



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

October 21, 2022

## Campus Safety and Equity Advisory Council (CSEAC)

### Background and Structure

The [Campus Safety and Equity Advisory Council \(CSEAC\)](#) was formally established by the Utah Board of Higher Education in November 2021. As it enters its second academic year, CSEAC continues to serve as an organized feedback group of students from diverse backgrounds, identities, and lived experiences to ensure institutional and state-level safety and equity-related policies, procedures, and programs successfully capture the perspective of students pursuing their education at Utah's degree-granting public colleges and universities.

Students from seven of USHE's eight degree-granting institutions applied to be members of the 2022-2023 council. CSEAC is chaired by the Degree-Granting Student Board Member and consists of 16 students selected from nine campuses around the state (returning members are listed in bold font):

- Que Begay; USU-Blanding
- **Tiffany Chan (Vice Chair); U of U**
- Reed Hammond; SUU
- **Alayne Jenkins; USU-Eastern**
- Ta'Mariah Jenkins; USU-Logan
- Isamara Jimenez; USU-Logan
- **Julyssa Lopez; Westminster**  
(exception)
- Nahjae Malone; UTU
- **Laiza Moreno; UTU**
- **Colette Mortensen; WSU**
- Daira Rodriguez; UVU
- **Aarushi Rohaj; U of U**
- Alejandra Henriquez Roncal; UTU
- Melody Sadrin; U of U
- **Lindsay Simons; SLCC**
- Ruby Vejar; WSU
- Xitlalli Villanueva (Chair); WSU

CSEAC holds seven virtual meetings throughout the school year. Members may serve up to two academic years and receive a \$1,000 scholarship per academic year of service. CSEAC utilizes a shared leadership model that includes holding annual elections for Vice Chair and providing different council members the opportunity to facilitate dialogue and present to the Board's Student Affairs Committee.

### 2022-2023 Kickoff Meeting

In CSEAC's first 2022-2023 meeting (September 24), members met and built rapport with one another and engaged in an activity to identify their top areas of interest on equity and safety, which will help

determine a schedule of dialogue topics for the coming year. Recommendations included (but were not limited to):

- Equity:
  - Inclusion:
    - Resources and programs for LatinX and Hispanic students and families
    - Expanding offerings for race-aware and multicultural curriculum
    - Resources and enhanced representation for students with disabilities
  - College affordability:
    - Availability of scholarships and paid internships
  - Basic needs:
    - Healthcare access and literacy
- Safety:
  - General safety:
    - Prevention and response strategies to deal with interpersonal violence on campus
    - Keeping students experiencing mental health crises safeVictim advocacy efforts
  - Title IX:
    - Improving the processes around reporting and responding to sexual harassment and assault
    - Addressing gender-based violence and its impact on college completion
    - Victim advocacy efforts
  - Hate crimes and racially motivated crimes:
    - Improving the processes around reporting and responding to hate speech and racially motivated incidents

### **Honoring CSEAC Through Visibility, Accountability, and Stakeholder Engagement**

We have purposefully and meaningfully engaged campus, students, staff, and community stakeholders who may be affected by this potential course of action by:

- Enlisting the help of faculty and staff in recruiting CSEAC applicants and technical college focus group participants
- Creating space for students to voice their opinions and thoughts on issues of safety and equity that impact them and their peers

CSEAC intervenes in existing educational disparities and closes attainment gaps by shedding light on the experiences of marginalized populations and identifying actionable steps to create a more equitable postsecondary experience for Utah students. Following each CSEAC meeting, OCHE staff code meeting transcripts and create a meeting report to quantify, prioritize, and categorize the qualitative feedback shared in the meeting. At the end of each semester, OCHE also delivers a report to CSEAC members outlining what the Board and institutions are currently doing to address safety and equity, recommendations for how the Board can act on the council's feedback from that semester, and plans for how OCHE will relay the council's feedback to institutions.

### **Engaging Technical College Students**

After receiving feedback that the CSEAC's meeting schedule and topics of conversation did not always appropriately accommodate technical college students, OCHE identified two ways to ensure technical college students' perspectives on topics relating to equity and safety are recognized:

1. The Technical College Student Board Member will attend CSEAC meetings when available to gain insight and lend opinions.
2. The Technical College Student Board Member will facilitate two 90-minute virtual focus groups during their term of service. OCHE will work with faculty and staff at all eight USHE technical colleges to help recruit up to 16 students per focus group. Students will be financially compensated for their time.

### **Commissioner's Recommendation**

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