
- Alison Adams-Perlac, Associate General Counsel (*co-chair*)
- Board member Shawn Newell
- Melanie Heath, Associate Commissioner of Student Affairs and Access
- Dr. Tasha Toy, Chief Diversity Officer and Assistant Vice President for Campus Diversity at Dixie State University
- Jenalee Moynier, Diversity Officer at Uintah Basin Technical College
- Emma Houston, Special Assistant to the Vice President of EDI at University of Utah
- Dr. Clifton Sanders, Provost for Academic Affairs and Chief Academic Officer at Salt Lake Community College

The committee developed the attached draft of the USHE Equity Policy Review Guide based on the [USHE Equity Lens Framework](#) and the Board's strategic plan.

The Commissioner's office is putting together an internal group to conduct an equity policy review of the Board's policies using the Equity Policy Review Guide, with anticipated completion by fall 2022. Recommendations for edits to the Board's policies will go through the Board's normal policy update process. The Board may recommend the Equity Policy Review Guide be utilized at USHE institutions to guide their own institutional policy reviews.

### Commissioner's Recommendation

This is a discussion item only; no action is required.

## What is an Equity Policy Review?

How do you know if your institution's policies are equitable? Are they working as intended, or are there *unintended* consequences disproportionately harming students, faculty, and/or staff, particularly those from underrepresented backgrounds?

System and institutional policies can play a significant role in closing postsecondary attainment gaps for marginalized and underrepresented students, in line with goals outlined in the [Utah Board of Higher Education's strategic plan](#) to increase the college-going and completion rates of underrepresented groups by 4% in five years. An equity-driven policy review aims to allow an organization to see when policies and practices that appear to be beneficial are actually creating worsening inequalities. It also seeks to shift accountability to the institution rather than to the students.

This guide provides a practical exercise for analyzing the impact that system and institutional policies can have on underrepresented students and employees. The guide is informed by the shared beliefs, definitions, and questions of the [USHE's Equity Lens Framework](#)<sup>2</sup>.

Institutions are welcome to use and adopt the guide to meet unique institutional missions and student needs.

## How to form an Equity Policy Review Team

Institutions should identify standing policy review members whose lens will be critical to a majority of the policies versus content experts who could advise the standing group periodically. Institutions should also consider different perspectives from non-experts with possible lived experiences.

Possible standing policy review members:

- Office of Equal Opportunity
- Equity, Diversity, and Inclusion Officer
- Students, staff, and faculty
- Institutional Research/Data
- Finance
- Academic and Student Affairs

---

<sup>1</sup> USHE's Equity Policy Review Framework is informed by the Minnesota State Office of Equity and Inclusion's *Applying an Equity Lens to Policy Review*, available at <https://www.minnstate.edu/system/equity/docs/Equity-Lens-to-Policy-Review1.pdf>.

<sup>2</sup> The Equity Lens Framework recognizes intersectional identities including, but not limited to, age, gender identity and expression, sexual orientation, religious affiliation, socioeconomic status, citizenship status and country of origin, ability/disability, veteran status, first-generation student status, English language learner, and/or geographic location (including rural, urban, sheltered, and unsheltered).

Possible content experts:

- Facilities and planning
- Athletics
- Admissions and enrollment
- Faculty (in a particular study)
- Learning modalities

### **Before conducting an Equity Policy Review**

Before conducting an equity policy review, the equity policy review team should seek feedback from relevant stakeholders, including students, faculty, and/or staff, to understand concerns about the policy, institutional climate, policy deficits, etc. Such feedback can be gathered through a climate analysis, focus groups, and/or listening sessions.

- How will your knowledge about those most impacted by the policy review inform and guide your equity policy review?
- Where do current data collection methodologies fail to measure the extent of underrepresentation, marginalization, and lived experiences that create the need for broader analysis, feedback, and input?

### **Applying an Equity Policy Review**

To perform an equity policy review, it is necessary to involve reviewers from marginalized and underrepresented backgrounds and individuals with differing lived experiences and perspectives.

Reviewers should read the [Equity Lens Framework](#) as a start and then ask the following questions about the policy being reviewed, with an eye toward interrogating any preconceived notions of the policy's effectiveness.

An institution should undertake this exercise at least as often as policies are developed and reviewed and whenever an existing or new policy or complete policy set is created, edited, or reviewed. Institutions should also apply this equity review to forms, procedures, and other processes, as relevant.

### **Questions to use during an Equity Policy Review**

<b>PURPOSE AND OUTCOME</b>	<ul style="list-style-type: none"><li>• What are the intended impacts and outcomes of the policy? Does the policy produce unintended consequences when applied in real-world situations?</li><li>• Does the policy maintain, sustain, or intervene in existing educational disparities?</li><li>• Does the policy promote optimal working and learning environments, including safety and belonging?</li></ul>
<b>DISPARATE IMPACT</b>	<ul style="list-style-type: none"><li>• Who benefits from the policy? Who is excluded?</li></ul>

	<ul style="list-style-type: none"> <li>Does the policy explicitly account for disparate outcomes by race, socioeconomic status, etc.<sup>3</sup>?</li> </ul>
<b>REPRESENTATION</b>	<ul style="list-style-type: none"> <li>Are relevant stakeholders, including individuals impacted by the policy, included in the policy review<sup>4</sup>?</li> </ul>
<b>LANGUAGE EQUITY CONSIDERATIONS</b>	<ul style="list-style-type: none"> <li>Does the policy use gender-neutral, inclusive, affirming, people-first, and asset-based language<sup>5</sup>?</li> <li>Does the policy consider students, faculty, and/or staff in their full and intersectional identities?</li> </ul>

<b>OCHE CONSIDERATIONS BASED ON THE BOARD OF HIGHER EDUCATION’S STRATEGIC PLAN</b>	<p><i>Do Access policies:</i></p> <ul style="list-style-type: none"> <li>Reflect the many ways in which a student can enter a postsecondary institution?</li> <li>Consider challenges students face in accessing institutions and their services and programs<sup>6</sup>?</li> <li>Promote all higher education pathways and help ensure student success in any chosen pathway?</li> </ul> <p><i>Do Affordability policies:</i></p> <ul style="list-style-type: none"> <li>Consider the cost of attendance beyond tuition, including the cost of basic needs for students (e.g., housing, food, technology, transportation, and childcare)?</li> <li>Reflect an acknowledgment that not all students are eligible for federal and/or state aid, and the implications for those students on access and affordability?</li> </ul> <p><i>Do Completion policies:</i></p> <ul style="list-style-type: none"> <li>Recognize that every student has the ability to learn, and ensure institutions are receiving and helping students succeed on an individual level?</li> </ul>
--	--

<sup>3</sup> This question was inspired by Weber State University’s Strategic Plan’s Equity Framework, available at <https://www.weber.edu/strategic-plan>.

<sup>4</sup> For the Office of the Commissioner, does the policy promote collaboration across USHE’s 16 institutions?

<sup>5</sup> The DCFPI Style Guide for Inclusive Language provides definitions and examples of people-first, asset-based language. It is available at [https://www.dcfpi.org/wp-content/uploads/2017/12/Style-Guide-for-Inclusive-Language\\_Dec-2017.pdf](https://www.dcfpi.org/wp-content/uploads/2017/12/Style-Guide-for-Inclusive-Language_Dec-2017.pdf).

<sup>6</sup> Access challenges include, but are not limited to, transitions from IDEA to ADA accommodations, socioeconomic status, and geography/transitioning into bigger areas.

	<ul style="list-style-type: none"> <li>• Aim to provide each USHE student with an opportunity to learn, be employable, develop cultural competencies, and be global citizens?</li> <li>• Honor and credit student prior learning, including work and lived experience, including proficiency in native language?</li> </ul> <p><i>Do Workforce policies:</i></p> <ul style="list-style-type: none"> <li>• Support equal access by connecting each student to workforce and internship opportunities?</li> <li>• Reflect the importance of pathways and support workforce and industry partnerships?</li> </ul>
--	--

**Now what? Considerations after an Equity Policy Review**

Following an equity policy review, the institution should ask the following questions to help ensure accountability.

- How is success measured in the policy through data and/or outcomes?
- Does the policy measure success relative to marginalized and underrepresented populations?
- Is data evaluated on an annual or more frequent basis to evaluate success?
- How is the institution held accountable for ensuring that success?
- What changes need to be made based on the data? What is the plan for making such changes?

To ensure that policies and processes are updated in line with equity developments, institutions should update policies, processes, goals, and strategies, with equity in mind, at least every three to five years or more as needed.





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

April 15, 2022

## FAFSA Completion Efforts

### Overview

Below is a summary of significant Free Application for Federal Student Aid (FAFSA) completion efforts by the Commissioner's office in 2021-22. These were done in partnership with the Utah College Advising Corps (UCAC), Utah College Application Week (UCAW), and the Utah State Board of Education (USBE), along with college access programs, high school counselors, and other financial aid professionals across the state.

### Integration of UHEAA's Outreach Efforts

In June 2021, Utah Higher Education Assistance Authority's (UHEAA) two outreach officers were reallocated to the Commissioner's office. All of UHEAA's former FAFSA programs have been merged with the Commissioner's office access programs and initiatives, in addition to a substantial number of new efforts this year.

### FAFSA Nights

This year, 139 FAFSA Nights were hosted throughout the state, representing an increase of 37 events over last year; more than 1,400 students attended a FAFSA Night. To assist students, 168 volunteers from 21 financial aid offices and college access programs, provided over 564 hours of volunteer services in the fall of 2021.

### UCAW and FAFSA Nights Collaboration

FAFSA Nights work in tandem with Utah College Application Week (UCAW), a program run by the Commissioner's office that supports high schools in providing their students an opportunity to apply to college during the school day. This year, 118 high schools hosted a joint FAFSA Night/UCAW event, which helps to solidify the relationship between applying to college and paying for college. In addition, in October 2021, Governor Spencer J. Cox declared October as [Utah College Application and Financial Aid Awareness Month](#), the first time financial aid was specifically called out in such a declaration.

### Utah College Advising Corps (UCAC)

UCAC advisers attend a FAFSA Boot Camp, [a mid-year training](#) with detailed FAFSA case studies, and monthly webinars from the Commissioner's office. UCAC Advisers also support high school counselors in hosting UCAW and FAFSA Night events at their high school and have access to their school's FAFSA Data

Site (described below). To support UCAC regional coordinators in answering complex FAFSA questions, the Commissioner's office set up a Slack channel where they can quickly ask the USHE FAFSA State Coordinator questions.

## **Trainings**

### *FAFSA Boot Camps*

[FAFSA boot camps](#) are an annual three-hour FAFSA training for high school counselors, UCAC regional coordinators and advisers, Advancement Via Individual Determination (AVID) teachers, Latinos in Action (LIA) teachers, financial literacy teachers, GEAR UP advisers, TRIO advisers, scholarship advisers, and FAFSA Night volunteers. These trainings include updates of the FAFSA, common topics and sections of the FAFSA, answering questions, and practice using the FAFSA with pre-created case studies. This year the Commissioner's office hosted more than 16 boot camps for 314 college access professionals.

### *FAFSA Deep Dive Trainings*

During the 2021-22 school year, the Commissioner's office initiated a new training series for UCAC regional coordinators and GEAR UP advisers across the state that provided a deeper look into the FAFSA. These [four one-hour trainings](#) covered the following topics:

1. Before the FAFSA
2. Inside the FAFSA
3. Assisting Dreamers, Refugees, and Asylum Grantees
4. After the FAFSA

### *Financial Aid Webinars*

[Five financial aid webinars](#) were given throughout the school year for college access professionals across the state. These 30-minute webinars provided professional development contact hours for counselors and covered topics such as:

- More than Pell: Five Reasons Why the FAFSA is Important for Students from All Income Levels (with a guest speaker from Weber State University Financial Aid)
- FAFSA Guidance: Students with Divorced, Remarried, Separated, Widowed Parents (with a guest speaker from Davis Technical College)
- Advising for Out of State College (with guest speakers from Western Interstate Commission on Higher Education (WICHE)/Western Undergraduate Exchange (WUE), West High Counseling, and UCAC)
- The Financial Aid Deferment Process (with a guest speaker from Snow College)
- Coming soon this April: Navigating Financial Aid Award Letters (presentation from the Commissioner's Office FAFSA Help Team)

## **FAFSA Data Sites**

### *USHE FAFSA Data Site*

The [FAFSA Data Site](#) provides high school counselors secure access to view near-real-time data showing

which of their students have completed the FAFSA. This tool helps counselors strategically plan and assist students in their FAFSA completion.

#### *USBE FAFSA Equity Dashboards*

USHE and the Utah State Board of Education (USBE) have joined together to provide FAFSA equity dashboards that high school and district professionals can use to see real-time FAFSA filing percentages for their individual schools, disaggregated by five demographic categories: Race/ethnicity, Socioeconomic disadvantage, gender (male/female), English Language learner, and special education (IEP/504). This will help high school professionals find ways to strategically assist specific populations in their schools and close equity gaps in services. The dashboard will be launched in fall 2022.

### **Spring FAFSA Push**

#### *FAFSA Scholarships and FAFSA Cup*

This year, the Commissioner's office will award twelve \$500 scholarships to students who attended a FAFSA event, completed their FAFSA, and completed the [FAFSA survey](#). These scholarships have proved to be helpful incentives for students to participate in FAFSA Nights. In addition, the high school that has shown the most significant increase in FAFSA completion is awarded the FAFSA Cup, which comes with a \$1,000 grant for the high school counseling team. These competitors provide information on what they do to promote, host, meet with, and follow up with students and families to complete the FAFSA.

#### *FAFSA Best Practices Document*

Informed by prior efforts from FAFSA Cup winners, the Commissioner's office has put together the [USHE FAFSA Nights and FAFSA Completion Best Practices](#). The best practices document has been shared with high school professionals throughout the state to support increased FAFSA completion in their schools.

### **FAFSA Walkthrough Videos**

One of the most-used resources provided by the Commissioner's office is a full-length FAFSA walkthrough video in both [English](#) and [Spanish](#). This video provides a full narration of how to complete the FAFSA, from FSA ID completion to FAFSA submission. While this video is well-known across the country and is used by college access programs nationally, a focus has been placed this year on increasing Utah's viewership of the video. Utah is now among the top four states with the most views.

### **Questions?**

Dyllen Cafferty, FAFSA State Coordinator, Utah System of Higher Education  
801-366-8487, [dyllen.cafferty@ushe.edu](mailto:dyllen.cafferty@ushe.edu)

### **Commissioner's Recommendation**

This is a discussion item only; no action is required.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB D

April 15, 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, and the Title IX Coordinators currently meet monthly. The Title IX Coordinators have been sharing ideas about how USHE can best support their work through that meeting.

USHE has met with the externship program coordinators at the University of Utah (UU) and Brigham Young University (BYU). Both schools have agreed to partner with USHE to create ongoing externship programs for law students to complete internships in Title IX Offices across the state to help support the investigation, process advising, and decision-making roles, as well as to ensure that job openings in these offices are advertised to students whose professional interests align with this work. The UU and the BYU externship programs will begin in fall semester 2022.

USHE is exploring ideas related to institutions partnering with each other for increased training and investigation support. USHE is exploring internal and external training options.

USHE is also planning a summer training specifically targeted at USHE's Technical College Title IX Coordinators but available to all Title IX Coordinators in the system.

### **Commissioner's Recommendation**

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



April 15, 2022

## Campus Safety and Equity Advisory Council

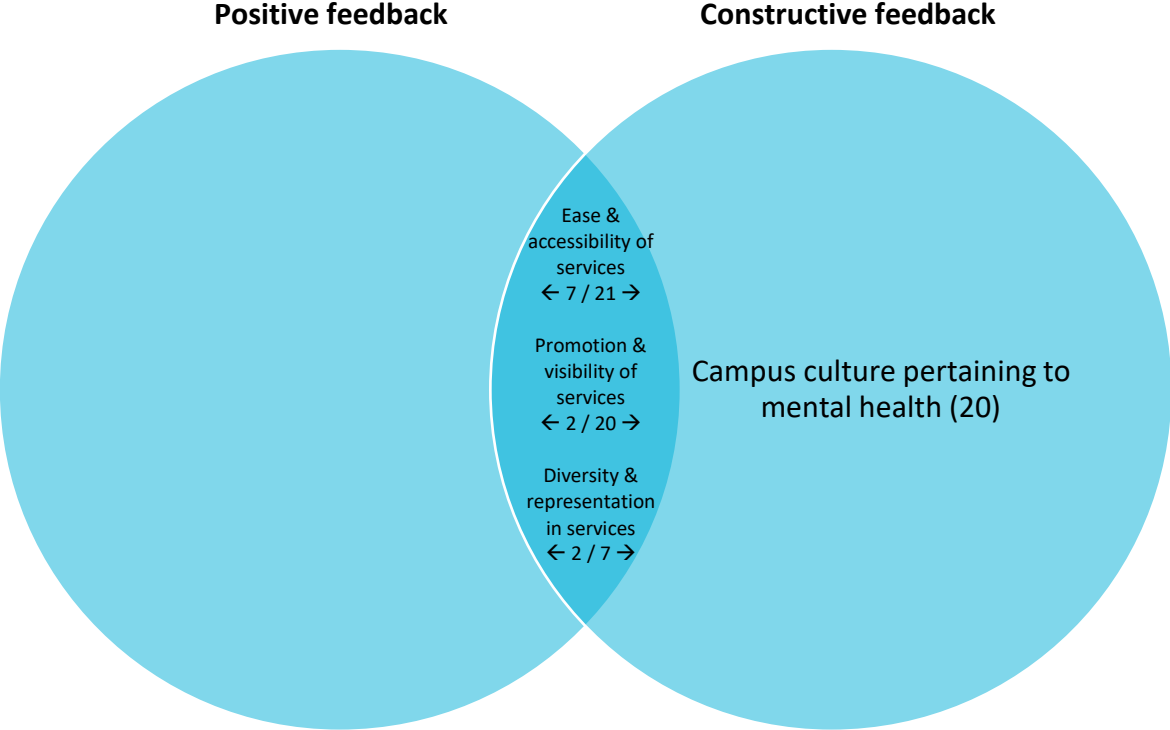
The Campus Safety and Equity Advisory Council (CSEAC) met on March 18, 2022, to discuss student mental health and campus resources. Council members were asked to review their institution’s mental health plans (if applicable) and come prepared to discuss: their institution’s mental health service offerings, their perception of the communication and promotion of those services, campus mental health services processes and procedures, and various other questions.

Responses from CSEAC members are coded below:

Positive feedback	
Category	Examples
Ease/accessibility of services (7)	<i>Short wait times/good appointment availability (3)</i>
	<i>My institution offers discounted access to community mental health providers (2)</i>
	<i>Mental health professionals at my institution can diagnose and medicate if needed (1)</i>
	<i>My institution offers group therapy options if you exceed your allotted number of single appointments (1)</i>
Visibility/promotion of services (2)	<i>Services are explained at orientation (1)</i>
	<i>Services are well promoted/marketed in general (1)</i>
Diversity/representation in services (2)	<i>My institution offers customized support for BIPOC students (1)</i>
	<i>My institution offers customized support for LGBTQIA+ students (1)</i>

Constructive feedback	
Category	Examples
Difficulty/inaccessibility of services (21)	<i>Long wait times/lack of appointment availability (7)</i>
	<i>Unaffordable (3)</i>
	<i>Care is too short term; students are capped at a specific number of sessions (3)</i>
	<i>Business hours for mental health services are not conducive to my school/work schedule (2)</i>
	<i>Seeing a grad student therapist in training can be uncomfortable/not confidence-inspiring (2)</i>
	<i>International/out-of-state students who return home for summer face ineligibility (2)</i>
	<i>Complicated paperwork is a barrier (1)</i>

	<i>More research is needed on the extent/effectiveness of mental health services offered for LGBTQIA+ students on our campuses (1)</i>
Campus culture pertaining to mental health (20)	<i>Faculty should be held more responsible for promoting mental health resources and showing compassion and care for students (9)</i>
	<i>Stigmatization of mental health prevents students from seeking help (7)</i>
	<i>Students should be educated about why mental health is important – not just educated about the resources available (2)</i>
	<i>Student leaders should play a role in promoting/normalizing mental health services (1)</i>
	<i>Student centers (such as multicultural centers) should play a role in promoting/normalizing mental health services (1)</i>
Lack of visibility/lack of promotion of services (7)	<i>There is a lack of ongoing marketing/promotion of mental health resources on my campus (4)</i>
	<i>Mental health resources are not physically visible on campus/are tucked away, making it hard to know about them (3)</i>
Lack of diversity/lack of representation in services (6)	<i>There is a lack of diverse representation in mental health staff demographics (3)</i>
	<i>There is a lack of specialization in my areas of need (2)</i>
	<i>Mental health staff do not receive sufficient EDI training (1)</i>



**Background**

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:

<b>Name</b>	<b>Institution</b>
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  
HIGHER EDUCATION

# MEMORANDUM

TAB F

April 15, 2022

## 2022 Legislative Outcomes: Statewide Mental Health Services and State Financial Aid Revisions

### Statewide Mental Health Services

The Commissioner's office has worked with institutional Senior Student Affairs Officers, the [Huntsman Mental Health Institute \(HMHI\)](#), and [the JED Foundation](#) to build out the strategy identified in the Board's strategic plan to "ensure system-wide institutional supports for student mental health and campus safety."

[In August 2021, the Student Affairs Committee recommended two initiatives](#) that support this strategy for the Board to include in its legislative funding priorities for the 2022 Legislative Session. The Legislature fully funded this \$3 million appropriations request to the Commissioner's office. Both initiatives support an expanded spectrum of mental health for postsecondary students that focuses on alleviating the triage-like caseloads currently inundating on-campus mental health counseling services. This care includes preventative services, earlier and more accessible assessment, and after-hours mobile response. The statewide initiatives, in conjunction with current on-campus and/or community providers, improve student access to mental health supports while accounting for varying institutional missions.

### ***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. The teams would be closely integrated with on-campus services as well as community mental health providers, including necessary clinical admitting privileges embedded within the response team, currently not available at almost all USHE institutions. Initially, 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.

This pilot is intended to address several gaps in mental health services identified by the JED Foundation at its convening held in June 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

***Wellness coaching and assessment available to all USHE students (\$1.45 million)***

In 2020, USHE received one-time funds to pilot peer coaching and assessment services. USHE contracted with the Trula Foundation, which 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 coaching and assessment programs as a best practice for higher education mental health strategic planning. Over the past 18 months, USHE institutions have explored various forms of wellness coaching programs. Funding would support campus-based implementation of wellness coaching to all USHE students.

***Implementation Timeline:***

In the near-term, state funding would continue to develop the mobile crisis pilot at the University of Utah, then expand to at least two additional USHE institutions. Long-term, as the model matures, economies of scale and in-kind support from USHE institutions could expand the mobile response service throughout the regions served. Together with availability of statewide wellness coaching, mobile crisis response will be an especially critical resource in rural areas, where geography is a more significant barrier to mental health services.

**State Financial Aid Revisions**

In support of the Board’s strategy to “evaluate and prioritize state financial aid,” the Commissioner’s office, after [discussion at the Student Affairs Committee in October 2021](#), pursued legislation ([HB 355, Higher Education Financial Aid Amendments](#)) to streamline many of the state aid programs administered by the Utah Board of Higher Education. The objectives of these changes are to:

1. Increase equitably available awards to students from historically underserved populations; and
2. Enable reporting consistency and accountability.

The following is a summary of changes to state aid programs in HB 355:

- Changes *Public Safety Officer Career Advancement Reimbursement Program* to a grant program.
- Merges the outdated *Higher Education Success Stipend* with the *Utah Promise Scholarship*.
- Converts the *Talent Development Incentive Loan Program* to a scholarship program and prioritizes awards to students who demonstrate financial need.
- Establishes alternative paths for the Free Application for Federal Student Aid (FAFSA).
- Enables the Board to forgive legacy loan repayments for *TH Bell Loan* legacy program.

- Allows the Utah Board of Higher Education to establish an inter-institutional tuition benefit for all higher education employees at all 16 institutions.
- Consolidates administrative silos across programs.
- Removes outdated and conflicting terms, including residency limitations.
- Makes all state aid programs “stackable” by removing language prohibiting students from applying to multiple awards programs.

New policies and existing policy revisions associated with HB 355 will be presented to the Finance and Facilities Committee at the May 2022 meeting.

**Commissioner’s Recommendation**

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



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB G

April 15, 2022

## Highlights from the Board's Equity Resolutions

In August 2020, during a national reckoning on systemic racism and the creation of a new and merged Utah Board of Higher Education, the Board adopted its [first equity resolution to advance equitable systemic change](#). The resolution identified significant gaps in postsecondary enrollment and completion by race, ethnicity, gender, and socioeconomic status. As a result, it committed to centering and measuring for educational equity, closing attainment gaps, and creating more opportunities in higher education for all Utahns.

Since then, to bring additional attention and visibility to marginalized and underserved populations, the Board has championed three resolutions to affirm and support [Undocumented, DACAmented, Dreamer students](#); [African, African American, Black students](#); and most recently, [LGBTQ+ students](#). All resolutions come with action items and charges for the System office and its 16 institutions based on the [USHE Equity Lens Framework](#) and align with the [Board's strategic plan](#).

Each Board resolution has been championed by the support of institutional senior leadership, most notably the Chief Diversity Officers, Senior Student Affairs Officers, and Chief Academic Officers working in collaboration with the Dream Centers, African Diaspora Centers, and LGBTQ+ Centers. The system office leans on the expertise of the institutional leadership and ongoing efforts to create resolutions that support structural and sustainable change for students, staff, and faculty from marginalized identities and backgrounds.

This presentation will provide action item updates and timelines for each resolution.

### Commissioner's Recommendation

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