

Women's Center Program Review Self Study 2015-2016

Stephanie L. McClure  
Weber State University

Co-Authors  
Paige Davies  
Katie Byrd  
Kinsee Gaither

Contributors  
Jessica Oylar  
Jan Winniford

## TABLE OF CONTENTS

Unit Mission, Goals, and Outcomes .....	
Programs and Services .....	6
Leadership and Staffing .....	14
Financial Resources/Budget.....	23
Facilities, Equipment, and Technology .....	25
Ethical and Legal Responsibilities.....	31
Assessment and Evaluation.....	35
Summary.....	45

## Unit Mission, Goals, and Outcomes

### **Vision**

Working towards a more inclusive, equitable, liberatory, and safe community.

### **Mission**

The WSU Women's Center (WC) advocates for the best educational and campus experience for all members of our community. We accomplish this by advancing social justice and by working towards a safe and healthy campus.

Our mission statement has gone through several changes in the last couple of years. At our last program review in 2010 the WC mission statement was "to advocate, educate, and empower individuals by providing resources and support on campus and in the community through facilitating connections, providing resources, and through advising students and support groups." Our reviewers provided the center with feedback that we "should consider examining [our] mission statement and goals...and meet with stakeholders to revise both." In response the WC collected mission statements of peer institutions and reviewed WC programs and services, and adopted a new mission in 2011: "The Women's Center advocates, educates and empowers individuals by providing resources and support on campus and in the community through facilitating connections, one-on-one advisement and support groups. The Center actively seeks to develop programs and services in which women are supported, encouraged and inspired to achieve their academic and personal goals." The mission was again amended in 2014 to say, "The Mission of Services for Women Students is to provide programs and services which empower individuals to strengthen and utilize all educational, interpersonal and leadership opportunities available at Weber State University. We are committed to respect for diversity and advocacy for all women." In Summer 2015 the Women's Center had almost a complete changeover of staff and leadership. A temporary mission statement was developed by the Director and adopted at this time, which read "The Weber State University Women's Center works diligently to strengthen and improve the lives of women, children and their communities. We are focused on empowering, advocating, educating, and increasing pathways to resources on campus and within the larger Weber and Davis communities. In all our work we strive to provide opportunities for leadership, growth and academic success." However, as the Women's Center utilizes community participatory approaches to our development we started a working group consisting of the Director, Advocate, and three student staff members to again review the WC's mission, vision, and guiding values and propose anew to be voted on by the full WC staff (inclusive of students). The working group utilized best practices set out by the CAS standards, took into consideration legal requirements under Title IX and the Clery Act, and included best practices in prevention education and social justice education when crafting our new mission statement. As a result of this project we adopted a new vision statement (we previously did not have one), mission statement, and established our guiding values (see below).

## Values

- *Intersectionality & Margin to Center* - Special attention is focused on women who face additional challenges due to their race, nationality, class, sexual orientation, gender identity, religion, age, and physical or mental ability.
- *Leadership & Increased Pathways* - We aim to strengthen and improve the lives of women, children, and their communities through empowering, advocating, educating, and increasing pathways to resources; in all our work we strive to provide opportunities for leadership, growth, and academic success.
- *Power Dynamics & Advocacy* - We are committed to the ongoing integration of, and emphasis on, power and privilege across the core components of our work, in recognition of how gender intersects with other points of identity.
- *Theory, Action & Prevention* - We believe in providing students with opportunities to actively implement the knowledge they are learning through praxis (theory + action) to help stop and prevent violence, discrimination, and oppression.

## Focus areas and core programs

### Women's Center Operations

The Women's Center Operations focuses on building our departments capacity to fulfill our vision and mission statement.

### Safe@Weber Violence Prevention and Advocacy Services Program

The Safe@Weber program strives to create safe and healthy relationships for all through collaboration, education, skill development, community action, and support.

### Social Justice Education, Action, and Resource Program

Our Social Justice program strives to create a community where there is no more violence, sexism, racism, ableism, classism, homophobia, transphobia, or xenophobia.

### Leadership and Professional Development Program

The Leadership program focuses on increasing student and professional success.

## Goals

- Educate WSU campus community about dynamics of sexual and relationship violence, and ways to stop and prevent it utilizing best practices, feminist, critical, educational, and public health theory.
- Provide trauma informed survivor-centered advocacy and emergency services to survivors and their support networks.
- Improve WSU's coordinated campus response to sexual and relationship violence, and improve WSU and Weber/Morgan/Davis County coordinated response.
- Develop and provide a Safe@Weber student leadership program that trains and certifies advocates, peer educators, and bystander intervention specialists.
- Educate the campus community on intersections of identity, power, and privilege, and increase skill development to stop domination, discrimination, and oppression.
- Strengthen equity and inclusion of marginalized communities via centering them in the Women's Center programs, initiatives, and praxis projects.

- Provide basic resources and social justice education access to all students through the WC clothing/toiletry resource pantry, lactation/pumping space, and feminist media lending library.
- Develop and provide a WC Leadership and Professional Development training program for all WC staff and leaders, that focuses on decreasing risk factors for experiencing and engaging in violent behaviors, increases protective factors, and increases skills in problem-solving, organizing, leadership and team management, and communication.
- Empower and support female/women students by connecting them to campus resources that help to reduce barriers and increase academic and professional success.
- Evaluate and enhance existing WSU leadership programs, linking Women's Center programs more deliberately with the curricular and co-curricular offerings of the university.
- Facilitate the development of a robust interdisciplinary research and outreach agenda to advance the leadership of women at WSU and beyond.

Our department mission statement serves to help aid the university in its mission of becoming a leader in our region when it comes to addressing issues of diversity and educational experiences. We focus on social justice action, research, and theory all of which helps to support our diverse populations on campus, and increases our university community's capacity to understand the value of diversity on our campus. Additionally, in all the work we do we strive to utilize best practices informed by current academic research, and in turn conduct research and further develop best practices for our specific community.

Our mission also supports the WSU Student Affairs mission through utilizing a holistic and inclusive design. We focus not only on supporting the individual student, but also work to support healthy relationships, foster a supportive and accountable community, and work to improve, repeal, or address systems that play a role in the individual student's learning, well-being, and success. Additionally, we provide educational, academic, and leadership opportunities through our focus areas (Women's Center Operations, Safe@Weber Violence Prevention & Advocacy Services Program, Social Justice Education, Action and Resource Program, Leadership & Professional Development Program) that advance the social, intellectual, cultural, and civic development of our students.

Our department contributes to the core Access theme by providing financial support to underrepresented students, low-income students, first generation students, single moms, and survivors in the form of scholarships and activity waivers, the survivor emergency fund, and our resource pantry. We contribute to the learning theme by providing students with a variety learning opportunities that entail different levels of engagement, so that we are able to best serve the largest number of students.

Community is central to the work we do in the Women's Center, which is why it is included within our mission and vision statements. We are actively working towards a more inclusive, equitable, liberatory, and safe community for all WSU students, faculty, and staff, and their support networks. We do this through addressing and reducing societal norms that are supportive of discrimination, domination, violence, and oppression, male superiority and sexual entitlement, strict or harmful gender norms, sexism, racism, heterosexism, genderism, ableism, classism, and xenophobia. We believe that this work improves our local community, contributes

to the richness of the regional culture, and ultimately supports the economic development of the region through ensuring that all members of our community are valued, supported, and free to pursue their educational and professional dreams.

### **History of the Women's Center**

The Women's Center (Women's Resource Center) came into existence during the 1980-1981 academic year as a result of the efforts of Toni Weight, Associate Dean of Student Affairs. Before the Center was officially established, a re-entry women orientation and reentry woman support group had been established and was operating under the direction of Dr. Kay Evans, Dean of Student Affairs; Toni Weight, Associate Dean and Mary Jo LaTullippe, a counselor in the Counseling Center. The program for reentry women was operating successfully and helping to retain students; thus, it was a factor for Women's Educational Resource Center being recognized as a viable part of Student Affairs.

During the summer of 1980, the President's Council approved the proposal for a Women's Educational Resource Center. The approval was accompanied by funding and was soon followed by space in the Shepherd Union Building. Because of the diverse needs of the Center, the assigned space quickly became a multi-purpose room and was put into service as group counseling, a meeting place for the weekly brown bagger, a lounge for women returning to higher education, a study area, a library for information directly related to women's issues and an area in which to show films of significance to women. The Women's Center has functioned under three separate names: The Women's Resource Center, Services for Women Students, and the Women's Center.

Throughout the years, our space has morphed with the student body and university and is currently house in the Shepherd Union building, Suite 322 (shared space with the Nontraditional Student Center). The Center has a lounge space, two student staff offices and three workspaces that can accommodate six, two professional staff offices, a lactation/advocacy room, resource pantry, and media lending library. Programs and initiatives have changed over the years depending on the demand and users of the Women's Center. Historically, much of the work the Women's Center has done has focused on providing support to single moms. However, during the 2015-2016 academic year, the Women's Center launched the Safe@Weber Violence Prevention and Advocacy Services Program, a holistic program that educates the WSU campus on issues of violence prevention and response, with a focus on oppression, power, and privilege as they relate to all forms of discrimination and harassment. The program also provides advocacy services for students reporting disclosures of sexual harassment, sexual assault, domestic/dating violence, and stalking to the institution's Office of Equal Opportunity & Affirmative Action (Title IX) and/or the Weber State Police Department. This new program has helped to reshape the structure and services of the Women's Center overall.

## Programs and Services

Our four core programs align with the mission and goals of WSU, the Student Affairs Division, and our department because they focus on supporting, developing, and investing in our community's social, intellectual, cultural, and civic capacity. The Women's Center strives to become leaders in our field (ending all forms of domination, discrimination, violence and oppression) within Utah, and also support the leadership development of our students so that they too may go on to advance our local and regional communities after leaving WSU.

Each of our core programs align with all the university's core theme objectives in some way. The Safe@Weber Violence Prevention and Advocacy program strives to reduce access barriers for survivors on campus so that they can pursue and achieve their academic goals while increasing student learning about healthy relationships, consent, and bystander intervention, through a community-wide approach. Our Social Justice Education, Action and Resource program works to provide a brave space where students can build conscientious communities of solidarity, and where students who have been traditionally marginalized are centered increasing their access to liberatory education. Finally, our Professional Development and Leadership program provides support and resources that increase student access to educational and leadership opportunities, while also providing access to prosocial peers and caring adults with which to build community.

Through all of our programs and services in the Women's Center, we focus on intersectional feminist theories and praxis. Safe@Weber specifically utilizes theories from Women & Gender Studies, Public Health, Sociology, and Education in violence prevention programming, education, and curriculum development. Examples include Queer, Chicana, Black, and other Critical Race theories, Social Norms and Behavioral Change theories, and Student Development theories.

We approach adding new programs and services through collaboration with our entire WC staff and campus partners. As a feminist organization, we highly value our student staff's insights into what programming and services fit best within the Women's Center. We initiate new programs through brainstorming, developing learning outcomes and goals -- guided by our strategic plan and values.

### **Safe@Weber Violence Prevention & Advocacy Services**

With our Safe@Weber Violence Prevention & Advocacy Services, we envision a future where all relationships are healthy and built upon a foundation of safety and respect. This future is full of engaged, supportive, and accountable communities. The cultivation of healthy relationships is accomplished through active respect, care, support, healthy boundaries, and shared power. We strive to create a community where there is no more violence, sexism, racism, ableism, classism, homophobia, transphobia, or xenophobia. Our mission is to create safe and healthy relationships for all through collaboration, education, skill development, community action, and support. This is accomplished through providing violence prevention training from EverFi Haven, peer education opportunities, a variety of in person workshops and trainings, men's

engagement initiatives, and targeted curriculum development for at risk groups (currently we are working on LGBTQ+ specific training). In 2015 we implement a campus wide online Everfi Haven violence prevention training for all incoming WSU students, with a specific focus on student leaders, student employees, Greek students, and student athletes. While we do not have a hard mandate for all students to complete this training, all students receive an email outlining that the university expects that they complete the training. We do however have a hard mandate specifically for our focus populations (leaders, employees, Greeks, and athletes). Monthly progress reports are generated and sent to administrative staff over these populations to ensure completion. Advocacy services include survivor-centered support, community referrals, assistance in reporting disclosures of sexual misconduct and violence to the Office of Affirmative Action & Equal Opportunity (Title IX) and/or Campus Police, advocacy during interviews and investigations, and support in facilitating academic accommodations/modifications and interim measures.

### **Social Justice Education, Action, and Resource Program**

The Women's Center's social justice programming focuses on responding to the educational needs and interests of our student population. We accomplish this through workshops on feminist issues (Generation F\*), our media lending library, lactation/advocacy room, resource pantry (complementary to the Weber Cares Food Pantry), and our art gallery space. We use all of these programs to bring awareness to and prevent social injustices in our community, as well as empower and strengthen those most marginalized by systems of power, oppression, and privilege.

### **Professional Development & Leadership Program**

This program offers professional development and leadership positions to students wanting to become involved with the Women's Center. This includes positions for volunteers, interns (often 120 hours), student leaders (tuition waiver up to \$2200 for an average of 10 hours a week for two semesters) and hourly student staff members (20 hours a week for two-three semesters). Students are trained and mentored by the professional staff at the WC in a variety of professional development skills (cognitive complexity skills such as non-violent problem-solving and goal setting; intrapersonal development skills such as identity development and adaptability; interpersonal competence skills such as boundary setting, healthy communication, and leadership; civic engagement skills such as community organizing, team building, and advocacy; and practical competence such as organization). Additionally, students have opportunities to learn about and receive mentorship in a multitude of academic areas (literature reviews, technical and persuasive writing, policy review, public health and feminist methodology and methods, survey design, assessment, etc.) that support their own educational goals. Lastly, students learn about healthy, respectful, and effective ways to engage in critical dialogues with other students that support the creation of a brave space where all are free to inquire, explore, and express ideas related social justice and violence prevention.



We have comprehensive [programming](#) and [marketing](#) guides that our student staff members and leaders use to develop and implement programs and services. This includes outreach to campus partners, utilizing campus calendars, event postings, and announcements. We also use campus and local media sources, as well as contacts in community partners to spread awareness of our programs and services through word of mouth, email campaigns, and poster campaigns. Social media and [Facebook](#) are a large part of our marketing strategy, as is our [website](#) and [bi-weekly newsletter](#).

### **Outreach with students and the community**

We strive to provide outreach to the community and students in ways that are most beneficial and accessible to them, both in person and online. We often table at expos, involvement fairs, and large campus events such as Block Party, the Student Affairs Expo, Davis Student Services Showcase, and the LGBT/GSA Pride Week. Additionally, we table within the Union to advertise Women's Center specific events and initiatives.

Additionally, we provide outreach through poster campaigns, website, social media, WeberSync, our institutional engagement platform, and newsletters. Our Facebook page has over 500 members, reaching over 13,000 individuals and over 2,000 post engagements. Our new bi-weekly newsletter reaches over 220 individuals and averages a 40% open rate (the average rate for Education and Training is 12.3%, according to MailChimp analytics).

To ensure that all students know their federal rights, our services, and resources available to survivors, as well as understand how they can help to keep everyone Safe@Weber we have completed several outreach initiatives. At the beginning of the school year we send out an email to all students informing them of their rights and options in relation to Title IX, Clery, and our online violence prevention training program EverFi Haven; we distribute How to Report Discrimination and Harassment (inclusive of sexual misconduct) cards to all faculty and staff; we post Rights and Options brochures throughout campus on bulletin boards, in bathrooms, and outside of departments, and faculty/staff offices who have completed our Safe@Weber Title IX Advocacy and Reporting Training; finally, every semester we outreach to all faculty teaching courses that intersect with the work we do in the WC to see if they are interested in hosting a Safe@Weber workshop training. Since Safe@Weber's inception during summer 2015, we have had 5621 students and 576 staff and faculty complete our online Haven training, and 2359 students, staff, and community members attend Safe@Weber training and programs (as of November 3, 2016).

We collaborate with many of our peer departments within Student Affairs, such as the Nontraditional Student Center, Diversity & Inclusive Programs, the LGBT Resource Center, Student Wellness, Student Involvement & Leadership, and the Center for Community Engaged Learning. These collaborations have been made through participation on various Student Affairs and event/program planning committees, and collaboration between student organizations and leaders. In the past year, we have collaborated with these departments on panels, speakers, and workshops related to Safe@Weber violence prevention and social justice education.

Many of our collaborations outside the division have occurred somewhat organically. Since we have changed the vision, mission, goals and programs of the Women's Center (in summer 2015) and increased our outreach initiatives we have had many departments reach out

to us regarding ideas they would like support on or which they would like to collaborate with us to further develop and implement. However, we have strategically reached out to departments such as WSU Police Department, Affirmative Action /Equal Opportunity and Title IX, Counseling and Psychological Services Center, Disability Services, Housing & Residence Life, Athletics, Admissions, Financial Aid & Scholarships, Bursar, and the Registrar's Office particularly due to the launch and development of the Safe@Weber program and associated advocacy services. We additionally started a Safe@Weber Advisory Board that includes many subcommittees with involvement from across the campus and community. This includes Faculty Against Rape (FAR), a coordinated campus response team, and a policy review team. For a list of Advisory Board members please see Appendix A. For a full list of all WSU and community collaborations please see Appendix B.

Our outreach has been fairly fruitful and we have been able to join and build coalitions and committees that are helpful to our overall Women's Center goals. Some examples include working with the Weber, Morgan, and Davis county Domestic Violence Coalitions to put on law enforcement training for all 3 counties and taking part in a university policy review team to assess and amend our current policies to ensure they are Title IX and Clery complaint and moving toward best practice. Last year we partnered with over 70 organizations on prevention, education, and support initiatives that span across the ecological model (individual level, relational level, community level, and system level).

Professional staff members participate in many local coalitions and community response teams, such as the Weber-Morgan Domestic Violence Coalition, the Davis County Domestic Violence Coalition, Weber County Sexual Assault Response Team (SART), Davis County SART, and the Davis County Community Allied Resources to End Sexual Violence Coalition (CARES). We have been invited to join the state Healthy Relationships Task Force as well as the Racially Just Utah Coalition; however, do not have the capacity to do so at this time.

Additionally, we participate as a department in various community events and training, including SLUT Walk/Walk of No Shame, YCC's Footsteps to Light, YCC's Sexual Assault Awareness Walk, and the Weber/Morgan & Davis Domestic Violence Coalition's Law Enforcement Trainings.

Unfortunately, we are at capacity when it comes to outreach to the campus and community. This is largely to do with the fact that we only have 2 professional staff members within our department. At times we struggle with keeping up with our existing outreach efforts and being able to fully participate in our community initiatives outside of our regular work requirements. Having additional professional staff would allow us to improve outreach.

### **Core changes in programs over the past five years**

After our 2010 Program Review there were a variety of recommendations that the Women's Center worked to address and implement. It was recommended that the center "develop programs with active participation" of students and as a result started to work with practicum students and student staff more closely on programming planning. The center increased funding and support for women students to attend the National Conference for College Women Student Leaders, hired two new student staff positions, increased focus on developing community connections, increase collaborative relationships with other student affairs offices, and increased networking with other WC's across the country. The long-time

Director of the WC retired during the 2013-2014 school year, and in the 2014-2015 school year the additional WC professional staff person also retired, and so not all the recommendations of the previous review were completed right away.

Summer of 2015 marked a significant change in our programs and services at the Women’s Center. The university needed to develop and implement a violence prevention program to adhere to new federal regulations and determined the Women’s Center would be the best department to house this new program. With the retirement of both the previous Director and Advocate/Programs Specialists, the university hired new staff to run the department with expertise in violence prevention and advocacy work. Under the new Director, the vision of WSU’s Women’s Center has changed significantly to heavily focus on ending discrimination, violence, and oppression and fostering healthy relationships and communities that work together to prevent the recurrence of these forms of domination. Structurally, the Women’s Center now serves as an inclusive and holistic prevention center that focuses on reducing risk factors to intersecting forms of violence and provides a protective environment to increase resiliency and positive change. The below figure visually depicts this new structure.



Program review recommendations from 2010 that have been fulfilled since 2015 include: adopting a feminist social justice organizational framework that encourages activism and social change, enhancing visibility of the center with and re-center underserved and marginalized student groups so as to address the perception of the Women’s Center as a “white, straight Women’s Center,” and ensuring all WC staff are knowledgeable of intersecting identities and identity development through monthly feminist and critical theory reading discussions and

praxis projects. We have also developed a Safe@Weber Advisory Board, developed the first ever three-year strategic plan, and developed a WC Staff Handbook that outlines ethical and legal expectations as well as Title IX and Clery reporting requirements. In 2016 we designated one of the student staff positions as an Operations and Volunteer Coordinator in order to strategically focus on volunteer and low level engagement recruitment. We've developed our social media presence and updated our website. We have also been working towards spending more time engaging in grant writing and this summer received nearly a \$50,000 grant to develop Safe@Weber curriculum for our LGBTQ+ population; however, due to not being able to provide confidential advocacy services we are unable to apply for most grants that deal with violence prevention or advocacy services.

As we are still developing our center, we do anticipate implementing several new programs and subprograms over the next several years as our capacity grows. We will be focusing first on our subprograms to ensure our existing structure is fully supported before expanding beyond where we are. A few that we are working toward can be found below:

#### **Intersectional prevention programming**

We are currently in the process of developing customized violence prevention programming for our LGBTQ+ populations. We hope that this pilot project if successful will serve as a template for developing prevention programming for all underrepresented and marginalized student groups on campus (Latinx, Black, Native American, Asian/Pacific Islander, International Students, Students with Disabilities, etc.). This project is informed by feminist, queer, and public health theory and utilizes a community participatory action research methodological design.

#### **Men's specific prevention program**

Research tells us that men are at highest risk of perpetrating violence, and we would like to develop men's specific prevention programming. We have started this process on a very limited basis this year focusing on identifying faculty and staff who may have expertise in working with men on violence prevention initiatives or in masculinity studies, identifying barriers to men's engagement and conducting literature reviews to identify promising and best practices, and working with community partners to provide limited programming targeting this population.

#### **Online social justice/praxis programming**

We have found that many of our students are very active in online and social media spaces. We would like to develop programming that utilizes these spaces to engage in meaningful social justice education and action. This year we hired 3 students to help us develop photography/film/and social media content and start to build our online presence and reach. However, our professional staff does not have expertise in social media or online education and action and we hope to eventually hire staff that does so that we can engage in more effective work within these new spaces.

**Legal advocacy**

We are currently working towards training our advocate to be able to provide Safe@Weber legal advocacy services such as assisting survivors in filing protection orders, stalking injunctions, divorce paperwork, and paternity action and attending court with them.

**Medical advocacy**

We would like to be able to grow our advocacy program to include medical advocacy services beyond assisting survivors with filling out Crime Victim Compensation forms to be able to also respond on call to WSU survivors who are accessing medical care through the Northern Utah Sexual Assault Nurse Examiner (NUSANE) program. We have high hopes of working with university partners to move towards students being able to access rape kits on campus; however, there are several barriers we would need to overcome if we were to pursue this initiative, first and foremost that we do not bill insurance through our university health insurance. If we were able to start billing insurance on campus, we could also start to bill for advocacy services under preventative care within the new Affordable Care Act. This could provide revenue to the Safe@Weber program and help us to bolster our prevention and advocacy initiatives.

**Discrimination (Title IV and Title II) advocacy**

Often times Title IX and sexual misconduct cases end up being continued on as ADA or Title II cases. We also know that survivors of sexual misconduct are also at higher risk of experiencing multiple forms of violence such as racial violence or discrimination. We would like to eventually provide advocacy services to all students who experience violence be it sexual misconduct or other forms of violence directed towards students with protected classes. We have already been asked several times to advocate for students dealing with violence outside the scope of sexual misconduct and have tried to do our best to provide services on a case by case basis when we have the time to do so. However, since we have seen an increase in sexual misconduct cases we no longer have the capacity to do this work, but would like to work towards increasing our capacity in the future.

**Peer advocacy program**

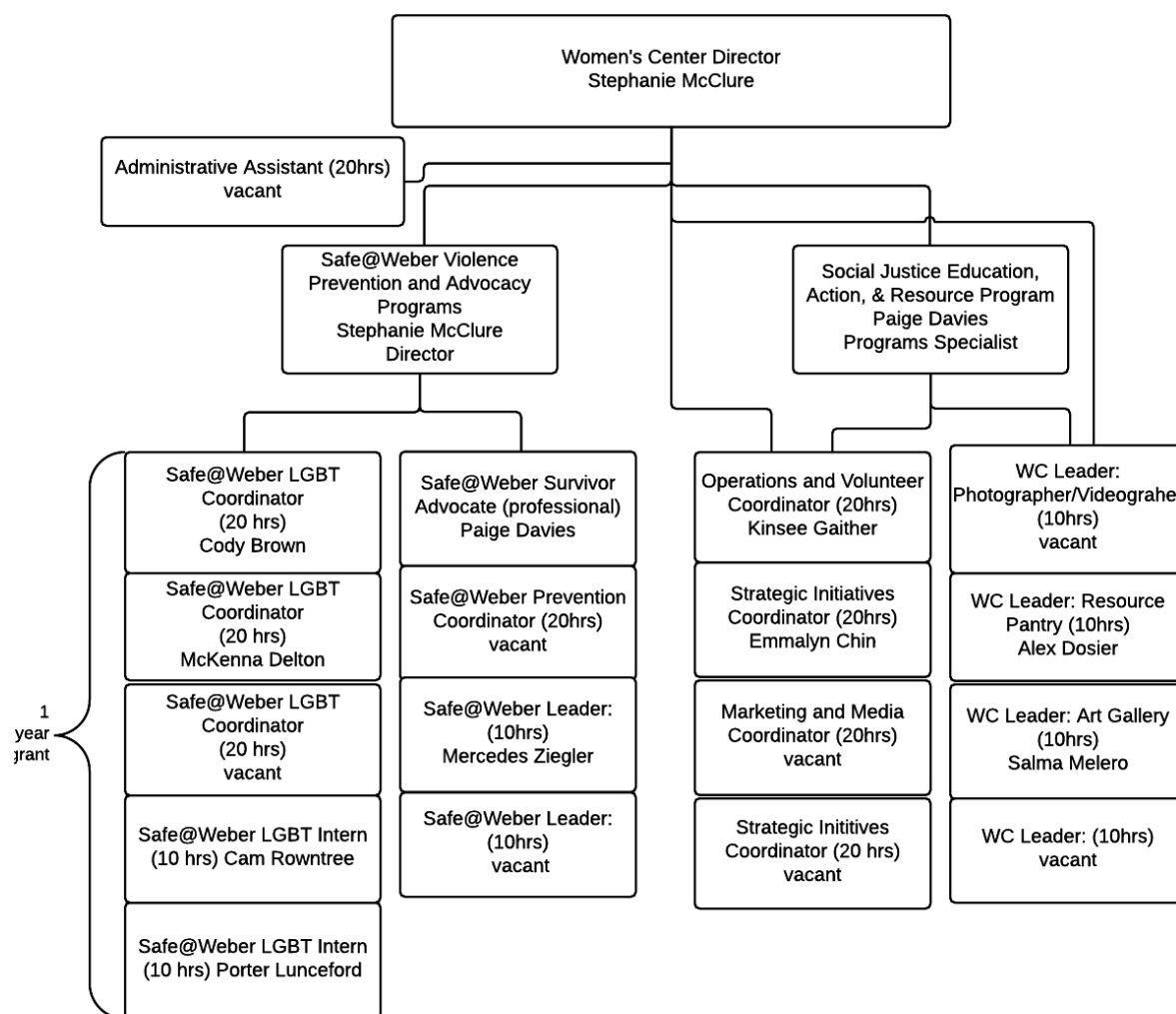
We are looking at what it would entail to develop a combined advocacy program that integrates traditional advocacy with bystander intervention advocacy (meaning that students could access supports to help them identify unhealthy behavior and come up with a plan on how to intervene to increase safety). As we are still in very early stages of planning we do not have a set format for this developed yet but are considering a traditional hotline system or possibly a text based system. We also have been looking at evidence-based advocacy training programs and have identified the Community Advocacy Project (CAP) developed by the University of Michigan as a viable option that could be implemented here at WSU. This program was developed for college campuses and utilizes students to implement the program. This would enable us to expand our capacity to provide advocacy services to students on campus without having to hire

much more professional advocacy staff and would contribute to the further development of our students.

## Leadership and Staffing

While the Women’s Center organizational chart (see figure below) follows a traditional hierarchical structure, we utilize a feminist organizational framework as much as possible in order to try to prevent issues of power imbalance and encourage collective and shared decision making. All structural, policy, staffing, and procedural decisions are made by the professional staff (director and advocate/program specialist), with heavy input from student staff members. Decisions are communicated through weekly staff meetings, email updates, a running log, and the student staff handbook. When needed we develop working groups to research and assess needs, policies, or procedures and bring proposals to the full Women’s Center team to discuss and decide on a course of action. As a feminist organization, we base our growth and decisions on “interconnectedness and a desire to create communities promoting personal and collective growth. This personal growth means community is built in everyone’s best interest, seeking for current circumstances to be equitable in relation to access to resources, opportunities, etc. [We] see collective growth as the development of a larger connection to humanity and seeing our impact on larger systems while striving to eradicate issues of power, privilege, and oppression” (Nicolazzo & Harris, 2014, p. 4).

The Women’s Center has two full time professional staff positions (Director and Advocate/Program Specialist), one half time non-exempt staff position (Administrative Assistant), five half time (20 hours a week) student staff positions (three who work 46 weeks a year and two that work 38 weeks a year), and five tuition waivers for student leaders. Our student leaders are not staff, nor are required to do work that does not contribute to their academic or professional goals. The below organizational chart was created to help illustrate the functionality of our reporting lines in relation to our programs. While not labeled in any way on the organizational chart, all staff are engaged in our Professional Development and Leadership Program, including our professional staff as we recognize that we are also continually growing and learning both from new research but also from our student staff as well.



## Staff & Responsibilities

We advertise our student staff positions on our website, through the Weber State Human Resources jobs page, on social media, and through our newsletter. Additionally, we reach out to our campus partners to advertise posters with information about open positions and strive to ensure our application process to accessible to all students. Hourly students are paid \$9.00 an hour, and we are considering implementing a pay raise incentive for students who work with us more than one year.

We also recruit student leaders who with our student staff and participate in our Professional Development and Leadership program. These students generally spend 10 hours a week working on projects that both fulfill the mission and goals of the Women’s Center but also fall in alignment with the students’ professional, academic, or personal goals. Students who participate in this program receive a tuition waiver up to \$2200 depending on their financial aid package. If they are unable to receive the full award, we try to decrease the number of hours they are working on their projects so that it is relatively fair and balanced between students. There are two issues we have found with this approach in addition to the fact that students are



never guaranteed the full \$2200 waiver; students who receive the GI bill and students who are not US and Utah citizens do not qualify for this tuition waiver and are not eligible for this program. This has caused some issues where the most qualified students, and at times students who have been volunteering with us for some time, are not eligible to join our center and program. To address this issue this last year in particular we split one of the 20 hour student staff positions into two 10 hour positions. However, this is not a perfect solution as generally students who only have 10 hours a week to interface with us spend most of their time on the Professional Development and Leadership components of our center leaving very little time to accomplish ongoing WC projects and goals. And in fact, both the students hired this fall semester who split the 20 hour position are no longer with us. An additional issue with this system that we have found is since student leaders are not staff we have no way to truly hold them accountable other than revoking their scholarship for the spring semester if we find they have poor performance or attendance during the fall semester. We have had issues with student leaders no longer coming to the center at all to complete their projects, which means that we are regularly trying to fill positions each fall and spring semester. We also have noticed that some students who are familiar with the student leader scholarship system will work for fall semester but then stop coming shortly after spring semester starts because they know the scholarship can only be revoked for the following semester, meaning they will be guaranteed to receive the funding for spring even if they do not fulfill their project commitments.

We have set up our leadership program to recruit, interview, and hire both hourly student staff and student leaders during the spring semester, to start in the summer semester (all students receive training in the summer while only 3 student staff member work during the summer). However, we have found that we have high student turnover and are in need of hiring staff and leaders multiple times a year. For example, this fall semester we had 3 students graduate, 1 staff leave due to starting their student teaching practicum, 1 leader leave due to Title IX related issues, 1 leader leave due to childcare related issues, and 2 students who were let go due to attendance and performance related issues. We do provide a shortened training between fall and spring semesters, however we have realized that we need to begin offering two training tracks so that we can accommodate everyone's needs.

Through summer-fall 2016, we have struggled to recruit a qualified candidate for the vacant joint administrative assistant position between the Women's Center and the Nontraditional Student Center. We have opened a third search and are advertising the position to our numerous community partners and contacts. During our second search we found that many candidates did not realize that this position dual reports to both departments even though that was explained in the job description, and since the job was listed under the Non-Traditional Center (jobs cannot be listed under multiple departments) did not understand that they will be triaging students and possibly interacting with those in crisis. During interviews it became apparent that working with students in crisis was somewhat of a deterrent for at least one candidate who was offered the job. Additionally, both candidates who determined not to accept the job cited low pay as a reason. Utah has the second widest wage gap in the nation. We have evidence that shows our own professional staff are being paid as much as \$10,000 less a year than other similar professional staff in our field nationally. We are sympathetic to the current financial climate and funding to our educational system in Utah, yet believe this issue is

something that needs to be looked at if we hope to be able to retain and recruit talented professionals to our department.

### **Job Responsibilities**

#### **Exempt Staff**

##### **Director/Safe@Weber Administrator**

Position Summary: The Director of the Women's Center develops, implements, and supervises all programs and activities within the Women's Center. The Director is responsible for the formulation and implementation of a strategic plan and for managing departmental finances and scholarships. The Director supervises the Sexual Assault and Violence Prevention Specialist, the Administrative Assistant, as well as mentors, student leaders, and practicum students within the area. The Director works cooperatively with others in the Division of Student Affairs and with academic groups as appropriate. The Women's Center Director facilitates the retention and graduation of women-identified students and educates the university community about women and gender issues, including sexual violence.

Qualifications: Master's Degree in Higher Education Administration, Social Work, Psychology or other appropriate counseling areas. Two years of related experience in guidance, counseling, supervision, and management. The following skills are essential in completing the job effectively: Leadership and organizational skills. Verbal and communication skills. Teaching and presentation skills. Grant writing skill preferable. Knowledge of community resources. Knowledge and experience in financial management and budgeting.

##### **Advocate/Program Specialist**

Position Summary: The Women's Center Advocate will provide support for students through their educational experience, helping them navigate and overcome barriers including meeting with students one-on-one for check-ins and regular meetings with groups or cohorts of students on topics such as financial aid, budgeting, and resources on campus and in the community. The Advocate will also be responsible for micro and macro level interventions regarding sexual violence and assault, domestic and dating violence, stalking, and other issues related to women's health and empowerment. Such interventions will include providing one-on-one support to students, designing and implementing effective prevention programs, and collaborating with campus and community colleagues to ensure campus awareness and safety. (We are in the middle of a job audit for this position as the position description does not reflect the work that the Advocate/Program Specialist is doing.)

Qualifications: Master's degree in Higher Education Administration, Counseling, Educational Leadership, Student Affairs, Education, Gender Studies, Social Work, or a related field, or a bachelor's degree plus three years of relevant full or part time experience. One year experience working with individuals who have experienced sexual or domestic violence. Two years experience working one on one with individuals of various ethnic, cultural and socio-economic backgrounds, sexual orientation and gender identities.

## **Non Exempt Staff**

### **Administrative Assistant**

Position Summary: Provides administrative support to the Nontraditional Student Center (20 hours) and Women's Center (20 hours) at both the Ogden and Davis Campus. This individual should possess a high level of knowledge of administrative processes and business systems, the capacity to communicate with multiple stakeholders, coordinate multiple projects, and the ability to exercise time management, prioritization, and good judgment. Individual must demonstrate excellent interpersonal skills and written and verbal communication

Qualifications: High school diploma. Two years of professional related experience. Moderate to high level of PC experience including data management systems, word processing, and spreadsheets, including Google Drive programs.

## **Student Staff**

### **Safe@Weber Prevention Coordinator**

This position helps the Director in the development, coordination, implementation and evaluation of a broad array of programs in the areas of Sexual Misconduct and Violence Prevention Education that will serve to enhance student learning and support the academic mission of the institution. The Prevention Coordinator will be responsible for producing promotional materials for Safe@Weber, planning and scheduling Safe@Weber events, record keeping and assessment processing, overseeing Safe@Weber correspondence, keeping up to date on current violence prevention research, and assisting the Director in conducting focus groups and interviews.

Qualifications: High School diploma or equivalent. Have completed the Safe@Weber Haven online training program. Enough public speaking experience to be comfortable in front of groups as large as 100 people.

### **Strategic Initiatives Coordinator**

The Student Strategic Initiatives Coordinator develops, organizes, and implements programming for the campus community on a variety of issues pertaining to women, social justice, identity, and leadership development.

Qualifications: High School diploma or equivalent.

### **Marketing & Media Coordinator**

The Marketing and Media Coordinator oversees the WC Facebook, Pinterest, and Goodreads accounts. Creates media and marketing products, including photo and video production, and implements marketing strategies to increase the WC reach and impact.

Qualifications: High School diploma or equivalent. Demonstrated creativity and documented immersion in Social Media.

### **Operations & Volunteer Coordinator**

The Student Operations and Volunteer Coordinator welcomes and provides information to students seeking assistance from the Women's Center, recruits and oversees WC volunteers, refers students to campus and community services and programs, provides peer support and advocacy, coordinates Women's Center events including developing advertising and outreach materials, assists in grant writing and program evaluation, and other daily office work.

Qualifications: High School diploma or equivalent. Proficient in Word, Excel, and Google Drive.

### **Student Leaders**

#### **Photographer/Videographer Leader**

The photographer/videographer is responsible for documenting Women's Center Social Justice and Safe@Weber events and programs. Additionally, this position documents the growth and development of the WC Team throughout the year. This position will complete film and video editing and is responsible for distributing their work through various outreach and social media outlets. This position may also create copy to go along with the visual content they are making, or to do some minimal graphic design.

Qualifications: High School diploma or equivalent. photography and videography experience (combined 1 year) photo and video editing experience (combined 6 months).

#### **Resource Pantry Leader**

The resource pantry leader is responsible for overseeing the Resource Pantry program. This position tracks inventory, conducts outreach and drives, solicits donations, tracks student usage and conducts assessments to ensure the program is meeting the needs of our students.

#### **Art Gallery Leader**

The art gallery leader is responsible for soliciting social justice art, or art produced by traditionally marginalized or underrepresented students, for the Women's Center. This position also plans openings and art receptions.

### **2015-2016 Grant Funded Positions**

#### **Safe@Weber LGBT Coordinator/Intern**

The Safe@Weber LGBTQ Prevention Coordinator/Intern will help develop two in person primary prevention workshops that focus on 'Consent and Navigating LGBTQ Sexual Relationships,' and 'Bystander Intervention to Prevent Sexual, Partner, LGBTQ Hate Crime, and Systems-Based Violence' skill development, while simultaneously assisting the Women's Center in providing opportunities for our LGBTQ population to reduce their risk and increase their

protective factors, self-efficacy, and sense of empowerment, and promoting social norms that protect against violence within the LGBTQ population. This is funded by a one year \$50,000 grant from the Utah Department of Health ending June 30, 2017.

Qualifications: High School diploma or equivalent.

### **Training & Professional Development**

Exempt and non exempt staff receive New Employee Training through Human Resources and meet with important campus and community partners/stakeholders. We are currently working on strengthening our internal documentation for onboarding new professional staff.

Student staff and leaders are trained at a 2-day retreat in the summer semester. The student staff receives training in office operations, program planning, basic advocacy skills for sexual assault, domestic/dating violence and stalking survivors. Between the fall and spring semesters student go through a one-day winter retreat that builds upon the summer training and focuses on program planning for spring.

Both exempt staff members attend local and national conferences related to student affairs, violence prevention & advocacy/response. Opportunities for Weber State on-going development include Coach Certification ([weber.edu/coach](http://weber.edu/coach)) and various classes through Training Tracker. Local/state professional development includes training/conferences held by the Utah Coalition Against Sexual Assault (UCASA), the Utah Domestic Violence Coalition (UDVC), Statewide Advocates for Victims Organization (SWAVO), and the Weber/Davis Domestic Violence Coalitions. National trainings have included Office for Victims of Crime (OVC) webinars, Campus Advocates and Prevention Professionals Association (CAPPA) webinars, and Futures without Violence webinars. National in-person trainings and conferences have included Association of Title IX Administrators (ATIXA) Victim Advocacy and Prevention Specialists trainings, and College Educators International/ACPA's general convention. Exempt and nonexempt staff undergo a probationary evaluation after six months in their positions, and then have annual evaluations thereafter through a system established by Human Resources.

Throughout the academic year, student staff receive professional development through student staff meetings and a winter retreat. We include partners from the LGBT Resource Center, Diversity & Inclusive Programs, Student Affairs Tech/Graphic Design, the Counseling & Psychological Services Center, and other campus departments.

As part of their onboarding, student staff complete the Social Justice Attitudes Scale - an inventory developed by Torres-Harding, Siers & Olson (2012). They again take it at the end of their working time at the Women's Center. Other evaluations include a semester review with the professional staff that reviews their time management, organization, initiative, punctuality/attendance, problem-solving/creativity, attitude toward work, teamwork and communication. We also use the institution's Leadership & Management Rubric, and the Cultural Competency Rubric to evaluate growth in the student staff.

Student staff meet weekly or bi-weekly with professional staff for one-to-one feedback and check-in sessions. The student staff prepare a document for each meeting highlighting their current projects, questions/problems/possible resolutions, accomplishments, plan for the following week, and professional development portfolio updates.

## **Anticipated Needs**

We are in extreme need of additional professional staff in our office. Currently, our Advocate/Program Coordinator averages 65 hour work weeks. Due to the Fair Labor Standards Act (FLSA) changes our Advocacy/Program Coordinator was slated to be reclassified as an exempt staff member meaning that she would no longer be able to work over 40 hours a week. In an attempt to try to reduce her hours we decided to no longer offer general advising services to women, and we also decided to cut our programming in half. Since implementing these changes her hours have reduced to an average of 50 hours a week. We are in the process of trying to get her position designated as exempt and are just waiting on HR approval, so that we are able to still meet the demand for services in the short term; however, we were just informed that there has been an extension and FLSA will not be implemented in December as thought, so we may not actually need to complete this process. That being said, we would still like to eventually get her hours down to as close to 40 a week as possible (to prevent burnout and increased turnover). We have seen a huge increase in the number of hours required to address advocacy service needs. While the Advocate/Program Coordinator position technically at this point (before our job audit is finalized) is only supposed to be spending 10 hours a week on advocacy, the advocate is roughly spending 30 hours a week providing advocacy services, and we anticipate the need for advocacy services to only increase the more our student body learns about Safe@Weber and services we provide.

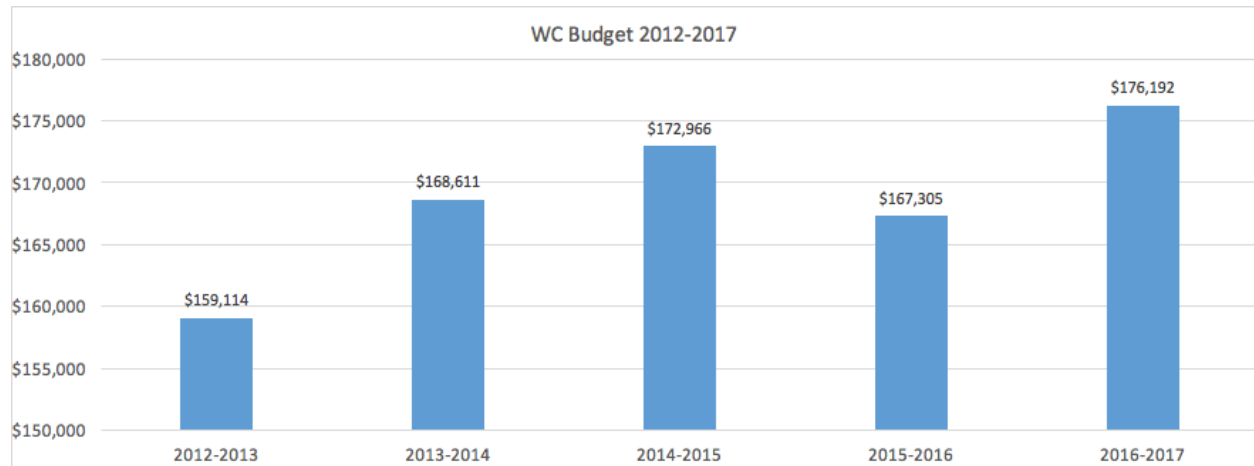
We have proposed to split the Advocacy/Program Coordinator position into two separate full-time positions, and hope this will help to address the current need. However, we do anticipate needing to hire additional advocate positions in the future, as we have already been dealing with multiple survivors trying to access services when our advocate is already with another survivor. Our Director serves as the backup advocate at this time but is not always in the center to be able to provide advocacy services. Fortunately, we have not yet had to turn anyone away who has requested advocacy services however we anticipate this being a problem at some point in the near future. Obviously, this is something we would like to prevent if at all possible not only because it is best practice and survivor-centered, but because we would also like to do everything in our power to ensure the university is not open to a Title IX complaint or lawsuit.

Over the last year and a half our Director has averaged close to 80 hour work weeks, and we would also like to be able to eventually address this problem as well. Currently, the Director oversees and conducts all Safe@Weber training. However, we are already at a point where we are turning away requests for Safe@Weber presentations because we don't have the capacity (time and people) to provide these presentations. We are still building our Peer Educator program and hope that by the next year we will have students who can help provide at least our basic 101 presentation, but as of yet, this has not been possible. We have proposed funding two years from now (one year after our proposal to receive funding to hire a full-time Program Coordinator) that would allow us to hire a full-time Prevention Coordinator.

It is important to note that what we have proposed at this point in time is what we see will be minimally required for us to be able to continue to keep the Women's Center afloat. The Women's Center at one time in the past had three exempt staff and one non-exempt staff member and served far fewer students than it does now (especially since we now serve all

genders, and all students, faculty, and staff). We hope to build our professional staffing back up to what it once was. We would like to start by hiring a (Social Justice) Program Coordinator and Prevention Coordinator as mentioned, followed by hiring a Professional Development & Leadership Coordinator, ADA (Title II) Specialist, International Student Law Specialist, Men's Engagement Preventionist, and Title IV Specialist.

## Financial Resources/Budget



### Budget from the 214530 E&G Account

	12-13 Actual	13-14 Actual	14-15 Budget	15-16 Budget	16-17 Budget
61000 - Salary	\$81,220	\$82,432	\$85,105	\$93,787	\$81,300
62000 - Wages	\$10,000	\$10,000	\$10,000	\$-	\$4,080
63000 - Benefits	\$-	\$-	\$-	\$-	\$-
71000 - Current Expense	\$4,000	\$4,000	\$4,000	\$1,990	\$11,630
75000 - Travel	\$3,000	\$3,000	\$3,000	\$-	\$-
76000 - Scholarships	\$-	\$-	\$-	\$-	\$-
77000 - Capital Outlay	\$-	\$-	\$-	\$-	\$-
<b>Total Expense</b>	<b>\$98,220</b>	<b>\$99,432</b>	<b>\$102,105</b>	<b>\$95,777</b>	<b>\$97,010</b>

### Budget from the 992520 Student Fee Account

	12-13 Actual	13-14 Actual	14-15 Budget	15-16 Budget	16-17 Budget
61000 - Salary	\$19,061	\$19,652	\$20,598	\$20,598	\$19,380
62000 - Wages	\$10,000	\$10,000	\$10,000	\$10,000	\$19,120
63000 - Benefits	\$7,559	\$7,353	\$8,139	\$8,139	\$8,828
71000 - Current	\$18,000	\$20,900	\$22,124	\$22,791	\$21,854



Expense

75000 - Travel	\$6,274	\$11,274	\$10,000	\$10,000	\$10,000
76000 - Scholarships	\$-	\$-	\$-	\$-	\$-
77000 - Capital Outlay	\$-	\$-	\$-	\$-	\$-
79000 - Overhead	\$-	\$-	\$-	\$-	\$-
Total Expense	\$60,894	\$69,179	\$70,861	\$71,528	\$79,182

- 2012-2013 students = 589/\$159,114 = \$283.12 per student
- 2013-2014 students = 1645/\$168,611 = \$102.50 per student
- 2014-2015 students = 2079/\$172,966 = \$83.20 per student
- **2015-2016 students = 7739/\$167,305 = \$21.62 per student**

**Outside funding**

We currently receive \$13,574 in student scholarship waivers. This year we also received a \$49,810.97 one-year grant from the Utah Department of Health to develop violence prevention curricula for LGBTQ+ students. This funding is not reflected in the above graph.

LGBTQ+ Grant from UDOH Budget	
Hourly Wages	31,820
Benefits	1,990
Supplies	9,800
Travel	522
Conference Registration	1,150
Indirect Costs	4,528
Total	49,811

**Budget Priorities and Changes**

Our department budget priorities are determined by a number of factors: our vision and mission statement, our legal requirements under Title IX and Clery, and student needs, which are evaluated prior to the beginning of each fiscal year. The permanent staff of the Women’s Center prioritizes all services and needs of the department, and then collectively with the

student staff carefully allocates the funds to each program based on importance and projected impact.

While our overall budget itself has not seen major changes over the last 5 years, when the Women's Center was tasked with developing and implementing a campus-wide violence prevention program we were not given any additional funding. President's Council did approve funding for Safe@Weber before it's home in the Women's Center had been established. Part of this funding does pay for our Safe@Weber online EverFi Haven training, a program that we manage within the Women's Center. However, we do not directly receive any of the funding approved by President's Council for Safe@Weber as it is housed and overseen by the WSU Police Department. Within that office, the funding goes toward training for officers and the purchase of the Haven training program for students, faculty, and staff as well as the use of Everfi's climate survey. As a result of this, the Women's Center has had to make some hard decisions to be able to reallocate our existing funding to meet the new federal requirements. Many of our programs had to be discontinued and others still existing reduced drastically from their original state, as our legal obligations under Title IX and Clery have to be addressed and seen to first. Programs that have been discontinued in the past five years include: General advising for women, single moms programming, financial education programs, women's health and body image programs, Elect Her (a program focused in increasing the number of women running for campus, local, and state offices), Sub for Santa (a program to assist low-income single parents), and awards and recognition programs.

The bulk of our programming budget under current expense is now funneled to Safe@Weber. We have still been able to engage in our Social Justice and Professional Development & Leadership programming but not the way would have been able had we received funding to support the Safe@Weber initiative. It is our goal to increase funding so that we are able to get our other programs funded to the level they were before Safe@Weber. As mentioned previously in this self-study, we currently need to hire additional professional staff, and anticipate needing to hire even more additional staff as demand for Safe@Weber services grows.

## Facilities, Equipment, and Technology

The Women's Center is located in Shepherd Union suite 322. We share kitchen space with the Nontraditional Student Center, and have our own lounge space, two professional staff offices, and three student work rooms/spaces. This year, we have converted a professional staff office (previously occupied by the previous administrative assistant) to be a full-time advocacy room, lactation/pumping space, and self-care room. This room is utilized by our Advocate and student survivors for a softer, more welcoming space to talk about sexual/domestic violence related issues. This space is also used daily by students (and occasionally faculty/staff/guests) as a private lactation/pumping space including a small fridge to store milk during the day. We've also equipped this room with self-care materials, an iPod with meditation tracks and a portable massage chair for all students to access through-out the day. Additionally, the room serves as an overfull space for our Resource Pantry. We utilize a back hallway as space for our Resource

Pantry cabinets, our media lending library, and file cabinets/storage. At the Davis campus, we share an office space with several other student services departments with a rotating schedule.

We have several space issues. Currently, we do not have enough workspaces for all our staff. At the moment we have 5 desks providing 8 workspaces (including one desk we have temporarily retrofitted to manage two student staff members); however, we have 17 staff members (excluding our LGBTQ+ Grant staff of 5). To address this problem we work hard to try to distribute student staff hours so there is never more than 6 working in the center at any one time (outside of staff meetings). However, even with this effort we still regularly have student staff working on couches and without a desk space. Additionally, students are currently using our Administrative Assistant's office, which will no longer be available once we are able to hire for that position later this year. Additionally, our space does not allow us enough room to conduct any WC programming in the Women's Center, because we don't have space for more than 15 people to sit (outside our offices), there is a large load bearing beam in the middle of our space, and a walkway that runs through the WC space that must be kept clear at all times. These factors have a direct effect on our ability to promote the Women's Center, programs, and services, and build our student base.

The fact that we share a suite with the Nontraditional Student Center also has posed many problems and barriers to the WC truly realizing our mission and goals. The decision to combine space between departments was made over 10 years ago when both department's mission and goals were in better alignment; however, that time has passed. Since the Women's Center has changed its mission to focus on social justice and violence prevention we have seen a huge divide between the WC and Nontrad student constituents. Some students are beginning to find the WC as a brave space on campus where they can come and discuss issues of discrimination and injustice, where they can explore their intersecting identities, and reflect on current issues pertaining to the work we are doing in the WC. However, students in the Nontraditional Center have expressed dislike of these conversations and shown animosity to WC students when they engage in these conversations, and on many occasions have led WC students to express that they do not, in fact, feel the WC can ever truly become a liberatory or safe/brave space. Particularly after the election we heard some of our student expressing that having to hear and deal with comments by some non-trad student users was contributing to the formation of a hostile climate. Similarly, Nontraditional students (particularly white-cis-men) have expressed in the past that they do not feel that Nontrad is a safe space for them anymore either (particularly in fall 2015 after the change in focus and mission). Most of these complaints have been shared with us after WC students have been discussing issues related to privilege, and it is our belief that these conversations are ones in which Nontrad students are not wanting to have, to hear, or engage in. Of course, while we believe it is good that they are being exposed to these subjects and topics, we also acknowledge that it is their right to not want to and to remove themselves from them. However, the problem is that they cannot remove themselves from at least overhearing these conversations unless they leave the WC/Non-Trad center. Similarly, if we were to no longer allow our students to engage in these conversations we would be going against our center's mission and contributing to a culture that polices and penalizes those who are working towards learning about and building a liberatory society where everyone is valued, respected, and particularly those who have been marginalized are re-centered.

To address this issue the Women Center and Non-Traditional Center Directors have had meetings to fully understand the scope and dynamics of the problem, have both had meetings with student staff to address the problem, and have had interdepartmental meetings to try to build relationships between centers. The WC has meet as a team to address this problem multiple times. We have discussed the importance of thinking through how one's comments would sound to an outsider only hearing portions of a discussion, the importance of discussing facts and behaviors and staying away from value judgements, particularly about people, and the importance of trying to meet people where they are at and helping to bring them along with us. We have discussed the importance of using our vision and mission statements, values and ethics, knowledge concerning issues of social justice and skill development in bystander intervention techniques to help support our target student populations (women and other students with identities that are protected from discrimination and harassment) when others are engaging in prejudicial, harassing, or discriminatory behavior. Additionally, we have reviewed our internal and institutional policies regarding discrimination and harassment, including reporting procedures.

Similarly, students who are trying to access advocacy services through Safe@Weber have also expressed concerns with our shared space. Particularly female survivors have shared being uncomfortable, scared, and even unable to walk through the Nontraditional side of the suite because they have experienced hostile comments and overheard victim blaming conversations and comments coming from Nontraditional students. Some students have said that our shared space actually is a barrier for them in seeking advocacy services and that they wouldn't access services at all because of this dynamic. This is incredibly troubling to us in the Women's Center. To address this problem in the short term, we are currently working with the Shepherd Union and Facilities Management to retrofit an existing emergency exit in the back of our suite to be accessible by survivors seeking advocacy services who do not feel comfortable having to walk through the Nontraditional part of the suite. We began this project in June of 2016, after receiving student fee funding, and are still in the process of trying to work out issues with the new system so that we can utilize it as intended. We hope that it will alleviate these issues in the short term until we are able to deal with the rest of our space issues.

Privacy and confidentiality are also of concern when it comes to space in the WC. All of our offices on the east side of the Center do not have full walls separating them, and two offices are surrounded by non-WC employee offices who may hear private or confidential conversations from our offices. To address this in the short term, we have purchased white noise machines; however, they only provide so much privacy and do not amend the problem fully.

One of our offices serves as the Safe@Weber Advocacy room, the Shepherd Union Lactation room, and the WC Resource Pantry. This catch-all room has been created to house all of these purposes because it is all this space we have to work with. We work to triage who gets access to the space by importance (advocacy first, lactation second, pantry third); however, this means that at times we have to turn students looking to access services away because the room is already in use. This is not too much trouble when it comes to the resources pantry as generally, students accessing this resource can reschedule to another time, but that is not as easily possible for survivors and moms.

We have been working to try to improve the accessibility of our office. This year we adopted a contract to be able to provide translation for students whose first language is not English and are trying to access services, and have had all our brochures translated into Spanish. We hope to eventually have all materials translated into Chinese, and Arabic as WSU international students come from mostly China and Saudi Arabia. For those with sensory disabilities, we automatically provide ASL interpreters at all our large programs, and would eventually like to be able to do so at all programs (once we have the budget to do so). We also have a contract to be able to provide ASL interpretation when needed for students accessing 1:1 services and we have all our brochures and materials available for large print (size 18) as needed too. In terms of accessibility for physical/mobile disabilities, one can get a single wheelchair in and out of our offices, but this is done with some difficulty.

We know that it is best practice to be able to have all entrances and exits within eyesight when working with those with mental illness (especially survivors), however, we don't have a way to provide this in our current space. Additionally, it is also best practice to provide a non-distracting and quiet setting for those with mental illness or those with intellectual or developmental disabilities, but beyond our white noise machines and asking those in the center to try to be quiet when working with these populations there is not much we can do to accommodate this in our current space. This has been somewhat of a problem for a few of our current student staff who have these types of disabilities, and for now, we have reserved the administrative assistants office (which is currently vacant until we are able to hire someone) as the workspace for these students as it is one of the quietest places in the WC.

We have developed a set of WC ground rules that work to create a space where students can learn and engage in liberatory work in honest, sensitive, and respectful ways. They are as follows: 1. Respect each other. 2. Respect confidentiality. 3. Discuss with the purpose of generating greater understanding. 4. Respond to the idea, not the person. 5. Speak for yourself, not for others. These community standards work towards creating a safe environment, but we recognize that when it comes to social justice work one cannot ever guarantee safety. This is especially true if one conflates safety with comfort (Arao & Clemens, 2013). We recognize that for many students as they engage in this work and reflect upon their own positionality as it pertains to identity, power, privilege, and oppression it will be challenging for them and at times uncomfortable. One of our department values is bringing margin to center and special attention is focused on women who face additional challenges due to their race, nationality, class, sexual orientation, gender identity, religion, age, and physical or mental ability. We recognize that this may mean that students who have not historically been marginalized or who have a lot of privilege may experience higher levels of discomfort when engaging in the liberatory work that takes place at the Women's Center. We work to provide a space that meets students where they are at and supports students as they move through this process.

## **Technology in the Department**

We update equipment and technology within the WC when an immediate need arises, and when we have the budget to do so. Generally we budget \$1500 a year to address these needs; however, this has not been enough and we have had to go over budget the last two years to address immediate technology needs.

We incorporate technology in a variety of ways within our department. We utilize our website, WeberSync, Facebook page, Pinterest, and Goodreads account for outreach and education. We also use an online task manager, Asana, to keep track of all WC tasks, projects, initiatives, and programs. We use Microsoft Office and Google Drive extensively as it is a great resource for collaborative work. Additionally, we use all Adobe programs, Photoshop, Premiere. Mendeley and Dedoose are used for research management. We also utilize iTunes to provide guided meditation and grounding techniques and calming music for our students in crisis. Lastly, we utilize Milestone X-Protect Smart Client 2016 to monitor security camera feeds at the back door of the center.

Right now we do not have the equipment required to meet our needs. We do not have enough computers for our full staff, and student staff bring in their own laptops (those who have them) to complete their work. Several of our desktops are very old and do not have the capability to run the programs we need. This most recently has been a problem with our ongoing project of retrofitting our emergency exit as a secure back entrance for survivors accessing advocacy services. This project requires that computers are able to access the camera; however, we have found that a couple of our computers are too old to be able to access the system without crashing. To address this we have moved around the computers in the office so that the older ones are now located in the office least likely to need to access the program, and hope to eventually have equipment throughout of office that can handle the demand of the system.

### **Projected Needs**

We are already in need of a larger facility, and project that this need will only increase in the coming years. We recognize that this may never be possible at this institution, but believe that setting up a model similar to the family justice center model would be beneficial for our students trying to access supports for Title IX, IV, and II. This model acknowledges that often times survivors have many barriers to accessing services due to the nature of so many agencies that they must interface with, and to address this barrier they try to locate all resources centers (or as many as possible) within one building or as close to each other as possible.

We project needing to replace 2 desktop computers, purchasing 4 laptops (for student staff unable to access a desktop), purchasing 3 dual handset phones for interpretation services and additional phone ports, replacing our phones (if we are unable to find a solution to our current problems with the back door or if we are unable to get the dual handset phones to work with our university systems), a conference phone for the advocacy room, and finding a secure confidential database platform for managing client and case data. We additionally, would like to look at purchasing a WC advocacy specific cell phone. This is because we don't want to be sharing our advocate's personal cell phone number with clients. Currently, if the

advocate is not in the Women's Center they are not able to call clients from their cell phone and can only email clients.

Right now we are utilizing Dedoose as a single account for the Women's Center; however, the program does not allow for more than one user to access the site. As we continue to do research we anticipate needing to have several accounts so that more than 1 staff member can access our data and complete analysis and coding at a time.

The WSU Police Department has spoken with us about potentially utilizing our advocacy room to conduct police interviews. This would allow survivors to be in a more trauma-informed and supportive setting. If this is something that we decide to move forward with in the coming years we would also need to purchase video cameras and other equipment to support this initiative.

## Ethical and Legal Responsibilities

The Women's Center frequently works with students on very private issues related to domestic violence, sexual assault, stalking, discrimination, etc. It is imperative that every staff member maintains a high level of privacy and confidentiality in their approach to meeting student needs. Office doors remain closed when meeting with students and white noise machines are used when meeting with Safe@Weber advocacy clients to better ensure their privacy. Time sensitive release of records forms that detail exactly what information may be shared must be filled out and signed by Safe@Weber clients before we speak with anyone outside of the WC about client cases. Records are kept to a minimum of what is necessary in order to uphold the highest possible confidentiality and protect from GRAMA requests and subpoenas. Office drawers that maintain student files are kept locked at all times. All staff control what information about them is accessible to the general public through our website and general outreach initiatives. When people call or come to the center looking for a specific staff member or person we do not provide any information as to if that staff member or person is in the center or when they will be in the center. Additionally, we do not have survivors check in through Accademia, our service tracking system, or put survivor names into our advocacy appointment calendar.

Yet even with everything we do to ensure confidentiality we are unable to provide confidential and privileged advocacy services. While the Utah code protects Sexual Assault Counselors at Rape Crisis Centers our general council has informed us that we do not qualify under the existing definitions within the code even though we provide the same services and are certified advocates. This obviously has a large impact on our ability provide services to our student population. The last report on [rape in Utah](#) found that only 12% of survivors' report to the police. Since all reports of sexual assault to our office must be reported to the police department it must be taken into account that many students on this campus will not feel comfortable even reaching out to receive advocacy services at all. Considering the high prevalence of sexual assault and other forms of sexual misconduct among our students we recommend that the Women's Center be designated a confidential advocacy center so that all students have access to support services no matter if they are ready to report to law enforcement or the institution. In addition to access issues, not being confidential also directly effects our departments ability to find funding to support our programs. All federal grants related to advocacy or violence prevention require that one adhere to the Violence Against Women Act's strict guidelines regarding confidentiality and privilege. Additionally, most all state grants also require this protection. We were successful in getting a near \$50,000 grant this year to develop violence prevention curriculum for our LGBTQ+ populations; however, almost were unable too due to the Utah Department of Health wanting all recipients to adhere to Violence Against Women Act confidentiality regulations. Thankfully since the solicitation did not explicitly say organizations must follow these regulations we were able to still receive funding this one time; however, we will never be able to receive federal funding unless we are able to adhere to these federal regulations.



We adhere to the code of ethics as put forward by the National Sexual Violence Resource Center:

I. In relationships with every client, the Victim Assistance Provider shall:

1. Recognize the interests of the client as a primary responsibility.
2. Respect and protect the client's civil and legal rights.
3. Respect the client's rights to privacy and confidentiality, subject only to laws or regulations requiring disclosure of information to appropriate other sources.
4. Respond compassionately to each client with personalized services.
5. Accept the client's statement of events as it is told, withholding opinion or judgment, whether or not a suspected offender has been identified, arrested, convicted, or acquitted.
6. Provide services to every client without attributing blame, no matter what the client's conduct was at the time of the victimization or at another stage of the client's life.
7. Foster maximum self-determination on the part of the client.
8. Serve as a victim advocate when requested and, in that capacity, act on behalf of the client's stated needs without regard to personal convictions and within the rules of the advocate's host agency.
9. Should one client's needs conflict with another's, act with regard to one client only after promptly referring the other to another qualified Victim Assistance Provider.
10. Observe the ethical imperative to have no sexual relations with clients, current or past, in recognition that to do so risks exploitation of the knowledge and trust derived from the professional relationship.
11. Make client referrals to other resources or services only in the client's best interest, avoiding any conflict of interest in the process.
12. Provide opportunities for colleague Victim Assistance Providers to seek appropriate services when traumatized by a criminal event or a client.

II. In relationships with colleagues, other professionals, and the public, the Victim Assistance Provider shall:

1. Conduct relationships with colleagues in such a way as to promote mutual respect, public respect, and improvement of service.
2. Make statements that are critical of colleagues only if they are verifiable and constructive in purpose.
3. Conduct relationships with allied professionals such that they are given equal respect and dignity as professionals in the victim assistance field.
4. Take steps to quell negative, insubstantial rumors about colleagues and allied professionals.
5. Share knowledge and encourage proficiency and excellence in victim assistance among colleagues and allied professionals, paid and volunteer.
6. Provide professional support, guidance, and assistance to Victim Assistance Providers who are new to the field in order to promote consistent quality and professionalism in victim assistance.
7. Seek to ensure that volunteers in victim assistance have access to the training, supervision, resources, and support required in their efforts to assist clients.

8. Act to promote crime and violence prevention as a public service and an adjunct to victim assistance.
9. Respect laws of one's state and country while working to change those that may be unjust or discriminatory.

III. In her or his professional conduct, the Victim Assistance Provider shall:

1. Maintain high personal and professional standards in the capacity of a service provider and advocate for clients.
2. Seek and maintain a proficiency in the delivery of services to clients.
3. Not discriminate against any victim, employee, colleague, allied professional, or member of the public on the basis of age, gender, disability, ethnicity, race, national origin, religious belief, or sexual orientation.
4. Not reveal the name or other identifying information about a client to the public without clear permission or legal requirements to do so.
5. Clearly distinguish in public statements representing one's personal views from positions adopted by organizations for which she or he works or is a member.
6. Not use her or his official position to secure gifts, monetary rewards, or special privileges or advantages.
7. Report to competent authorities the conduct of any colleague or allied professional that constitutes mistreatment of a client or that brings the profession into disrepute.
8. Report to competent authorities any conflict of interest that prevents oneself or a colleague from being able to provide competent services to a client, or to work cooperatively with colleagues or allied professionals, or to be impartial in the treatment of any client.

IV. In her or his responsibility to any other profession, the Victim Assistance Provider will be bound by the ethical standards of the allied profession of which she or he is a member.

Additionally, we also abide by the Social Work Code of Ethics which includes:

Service - primary goal is to help people in need and to address social problems.

Social Justice - challenge social injustice.

Dignity and Worth of the Person - respect the inherent dignity and worth of the person.

Importance of Human Relationships - recognize the central importance of human relationships.

Integrity - behave in a trustworthy manner.

Competence - practice within their areas of competence and develop and enhance their professional expertise.

### **Information Security**

Per the Information Technology and Security policies, we respect the confidentiality and privacy of individuals whose records we may access, and sensitive information is only collected for lawful and legitimate University purposes. We work to ensure that sensitive information is secured from unauthorized access through not sharing username or passwords which may have higher level access, and by keeping all laptops, tablets, and records locked up when not in use. Long distance calls are only allowed to be made on certain monitored phones, and no personal long distance calls are allowed. Staff who use their personal mobile devices for work purposes

ensure they are taking every reasonable precaution against accidental or intentional data compromise, including not storing sensitive information on the device (however one could access Weber email which includes sensitive information), password protecting the device, and enabling remote wiping. We utilize Box, our enterprise document storage solution, to store work documents and information. Each new employee is trained on the Acceptable Use Policy and University Information Security Policy. At this time, we do not keep client information on portable devices; if we do move forward with implementing a database platform for managing client and case data, we will ensure whatever program we adopt uses the highest confidentiality and protection standards possible inclusive of encryption. This is the direction we would like to move when we have the budget to do so, as we do have concerns about security when it comes to client files only being secured through locked drawers.

## Assessment and Evaluation

### Learning Outcomes

Our Women's Leadership and Professional Development program includes assessing our student leaders growth through the WSU Student Affairs division learning outcomes rubric for [Leadership and Management Skills](#) and [Cultural Competence](#). This year we also used the [Civic Engagement](#) rubric to develop a survey for our Empowering Students to Social Action event.

In the last two years, we have not formally assessed the other Student Affairs core student learning outcomes, but we have provided these rubrics to all our student staff and leaders and informed them that these are all areas we will be informally assessing through our regular one on one meetings and performance reviews. These outcomes relate to the core theme objectives by improving access by underrepresented students through working to develop a shared university culture and community that is dedicated to learning, inclusion, and respect.

We have found that our students show much growth in the Leadership and Management Skills and Cultural Competence rubrics. Additionally, we have found that performance may be tied to exposure in the Women's Center with students who work 20 hours a week having higher levels of competency and students continuing to show growth over extended periods of time (for example our last year cohort students who are still with us show further growth and mentorship to our new cohort as they learn and grow in these areas). We also have found that students who have experienced trauma or experience trauma during the period when working at the Women's Center have lower levels of improvement in competency as compared to their student colleagues who have not experienced trauma.

Beginning this year, we will be using portions of the Intrapersonal Competence/Development rubric to assess growth for clients accessing advocacy services 5 or more times. While we have not assessed formally for Critical Thinking and Responsibility and Accountability, we have identified that these are two areas where our students have displayed huge increases in growth. Our students have expressed that working at the Women's Center is not like most student jobs on campus, in that we have very high expectations and engage in complex work. This can be overwhelming for our students when they first start working with us, but most of them rise to the challenge fairly early on. We believe this is because we strive to foster a collaborative community that works together and depends on one another to be successful. We have found that there can be one or two outliers, who do not show as much growth in these areas. However, we have found that generally through a combination of staff providing help and support to these members, and holding them accountable and communicating the effect their behavior has on the team helps to improve growth and performance.

The [Leadership and Management Skills](#) and [Cultural Competence](#) rubrics are provided to students to self-assess, the Director and Advocate also assess students separately, and then we meet collectively to discuss the assessment in depth and determine the finalized results. The Civic Engagement rubric was used to develop a survey that was then administered (pre and post) to participants of our Empowering Students to Social Action events.

These rubrics have been incredibly helpful in outlining the scope of some of the work that we do in the center to support our student's growth. We try to include elements that

address cultural awareness, knowledge, attitudes, and behavior in some way within all the work we do for our Social Justice Program. Additionally, the Leadership and Management Rubric has been very helpful in facilitating one on one conversations with students about our expectations of them. This has particularly been beneficial with the accountability category because many students do not inherently see this as part of being a leader and struggle with holding others accountable even if they consistently hold themselves accountable.

This fall we brought Andrea Pino and Annie Clark, student survivors and founders of End Rape on Campus, to Weber State to provide two lectures focused on Empowering Students to Social Action. The morning lecture consisted mostly of explaining students' legal rights under Title IX, IV, II and Clery, whereas the evening lecture consisted of explaining student legal rights very briefly and then offering multiple civic engagement opportunities that students could engage in to help end violence. We are currently working on analyzing the data from our Empowering Students to Social Action Civic Engagement assessment, which was developed by two faculty partners and utilized our student affairs [Civic Engagement Rubric](#). We are particularly looking forward to seeing if there is a significant difference in the results between the morning and evening lectures. We are hoping the survey will help shed light on if students need to fully understand a subject/problem before they can engage in prosocial actions to address the problem. The result of this study will most likely have a large impact on our curriculum design moving forward.

### **Program Goals and Outcomes**

Each of our core programs is assessed in various ways. Our Safe@Weber programs generally as a [baseline](#) assess students' knowledge of prohibited forms of conduct and resources available for students who experience harassment, discrimination, or sexual misconduct. Additionally, we assess for attitudes and beliefs that are supportive or condone violence and self-efficacy and behavior that is supportive of preventing violence. Our Social Justice programs are assessed individually based on the subject and specific learning objectives developed by the student developing the program. The Professional Development and Leadership program is assess utilizing the Leadership and Management Skills and Cultural Competence rubrics as detailed above, as well as through the Departmental [Student Engagement Assessment](#). Our core program outcomes relate to the university core themes because they focus on building community around learning and engaging in action on social justice and violence prevention issues, and serve to decrease barriers for educational access and success.

### **Methods**

We primarily use surveys to assess our Safe@Weber programs both to assess student learning as detailed above and to assess prevalence or scope of violence and [university climate](#) when it comes to issues of violence. However, we have also started to engage in one on one interviewing of students through a new [photography project](#), and will also be conducting 4 focus groups this year to get more in depth feedback about Safe@Weber curricula.

Our Social Justice program utilizes [surveys](#), as well as informal community dialogues, facilitator observation, and formal focus groups to assess outcomes. The Professional Development and Leadership program primarily utilizes one on one interviews and focus

groups to assess outcomes. Other informal assessment tools that we utilize to assess all programs are a comment box within the Women's Center/Non-Traditional Student Center suite, Facebook, and email correspondence, and informal face to face interviewing.

Our Safe@Weber assessment has helped us to better understand the dynamics of violence as they pertain to our particular community at WSU, additionally, they have helped us to identify specific target areas that need to be addressed. For example, we have found that largely WSU students are not aware of resources for sexual or relationship violence on campus until they complete a Safe@Weber training ([only 52.7% of the healthy majority and 35.8% of the unhealthy minority are aware of these resources prior to completing a Safe@Weber training; whereas, after completing a training 78.4% of the healthy majority and 51.1% of the unhealthy minority are aware of these resources](#)). This information has helped to document the value of Safe@Weber in addressing the universities federal obligations to its students through Title IX and Clery.

Our Social Justice assessments have helped us to realize that students who don't seek out these trainings on their own (who are required to attend, or attend to get extra credit in a class for example) largely are incompetent when it comes to social justice subjects and we need to tailor our programming differently to voluntary vs. nonvoluntary populations. Our assessments have helped us to realize that we need to spend much more time focused on individual attitudes and beliefs as opposed to behavior because our students are not ready for behavioral change. For example when training WSUSA students on how to utilize bystander intervention techniques to interrupt violent threats directed toward transgender and gender nonconforming students we found that WSU students struggle with implementing these prevention techniques because they have not yet finished grappling with their own beliefs about gender. Their feedback to us about this training showed that until they have dealt with this internal struggle they cannot acknowledge or take on any responsibility to address violence directed at this community even when that violence may be as extreme as a death threat.

Our assessments and examination of the Professional Development and Leadership program have helped us to revise/continually improve the program. We found that last year while effective we needed to spend more concentrated time with the staff exploring current theory and research in the field and providing structured time to work on portfolio development. These are new components that we have incorporated into a syllabus type of format this year, and we have already seen a big improvement.

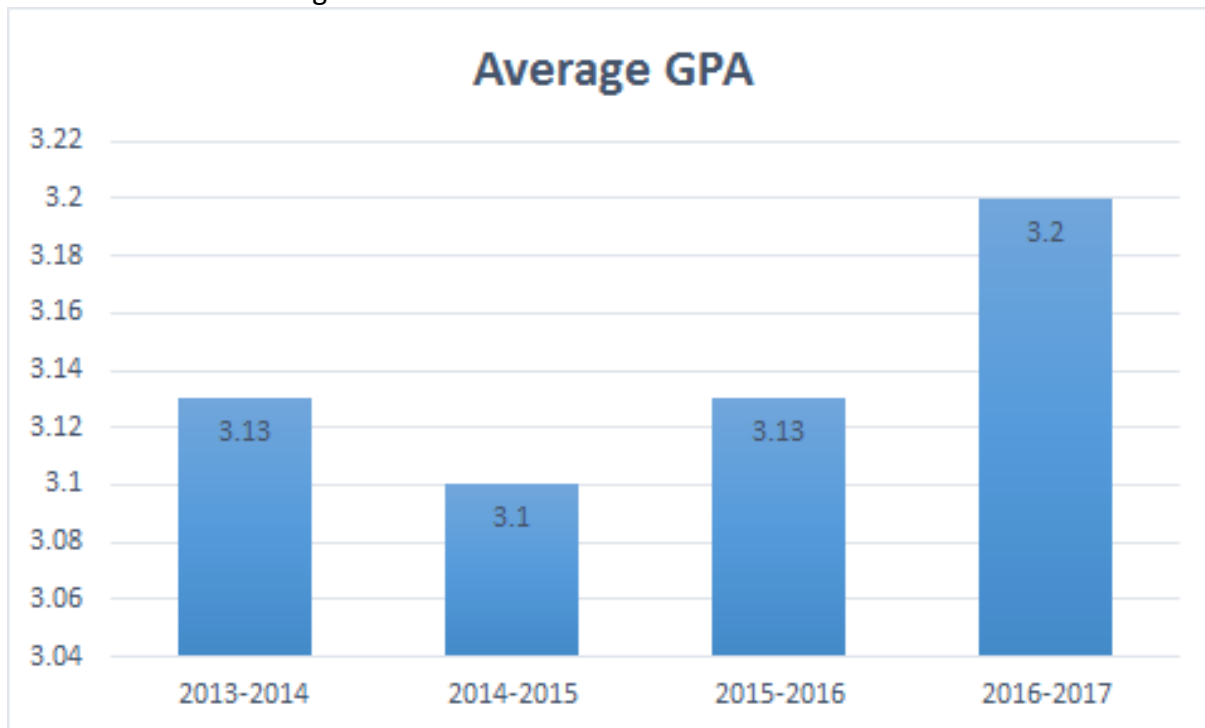
### **Determining goals and initiatives**

In the last two years, we have determined our goals and initiatives collectively with all professional and student staff. These goals and initiatives are informed by current theory and research within our field, community specific assessment and feedback data, and by the strengths and capacity of our staff. We just finished the development of a [3-year strategic plan](#) for the Women's Center this summer (the first strategic plan ever developed for the WC). This plan was presented at our WC Fall Team Retreat and is housed within our Center [Staff and Leader Handbook](#). Additionally, staff identify goals that they are interested in working on and make steps to accomplish them in teams that meet regularly throughout the year.

## Cohort Information

Individuals who face discrimination and violence often have additional barriers to staying in school and to completing their academic goals. In fact, survivors of sexual assault are at high risk of dropping out of school as a result of the trauma they have experienced, and the 2015 WSU's Campus Climate Survey found that for 57.14% of WSU survivors report that the violence they experienced had a negative impact on their schoolwork. The Campus Climate Assessment distributed in Spring semester found that [44.44% of WSU students have experienced sexual assault \(see pg. 35 of the report\)](#). Providing resources and support to these students through Safe@Weber may be one way to increase retention and graduation. While there is less research directly speaking to the correlation between domestic violence or stalking to student success, the effects of trauma with these issues are similar and we assume that resources and support for these students are equally beneficial to retention and graduation rates. The Safe@Weber [Haven Survey](#) found that 25.9% of WSU women and 9% of WSU men experienced relationship violence before becoming students and 11.5% WSU women and 6.3% WSU men experienced relationship violence after becoming students. Additionally, 15.7% of WSU women and 2.7% of WSU men experienced stalking prior to enrollment, and 12.9% of WSU women and 2.7% of WSU men experienced stalking after enrollment. Therefore, we have a large percentage of the WSU student body who could benefit academically from the Safe@Weber program.

Our students have performed at similar rates to their counterparts; however, we have seen a slight increase in GPAs within this current year. We are interested to see if this increase will be sustained moving forward.



## **Intentional programming**

We provide intentional programming for survivors of violence through Safe@Weber Advocacy services and the Finding Voice Support Group that is facilitated by a clinician in the Counseling and Psychological Services Center. Additionally, our Social Justice programming often targets particular identity groups (underrepresented and marginalized or privileged groups) or intersecting identities. Currently, we are working on a grant project that will result in customized violence prevention curricula for LGBTQ+ students. Additionally, we are currently also working on developing an online WSU resource guide for single moms.

## **Areas of Accomplishment and Needs**

Considering that we only have two professional staff able to provide advocacy services (one who is supposed to only devote 25% of their time (yet devotes about 75% of their time) and the other who is not supposed to devote any percentage of time to this service (yet devotes about 10% of their time)), we have been quite proud of our ability to successfully meet the current demand for these services. We have found that advocacy at a college campus is quite time intensive, more so than traditional advocacy. This is because one is not only helping survivors navigate institutional systems such as the criminal justice system and health care system as is frequently found in crisis response organizations, but one is also helping survivors navigate the university Title IX system as well. Advocacy, is an area where we have had relatively little demand compared to demand for Safe@Weber prevention or Social Justice programming yet programming is often completed in as little as an hour and many students can be served simultaneously. This is not the case for advocacy where the time to completion of services may extend out beyond a full semester meeting for several hours several times a week with one student.

We would like to be able to develop customized curricula for all underrepresented and marginalized identity groups on campus (for both Safe@Weber and our Social Justice program), and hope that our LGBTQ+ grant pilot project will end up becoming a successful model for development. However, we don't have a sustained budget or staff to do this at this time (our current grant is only 1 year long).

We assess student needs for programs and services through a climate survey, program assessments, online surveys, in-person interviews, focus groups, student appointments, and WC student staff meetings. The results of these assessment initiatives have resulted in further curricula development that meets the needs, knowledge, and skill deficits expressed by our students, as well as has resulted in new projects in the Women's Center. One example of this, is our recent focus on [lactation rooms](#) around campus and selecting a student to join our WC team who historically has been coming to the Women's Center to pump, who shared with us that if it was not for our office and support for these spaces she would have had to drop out of college. She is currently working on expanding resources for students on campus who are nursing and in need of lactation rooms.

## **Student Satisfaction**

We assess [student satisfaction](#) through [surveys](#) and one on one conversations with students who participate in programs and services. We have used benchmarking data in our Safe@Weber program in 3 different ways. First, through Haven, we have looked at how our



students compare to other university students completing the program. Second, we have collected data to [compare what our Utah institutions and peer institutions are doing](#) with regards to university policies that pertain to prevention programs, what level of mandate if any is used, if they have peer educator programs, men's programs, intersectionality of violence programs, employee programs, and confidential advocacy services.

We have found that our students follow a very similar pattern of knowledge gain surrounding issues of sexual misconduct as students nationally with a few exceptions. Our students have very low levels of understanding regarding sexual assault prevalence (38% pretest and 42% posttest) compared to the national average (54% pre and 57% post). Whereas our students had a higher level of understanding about the definition of stalking (91% pre and 91% post) than their national counterparts (72% pre and 73% post). We also found that our student's knowledge in regards to understanding sexual consent actually decreased after completing Haven (96% pre and 93% post) compared to 94% pre and 96% post nationally. This is also true of knowledge concerning alcohol-facilitated sexual assault (93% pre and 88% post) compared to national averages (90% and 93%). Through our in person Safe@Weber training we have come to believe this is partially because our students don't truly understand the complexity of these subjects before engaging in training. For example, with consent many students will tell us that they understand what constitutes consent, yet once we begin training they reveal that in fact, they didn't understand that someone who is intoxicated cannot give consent, or that consent is something that can be given and taken away at any time.

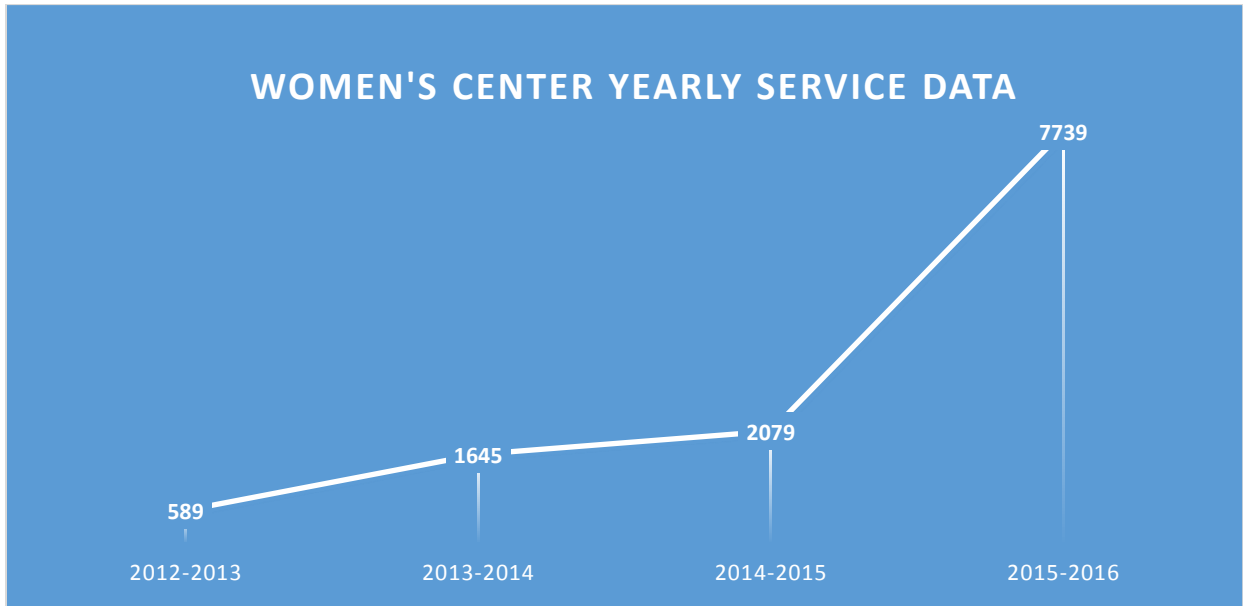
We have also found that all Utah universities are using Haven and 4 of our 10 peer institutions are using Haven. Six Utah universities use a soft mandate (no sanctions) to complete Haven or another violence prevention program and 2 use a hard mandate (some sort of sanction), and all peer institutions are using soft mandates. Currently we are using a soft mandate with a letter going out to students stating that the institution expects they complete the training; however with the exception of follow up emails reminding students of this expectation we do not do anything to ensure follow through. We had relatively good turnout for our first year providing the program (almost 5,000 students) however at the time of this writing we have only had 1,287 student participants for the 2016-2017 school year. Less participation is to be expected as we targeted the entire student body the first year of implementation where now we are focusing on first year incoming students and transfer students primarily; however, we would still like to see higher participation rates. Some of our campus partners have been advocating for a hard mandate (most particularly our Chief of Police). We are open to all ideas to increase completion rates. Outside of Haven we found that all Utah and peer institutions have a peer educator program with the exception of Salt Lake Community College. Six Utah institutions have men's programs but only 2 of our peer universities do. All Utah institutions (excluding BYU) and 3 peer institutions have an intersectionality violence program. All Utah universities have an employee program with the exception of BYU and all are using Haven for employees. USU, and the U have confidential advocacy services and four of our peer institutions have confidential advocacy services.

This information has been helpful for us in being able to narrow our scope within in person training with students. We spend more time focused on knowledge deficits, unhealthy social norms, and attitudes and beliefs that we have found through our assessment data. We also spend more time fully exploring the dynamics of consent and giving students more time to

ask questions and talk with each other about their own experiences with consent to develop and construct community-wide knowledge. The data we have collected about Utah and peer institutions has been helpful in that it has helped us to understand that we are doing very well comparatively. However, we recognize that 3 of our 8 Utah institutions are under federal investigation currently and so we don't want to get to a point where we feel that since we are doing better that we should be content with where we are at. We have very big goals here in the WC to become the leading institution in Utah when it comes to implementing prevention and advocacy best practices (beyond compliance) and we don't want to stop the momentum we have built in such a short amount of time.

### Student Information

We track student usage through Accudemia, WeberSync, Advocacy reports, Programming reports, the Haven database, Cohort reports, and Facebook, Pinterest, & Goodreads analytics. Since 2012 we have seen a 1,214% increase in the number of lifetime visits yearly! The below chart illustrates how the WC has increased the number of those served every year steadily until our department restructure in 2015-2016, when we saw a massive increase in utilization of our services.



Taking a closer look at 2015-2016 we see that the bulk of our user increase is due to our new Safe@Weber online Everfi Haven violence prevention program, followed by our other Safe@Weber and Social Justice programs and other student services tracked through Academia (advocacy, resource pantry, kitchen and lounge use, scholarships, general advising, class project(s), lactation room, AAUW, Students for Choice).

Tracking program	Number of lifetime visits 2015-2016	Number of unique individuals 2015-2016
Haven	4420+	4420
Advocacy doc	145	16
Program doc	1653	no data
Weber Sync	90+	90
Facebook	402	137
Pinterest	18+	18
Goodreads	5+	5
Academia	1119	314
Leadership Program	22+	22

Advocacy hours August 2015 - August 2016: 160  
 Advocacy interactions August 2015 - August 2016: 199  
 Advocacy hours September- November 2016: 172  
 Advocacy interactions September- November 2016: 157

We have found that over the last 5 years students access WC services the most on Wednesday's between 10am-1pm. Very few students access services between 8am-9am and 4pm-5pm. Since implementing our new mission summer of 2015 we have found that students usage patterns have not changed.

Looking over the past 5 years we see that kitchen use, lounge use are the top demands by far for students. Programming and then scholarships are the next highest demand (both half the demand of kitchen and lounge use). If we look at the break down for individual years we see that in [2012-2013](#) financial aid/scholarships was the top service utilized followed by kitchen use; in [2013-2014](#) kitchen use was by far the most utilized service; and in [2014-2015](#) lounge use and kitchen use were most utilized. However, since we have implemented programmatic and focus area changes beginning in summer of [2015](#) we find that Safe@Weber is now our highest demand followed by kitchen use and social justice programming. Class projects, our student club AAUW and lactation pumping are also in much higher demand than previously.

### Gender

The Women's Center has consistently served primarily women over the last several years (between 77-86% of visitors compared to 14-23% men). However, with the addition of the Safe@Weber Haven training we have found that 47% of student participants are male (compared to 46% male enrollment), 52% Female (compared to 54% female enrollment), and 2% Transgender (no comparative enrollment data).

### Race

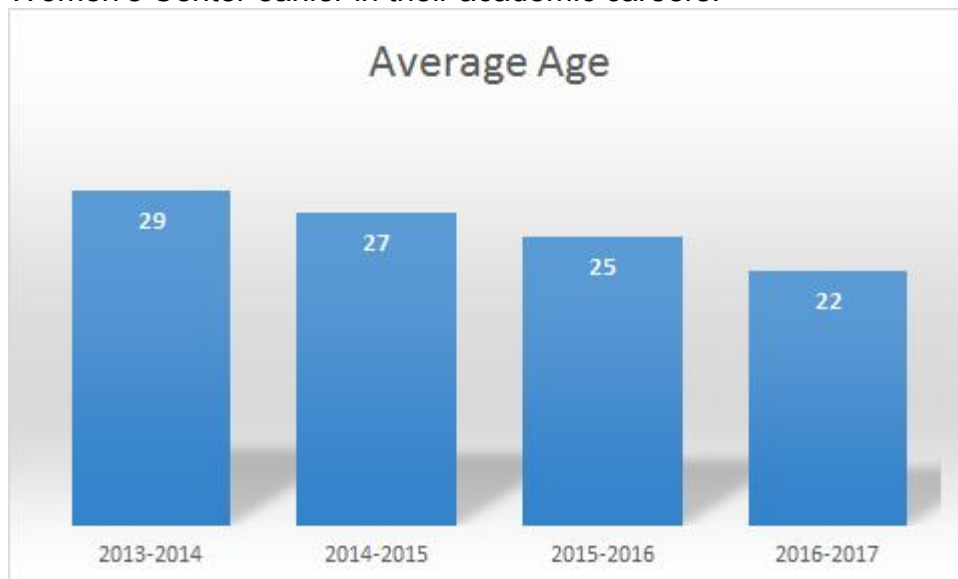
We have seen an increase the number of underrepresented and marginalized community members utilizing our services (see below table for Accademia data).

	2013-2014	2014-2015	2015-2016	2016-2017
African American	2%	2%	2%	4%
Alaskan Native or Native American	1%	1%	0%	0%
Asian	2%	2%	2%	3%
Hawaiian or Pacific Islander	0%	1%	1%	1%
Hispanic or Latino Descent	16%	15%	21%	21%
Non-Resident Alien	2%	2%	3%	4%
Two or More Races	4%	5%	4%	7%
Unknown	4%	3%	3%	4%
White, Non-Hispanic	69%	69%	64%	56%

Additionally, 73% of student participants in the Safe@Weber online Haven training are White/Caucasian (compared to 73% enrollment (13630/18692)), 10% African-American (compared to 2% enrollment (343/18692)), 7% Hispanic/Latino (compared to 10.5% of enrollment (1969/18692)), 4% Asian/Pacific (compared to 2.5% enrollment (467/18692)), and 1% Native American/Native Alaskan (compared to .5% of enrollment (101/18692)).

**Age**

We have also seen a steady change in the average age of students accessing services through Accudemia reports. In 2013-2014 the average age was 29 years old and for this current year it is 22 years old. This change may indicate that students are learning about the Women’s Center earlier in their academic careers.



Through our Haven program we found that 73% of students are 21 years old or older vs. 27% that are 17-20 years of age (no comparable enrollment data; enrollment data groups all students under 25 together at 10,902, with 7,790 students enrolled who are 25 years or older)

### **Sexuality**

Our assessment data also found that 89% of student participants were Heterosexual/Straight, 3% Bisexual, 1% Gay, 0% Lesbian, 1% Questioning, and 1% chose the other category (no comparable enrollment data).

We have spent a considerable amount of time, labor, and money on advertising Safe@Weber and our Social Justice Programming over the last two years and this data is helpful to know that these efforts are effective and paying off. This information has also been very helpful in that it is evidence of the fact that low stakes engagement (such as having a kitchen and lounge space for student use) can be very helpful in getting students through our doors and into the center. It is also helpful in documenting how important it is to our students to have space where they can build a community around issues of identity, social justice, and liberation. This is reflected in the increase of underrepresented students accessing all of our programs and services.

Last year we used this information to try to improve our data collection and update/change our usage categories in Accudemia to better reflect the work we are doing in the Women's Center. However, upon collecting and analyzing this data once again for this self-study we have determined that we will further update our usage categories to allow us to analyze our programs in more precise and specific ways.

Data pertaining to Safe@Weber and Haven specifically has been helpful in identifying our healthy (more likely female, more likely to abstain from drinking and drugs) and unhealthy (more likely male, athletes, or greek students) student population characteristics so that we can better target our outreach and prevention initiatives.

### **Dissemination**

We share information regarding goals, student needs and satisfaction, cohort and student information with the Safe@Weber Advisory Board (consisting of 23 different departments and university entities as well as four community agencies), the Women and Gender Studies Executive Council, our Affirmative Action Equal Opportunity office, and President's Council (as requested).

We share this information in a variety of ways. Some of this information is shared in our annual report, other times particular information is shared in our outreach efforts (for example our Safe@Weber social norms campaign, or through media outlets such as the SignPost, Standard Examiner, and Salt Lake Tribune), other times information is shared directly via email to our partners working in solidarity with our mission and goals within the Women's Center.

## Summary

The Women's Center envisions a more inclusive, equitable, liberatory, and safe community and advocates for the best educational and campus experience for all members of our community. We accomplish this by advancing social justice and by working towards a safe and healthy campus through our four core programs: Social Justice Education, Action, and Resource Program, Safe@Weber Violence Prevention and Advocacy Services Program, Leadership and Professional Development Program, and Women's Center Operations. In the last two years we have shifted our work significantly to adopted a feminist framework and violence prevention focus. We currently have two full time professional staff positions (Director and Advocate/Program Specialist), one half time non-exempt staff position (Administrative Specialist), five half time (20 hours a week) student staff positions (three who work 46 weeks a year and two that work 38 weeks a year), and five tuition waivers for student leaders.

All of our programs in the Women's Center are strongly community focused because we believe that community is essential to achieving our goals of liberation and safety. Last year we partnered with over 70 organizations on prevention, education, and support initiatives that span across the ecological model (individual level, relational level, community level, and system level). Our programs also heavily focus on supporting those populations that have historically been marginalized, underrepresented, and who are at risk for experiencing the highest levels of violence, this focus allows us to help support those at the highest risk of dropping out of college so that they not only can access an education but thrive here at WSU. Assessments of our programs have shown that the Women's Center is fulfilling its vision by creating a protective environment that is inclusive, equitable, liberatory and safe and our students have show much growth particularly in leadership and cultural competence.

We are quite proud of the work that we have accomplished since Summer 2015; our staffing changes allowed for a reexamination of the services offered in the WC. We believe our staff's passion, dedication, and expertise are the major reasons why we have been able to come so far in such a short amount of time. Our community-wide approach has allowed us to be able to interact with many more students, faculty, and staff than we have been able to in past years, in fact we have seen a 1,214% increase in the number of lifetime visits yearly since 2012! We have also seen more of an increase in underrepresented students accessing services than ever before. Additionally, the work that we are doing to reduce risk factors and create a protective environment for students is showing through our assessments to be having a positive impact on our constituency. The development of our programs, particularly Safe@Weber have helped the university in fulfilling its legal obligations under Title IX and Clery, but go beyond just compliance and put Weber on the track to becoming the leading institution in Utah when it comes violence prevention and advocacy.

Most areas of improvement are directly tied to our budget and space. To be able to meet our departmental goals and our institutional goals of becoming an educational and cultural leader in the state we also will need to secure more sustained funding for our programs. We were chosen to develop and implement Safe@Weber, a comprehensive violence prevention and advocacy program for the entire university body, yet did not receive funding to support this initiative. Since the start of the program we have been able to secure a mere \$2000 a year in student fees for this program, which is not nearly the budget we need to be

able to continue to run a successful university-wide initiative. We have worked hard to try to reallocated the existing WC budget to address this problem (and set aside another \$3000 for the Safe@Weber program); however, this is still not enough to provide education and services to our entire student body, staff and faculty, and in addition has meant we are unable to spend as much time as we'd like to our social justice and leadership programs. Additionally, due to the fact that we are not allowed to provide confidential advocacy services we are barred from most grant funding streams which would allow us to build our capacity to meet the demand for services. Until we are able to adhere to the Violence Against Women Act we will never be able to receive federal funding. Nevertheless, at this time we are already at capacity for service and program implementation, and are no longer able to meet the demand for all service requests. To address our current demand and have room for any growth we will need to hire additional professional staff. We are also over capacity when it comes to space, and have safety concerns about our current location. We understand that space is always at a premium, yet hope that we can find a way to address these concerns in the near future.

Additional areas for improvement center around community relations and building institutional procedures and structures to support our student survivors. We would like to see an official coordinated community response team established on campus, a Sexual Assault Response Team established, and we would like to eventually be able to officially and fully join our STAR team when then are discussing sexual misconduct cases that we are actively working on. Additionally, we would like to see official university procedures for dealing with sexual misconduct on campus established and published for students to access. Finally, we would like to be able to purchase a database platform for managing client and case data to ensure the highest confidentiality and protection standards possible. We believe these initiatives would improve our campus response, survivor relations and protections, and institutional trust for our student body.

This review has helped us to identify several additional goals that we didn't have before. We recognize that while we have been engaging in many outreach initiatives and we do work to disseminate the research and knowledge we are gaining about our constituents needs, learning and growth, that we could be doing a better job of this and plan to increase our dissemination efforts. We also want to start utilizing additional SA core student learning rubrics in our work.

There are several key issues and concerns that we'd like our site review team to address. Budget, staffing, and space are our top three issues that we are struggling with currently. However, we also are interested in the review team weighing in on the decision to either stay offering non-confidential advocacy services or to move towards offering confidential or semi-confidential advocacy services. Similarly, we are interested in hearing the review team's perspective on an ongoing conversation we are having regarding if we should change from our current practice of providing a soft mandate (no enforcement) to our students to complete Safe@Weber's Haven training to a hard mandate (enforcement). Lastly, we would be interested in the review team discussing with our student staff and leaders their thoughts on our current structure where some are paid hourly as staff, and others receive a tuition waiver for their involvement in the Professional Development and Leadership Program, and if they think this is fair, equitable, and in alignment with our mission and goals.

**References:**

Nicolazzo, Z. & Harris, C. (2014). This is what a feminist (space) looks like: (Re)conceptualizing women's centers as feminist spaces in higher education. *About Campus, 18(6)*, 2-9.

Torres-Harding, S.R., Siers, B., & Olson, B. (2012). Development and Psychometric Evaluation of the Social Justice Scale (SJS). *American Journal of Community Psychology, 59(1-2)*, 77-88.

Arao, B., & Clemens, K. (2013). From safe to brave spaces: A new way to frame dialogue around diversity and social justice. Retrieved November 6, 2016, from <http://ssw.umich.edu/sites/default/files/documents/events/colc/from-safe-spaces-to-brave-spaces.pdf>



## **Appendix A: Safe@Weber Advisory Board**

### Weber State President

Chief Diversity Officer  
Office of Affirmative Action/Equal Opportunity and Title IX Coordinator  
University Legal Counsel

### Weber State Academic Affairs Members

Provost & Vice President for Academic Affairs Office  
Emergency Care & Rescue  
Political Science  
Psychology  
Sociology & Anthropology  
Women & Gender Studies

### Weber State Administrative Services

Athletics  
WSU Police Department

### Weber State Student Affairs Members

Access & Diversity  
Center for Multicultural Excellence  
Counseling & Psychological Services Center  
Dean of Students  
Diversity & Inclusive Programs  
Housing & Residence Life  
LGBT Resource Center  
Office of Vice President of Student Affairs  
Services for Students with Disabilities  
Strategic Initiatives  
Student Involvement & Leadership  
Veterans Services

### Community Partners

Your Community Connection (YCC)  
Safe Harbor Crisis Center  
OUTreach Resource Center

## Appendix B: Women's Center Program Collaborators

Program	Date/Time	Collaborators
Bras for a Cause: Breast Cancer Awareness Fundraiser	October 7, 8, 14, 15, 20, 22, 26, 28, 2015	Debra Lynn's Post-Mastectomy Specialties
Safe@Weber Healthy Relationships for LGBTQ Students	October 13, 2015	Outreach of Ogden; LGBT Resource Center
Day Of The Dead Altars: Victims of Domestic Violence and Trans* Victims of Violence	October 19-23, 2015	Center for Multicultural Excellence
Crafty Conversations: Crochet a Breast Form for a Breast Cancer Survivor	October 20, 2015	Student Wellness
Domestic Violence Recovery Workshop	October 21, 2015	Counseling & Psychological Services Center
Safe@Weber DV Screening for Healthcare Professionals	October 26, 2015	Davis Student Services
Safe@Weber Healthy Relationships	November 12, 2015	Davis Student Services
<i>Half the Sky</i> : Film Screening	November 17, 2015	Amnesty International
Trans Day of Remembrance Vigil and Panel	November 19, 2015	LGBT Resource Center and Center for Diversity & Unity
Iron Jawed Angels Film Screening & Blanket Tying for Your Community Connection (YCC)	November 24, 2015	American Association of University Women and YCC
Sub for Santa: Holiday Gifting Program	November – December 2015	Continuing Ed, Birch Creek 2nd Ward, Delta Chi Nu, Human Resources, New Hope Fellowship, SA Tech, Devin Pugh & Laila Fritz, VPSA, Amy Huntington, Carol Merrill, Robin Scott, Erin Carignan's class
Elect Her Done-in-a-Day Service Project	January 14, 2016	Student Involvement & Leadership and The Walker Institute
Elect Her Training	January 21, 2016	Student Involvement & Leadership and The Walker Institute
<i>Selma</i> : Film Screening	February 12, 2016	Black Scholars United
Safe@Weber Consent Workshop	February 16, 2016	Davis Student Services
Positive Post-its: Love Your Body Month	February 24, 2016	Student Wellness
Brown Bag Lunch with Cecelia Ridgeway	March 3, 2016	Women & Gender Studies Department and Sociology Department
<i>Lunafest</i>	March 4, 2016	Soroptimist International of Ogden, WSU Vice Provost, WSU Chief Diversity Officer, WSU English Department, WSU Economics Department, WSU Center for Poverty & Inequality, Meyers Mortuary, Merrill Lynch, Ogden Regional, Lindquist Mortuaries, Striders, Mindful Women Day Spa, Peak Chiropractic, Healing Balance
<i>The Hunting Ground</i> : Film Screening	April 4, 2016	WSU President's Office, WSU Police Department, Counseling, Dean of Students, Title IX
Times Talk: The Clery Act	April 8, 2016	American Democracy Project and Campus Police Department
The A in LGBTQIAP: An Asexuality and Aromanticism	April 8, 2016	Asexual and Aromantic Students on Campus, AVEN
Bystander Intervention: LGBTQ	April 11, 2016	OUTreach of Ogden
Together We Stand: Victims of Crime	April 13, 2016	Utah Office for Victims of Crime

Take Back the Night	April 14, 2016	ROTC, Campus Rec, Student Wellness, SIL, Center for Diversity & Unity, LGBT Resource Center, Veteran's Services, Campus Police Department
Missoula Book Club	April 15, 2016	Campus Police Department & Title IX Office
40 Hour Sexual Assault Advocacy Training	May 2,4,5,7,9,11,12,14, 2016	Safe Harbor
Orlando Vigil	June 15, 2016	LGBT Resource Center, Diversity Board, Student Involvement & Leadership, GSA
Safe@Weber All in One Prevention and Gender Socialization Presentation	July 5, 2016	Amelia Williams, Women & Gender Studies Department
Discrimination, Harassment, and Title IX for Staff and Faculty	July 20, 2016	Title IX Coordinator
Safe@Weber Conversations	August 2 - 3:30-4:30pm	Summer Bridge Program
Discrimination, Harassment, and Title IX for Staff and Faculty	August 12, 2016	Title IX Coordinator
Discrimination, Harassment, and Title IX at New Faculty Retreat	August 19, 2016	Title IX Coordinator
Title IX Training with RAs	August 23, 2016	Title IX Coordinator
Safe@Weber All in One w/ WSUSA	September 7, 2016	WSUSA
Weber/Morgan/Davis County Law Enforcement Training	September 8, 2016	YCC, Safe Harbor, UCASA
Women's Center Vision, Mission, Values, and Services	September 9, 2016	WSU Women's Basketball Team
Discrimination, Harassment, and Title IX for Staff and Faculty	September 13, 2016	Title IX Office
Leaving the Sidelines of Silence (Ted Bunch)	September 22, 2016	Diversity & Inclusive Programs, Title IX, Athletics Department, campus police, Student Involvement & Leadership
Intersection of LGBTQ & Latinx Identities	September 27, 2016	Center for Diversity & Unity, Diversity Board
Clothesline Project	October 2016	Housing
Footsteps to Light	October 3, 2016	YCC, Delta Chi Nu
LGBTQ Pride Week Resource Fair	October 10, 2016	LGBT Resource Center, Gay Straight Alliance
<i>The Hunting Ground</i> : Film Screening	October 12, 2016	Davis Student Services, Student Involvement & Leadership
Empowering Students to Social Action: A Case of Using Title IX to End Rape on Campus - Open Lecture	October 13, 2016	Student Involvement & Leadership, Title IX Office, Psychology Department, Political Science & Philosophy Department, Provost Office, Resource, Scholarship & Professional Growth Committee, Student Affairs, Students for Choice, University Broiler and Grill
Empowering Students to Social Action: A Case of Using Title IX to End Rape on	October 13, 2016	Student Involvement & Leadership, Title IX Office, Psychology Department,

Campus - Keynote		Political Science & Philosophy Department, Provost Office, Resource, Scholarship & Professional Growth Committee, Student Affairs, Students for Choice, University Broiler and Grill
In Their Shoes	October 18, 2016	Safe Harbor, Tau Psi Beta Sorority
Discrimination, Harassment, and Title IX for Staff and Faculty	October 20, 2016	Title IX Office
Safe@Weber All in One w/ Phi Gamma Lambda Fraternity	October 26, 2016	Phi Gamma Lambda
Generation F*: Funding Social Justice Movements	November 8, 2016	American Association of University Women, GiveButter
Diversity Board Women's Health Fair	November 15, 2016	Diversity Board