

ANNUAL REPORT

2020 - 2021



I. Overview

The Women's Resource Center at the University of Utah was founded in 1971 by a group of visionary women faculty, staff and graduate students. During the 1970's and 80's the Center was at the forefront of many changes on and off campus:

- Helped found the Women's Studies Program in 1975 (later named Gender Studies)
- Founded a training program in feminist-multicultural counseling in 1994
- Advocated for campus child care
- Monitored the general campus climate for women
- Advocated for the hiring of women faculty and staff
- Established scholarship programs for single-parent, non-traditional aged and first-generation students.

Today, the WRC continues its tradition of leadership on women's issues. We are engaged in social justice work to help end racism, sexism, homophobia and all other biases that may lead to violence, intimidation and threat on our campus. We work extensively to support student victim-survivors of interpersonal violence.

Accomplishments

1. The successful training of four graduate level clinical students remotely.
2. Continuous engagement of students through virtual programming and online engagement.
3. Offering the largest amount of tuition scholarships to the most scholars we have ever had.
4. The successful execution of completing highest clinical counseling appointment demands during COVID.

One University

The Women's Resource Center worked with different campus partners to provide a well-rounded level of support. We recognize that we alone cannot support students to strengthen their retention or graduation. By collaborating and regularly connecting students to our campus partners, we are demonstrating the importance of unity and teamwork for the betterment of University of Utah students, staff, and faculty.

Equity, Diversity, and Inclusion

The Women's Resource center is committed to equity and principles of social justice. We value diverse perspectives and abilities and strive to center the narratives and experiences of people who experience marginalization. We recognize the intersectional identities of all members of our campus and hope to continually improve our programs and practices to create spaces and policies to make our campus more respectful and inclusive.

II. Departmental Core Objectives



Clinical – Individual Counseling and Support Groups

Counseling Model

Counseling at the Women's Resource Center is based on a trauma-informed, Feminist Multicultural model. We work collaboratively with our clients, who we see as the expert on their own lived experience,

to help them empower themselves in all aspects of their lives. We believe that clients have the answers to their questions within themselves and that our work is to accompany them on the journey of discovery. We screen for trauma and employ the best practices in trauma treatment approaches. We understand and honor the intersections of clients' identities and the impact trauma has on every client's need for safety, connection, belonging, and dignity. We also have a network of referral sources for specific needs we may not be able to provide for.

The Counseling Team

Counseling and group facilitation is provided by licensed professionals and advanced graduate students in counseling fields. All of our clinical staff are 40-hour trained Rape Crisis Advocates. In the 2020-2021 academic year, 44% of our clients reported having experienced a sexual assault. We also include all of the sexual violence categories as defined by Title IX as well as childhood experiences that can increase the risk for sexual violence later in life.

Counseling Modalities and Eligibility

Women's Resource Center (WRC) provides individual counseling to University students, staff, and faculty of all genders. Additionally we offer evening support groups that are open to women identified individuals both on campus and in the greater Wasatch Front communities. Brief informational and crisis appointments are also available.

During the Covid 19 pandemic all of our services were transferred to a HIPPA compliant virtual platform. Recognizing the added economic stress that came with the shutdown of the economy and the ensuing loss of employment, we made the decision to offer all our services for free. We will continue to offer free services this coming year and will be implementing a hybrid model of service which will include virtual as well as in-person appointments. In the last academic year we wrote off \$17,664 in clinical services based on our suggested fee of \$12 for an individual session.

Goals

Our goals for last year included the following:

1. Effective and timely response to requests for mental health services, providing referrals on campus and the community as necessary.
2. Increase accuracy in collection and assessment of data regarding client service utilization
3. Continue to refine the use of Titanium to streamline the intake process, response to crisis calls and requests for service, and tracking no-shows and client contacts in order to provide counseling services more efficiently while maintaining the same level of quality service delivery.

Desired Outcomes

1. Decrease levels of client distress impacting students' ability to focus on their academic goals.
2. Implement a more frequent use of the Client Beliefs, Feelings, and Activity Scale, creating a data bank for further validity and reliability research on the instrument.
3. Increase number of individual client openings.
4. Increase retention and graduation rates of high risk students.

[Under the circumstances of increased stress on clients created by the pandemic and the increase in the need for mental health services, we decided not to ask clients to take the Client Beliefs, Feelings, and Activity Scale multiple times. This is an outcome we hope to address this coming year.]

Data

Individual counseling

- 2230 individual appointments attended
 - 182 individual clients served
 - 1920 hours of individual counseling
- Individual no show rate of 3.9%

•

Support Groups

- 923 group appointments attended
- 60 group clients served
- 1387 group hours total

The above data represent a 22% increase over last year in the number of clients we were able to serve and a 76% increase over last year in the number of individual counseling sessions. They also reflect a 67% increase in the number of hours spent in individual counseling. These increases reflect both the addition to the clinical staff of another full-time licensed clinician and trainees' willingness to increase client loads when the need for mental health services increased due to the pandemic and ensuing social and economic shutdowns.

In terms of support groups, these data represent a 28% increase over last year in the number of group clients we were able to serve and a 79% increase over last year in the number of group sessions held. They also reflect a 75% increase in the number of total group hours.

This year we had 55 clients on the waitlist at some point, an increase of 66% over the previous year. The increase in numbers of people on the waitlist is reflective of an increase in requests for clinical services as described above. However, we cut the time people remained on the waitlist in half from the previous year because student mental health fees allowed us to hire an additional full-time clinical staff person. She cleared the waitlist when she arrived in April of 2020, and we didn't have a waitlist again until Spring 2021. Any remaining waitlist entries were cleared by hiring a practicum student for the summer of 2021, and we do not have a waitlist at the present time. We have been able to accommodate all requests for counseling services in a timely fashion. We also implemented a new policy for initial contacts, asking about insurance so that we have the option of referring out to the community at large should we be unable to accommodate a request for counseling. This has helped us keep wait times to a minimum.

Alignment

The clinical services the WRC provides, in partnership with the FMC training program, aligns with the following student affairs strategic objectives: #1, developing students; #2 promoting diversity on campus through effective programming; #3 partnering with faculty, staff, and external constituencies; #5 utilize a coordinated assessment and evaluation approach; #6 provide, maintain, and utilize technology to enhance student services; #7 promote the effective use of best practices.

How these goals, outcomes and supporting data relate to retention and graduation of students.

The services provided as part of the FMC program increase retention and graduation of students because the psychological and emotional support contributes to students' ability to perform academically which, in turn, contributes to increased and timelier graduation rates. Please see the direct quotes below speaking to these issues.

In addition, we are part of a campus wide project to create a confidential data base for retention and graduation rates for all our clients. Discussions and work on this project will resume in the fall of 2020.

Direct Quotes From Students

The services provided are vital to students. Just the support and availability of mental health services have helped me get through some of the toughest times and without this service I could very well have failed out of school because of personal hardships. It's so important for this service to be available to students.

The WRC has been of phenomenal benefit to my life. I started therapy with Erin at a time when I was strongly considering quitting my program of study due to burnout and depression. She was an invaluable support as I navigated finding a provider to start medication, and access to continued therapy with her has allowed me to stay afloat in my education, without having to quit. I have recommended the WRC to my whole cohort of women and am beyond grateful for the services and recommendations this organization has provided me. Especially after the year/pandemic we experienced, I feel so lucky to have access to such a high quality support system. Thank you for all you do!

Having this kind of support has been something I never expected to receive. I've never had a group of women who are so invested in one's wellbeing and education. It feels amazing to have this kind of support and I'm glad I decided to walk through that door when I returned to school after nine years.

The WRC was instrumental in my ability to finish my degree. As a disabled non traditional student I needed the support of other women to keep me going. The WRC provided a huge percentage of the financial, psychological, and social support necessary for me to not only survive, but to thrive.

The Women's Resource Center has helped me find healthy ways to manage my depression and anxiety. It also has given me a safe place where I can be myself and be involved in a great community. The WRC has helped me learn about scholarships that I can apply to, which have helped me remain in school.

I am so happy with the services I have received. My therapist has helped me feel more connected to campus/Utah and encouraged my ability to look at people/things/situations using a better perspective.

This resource has given me the most help through the pandemic and is the only reason I'm still on track to graduating in the spring.

The WRC is more than just a resource center, it is a community. I feel loved and welcomed by this community. They have been with me at my worst and celebrated when I was at my best. I am grateful that I have found this wonderful community that I consider to be my 2nd home.

Survey Responses:

65% of respondents said services at the WRC contributed significantly or considerably to their academic success and graduation trajectory. 91% said the services contributed significantly or considerably to lowering their emotional and psychological distress. 77% of respondents said services at the WRC contributed significantly or considerably to their personal, educational, and career development.



Feminist Multicultural Counseling (FMC) Program

The Women's Resource Center (WRC) offers a feminist multicultural counselor training experience for women who are advanced students in counseling, psychology, and social work graduate programs. The supervised practicum/internship includes individual and group counseling, consultations, and program development and implementation. Involvement in the practicum requires a minimum 20 hours per week. WRC practicum students are compensated as employees, these are not benefitted positions. The stipend amount varies each year to support the student's eligibility for tuition benefits.

The following are the pre-requisites to apply and participate in the clinical practicum:

- Completion of a one-year supervised practicum, internship, or fieldwork experience.
- Feminist Multicultural Therapy, EDPS 7240, taught 1st summer session, T/Th, 2:00 – 5:00 pm.
- Graduate course in Multicultural Counseling, or equivalents.
- Commitment to one full academic year at the WRC beginning Fall Semester.
- Availability during the academic year for required meetings, seminars, and supervisions on Tuesdays, 9 am to 2:00 pm and on Wednesdays from 8:30 am to 10:30 am and one evening a week to co-facilitate a support group.
- 40-hour sexual assault advocacy training with Utah Coalition against Sexual Assault (UCASA).
- Application materials are submitted early in February.

Academic Year 2020-21 Accomplishments:

1. WRC Training Program at the University of Utah continues to thrive and evolve in order to support the students and staff development by promoting healthy networking with campus and community partners, intentional self care and by utilizing Feminist Multicultural Therapy and trauma informed practice protocols that humanize the psychotherapeutic process and facilitate the person's self-determination, self-empowerment, integration and healing.
2. The WRC Training Program has become an extremely desirable and competitive Practicum setting for advanced graduate students in the fields of Counseling, Psychology, Clinical Mental Health Counseling and Social Work. This year 17 students applied from each of these programs. For the upcoming academic year (2021-2022), the Practicum Team will be composed by five women of color representing diverse ethnicities and identities and with the ability to provide counseling services in Spanish and expertise in Multicultural clinical practices.
3. The Practicum students as a team completed **2,650.83 service hours during the academic year 2020-21**. This summer our current Practicum student has completed **51 clinical hours and 129 of service**.
4. WRC Training Program Coordinator continues to work closely and intentionally with WRC Counseling Coordinator, Dr. Kristy Bartley, PhD to produce an excellent clinical training for each student.
5. Tele-mental health services were and continue to be accessible to all University students throughout the year and this summer, and without interruption during to the Covid-19 pandemic.
6. The clinical training includes two hours of Feminist Multicultural Consultation Meetings, weekly supervision for group facilitator, individual clinical supervision, and opportunities to engage in Macro Practice with coaching and supervision in this specialized area of practice.
7. Feminist Multicultural Therapy class EDPS-724 (3 credit hours), was offered and staffed by our training team during summer. All students enrolled in this course successfully completed the course.
8. The Training Program continues to enhance a professional collaboration with the University of Utah, College of Social Work, and the Counseling in Psychology Department to successfully recruited student trainees for the year 2021-2022 and beyond.
9. The Coordinator supervised four Social Work Master Level Practicum students and completed each student's evaluation in a timely manner. Three of these students are

currently working full time in the mental health field in Salt Lake City metro area. One of the students may be seeking employment overseas.

10. The Training Program recruited and hired a Clinical Mental Health Counselor Practicum student to for this summer to attend to the mental health needs of the students during the summer Semester.

Practicum Team 2020-2021 Comments and Feedback:

“My practicum at WRC has been a wonderful learning experience. I am grateful for the clinical team who have supported and motivated me in my clinical training and provided excellent supervision. Nellie, Kristy, and Erin have been great mentors and prepared me to confidently enter the social work field. I look forward to working with clients from a trauma-informed and feminist multicultural approach to empower clients. Thank you for all your shared knowledge, support, and guidance. It has been a pleasure working with you.”

“I love the WRC! I feel that being a part of the WRC's team has really helped me to be a better social worker and human being. Among so many things, it has provided an indispensable foundation for continuing to engage in my personal lifelong work and challenge my assumptions and biases, and I have learned how to better facilitate safe and healing spaces for people. I have been constantly impressed by those I work with and the things I learn from them. I am so grateful for the privilege of being a part of the WRC's training program. It's been an absolutely wonderful experience.”

“I am extremely grateful for the opportunity to work at the WRC and to be a part of their team. I have grown so much as a social worker and I know that it is because of the training program and support that the WRC provides. It was honestly the highlight of my second year in the MSW program and I hope they are able to continue providing this training program for many years to come.”

I want to take this opportunity to thank the WRC, Nellie and Kristy. I am so grateful for the experience and level of supervision that I received. I have loved being a part of the WRC and am inspired by the work that is done there. I feel prepared to go out into my career as an FMT therapist. Thank you for making such a difficult school year a little easier!

Projections for 2020-2021: The Women’s Resource Center Training Program will continue to provide practicum opportunities to graduate level clinical students from Social Work, Counseling Psychology and Counseling in Mental Health programs. This training will emphasize Feminist Multicultural Therapy (FMT) practices that are evidenced base and trauma informed to successfully support these students complete their Practicum requirements and graduate.

1. Train at least four graduate students per academic year. Each student will successfully complete all requirements toward their graduation.
2. Use Feminist Multicultural Therapy theories to support the clinical trainee in conducting political analysis, evaluations of systems of power, and the evaluation of the institutionalization and colonization of the therapeutic process to combat harmful practices in the mental health field.
3. Provide Feminist Multicultural Therapy and trauma informed mental health services to University of Utah students, staff and faculty as time and space allows in order to reduce psychological distress and to support the student’s retention, and successful completion of their academic goals.

4. Continue to engage in social justice practices and advocacy to eliminate violence against women and other minority populations. Efforts associate to this goal will include a continues collaboration with the University Counseling Center, the Student's Basic Needs Center, Student's Health, Rape Recovery Center, South Valley Sanctuary and other community partners.
5. Provide support groups to empower women in our Campus and the community at large.
6. Collaborate with our partners in Students Affairs and other programs on Campus to support our students to accomplish their academic goals and to promote their wellbeing and safety.
7. Continue to recruit a diverse Practicum team that reflects the diversity in our Campus community.

Barriers to accomplish Goals:

The Covid-19 pandemic has limited certain training activities that are to be conducted in person. It is our hope that eventually these activities will resume.

Development and Scholarships

Development serves as an essential component to the success and generosity of the Women's Resource Center (WRC). We would not have the capacity to both support the number of students, staff, faculty, and community members through counseling services, grant support, and scholarship support, nor would we achieve our goals without the financial support we receive from the University and various donors. As Kim Hall moved into phased retirement (July 2020) and as her hours decrease over the next year, she will transition her work over to both the Associate Director and incoming new Director for the WRC, along with Lindsey Nelson and her team in Development. The entire team works together to expand our donor base, promote our services, and solicit donations from individuals.

Goals

Financial sustainability for the Women's Resource Center.

Maintain and cultivate funding sources.

Provide scholarship funding opportunities for a diverse group of students so that they may continue their educational pursuits and progress toward graduation.

Provide students with needed resources to keep them in school.

Desired Outcomes

Maintain and increase the continuity of donor support for all areas of the WRC.

Maintain and increase the funding available for scholarships for students.

Generate revenue that can be used for professional development for students and staff.

Increase retention and graduation rates of students experiencing financial difficulties and those utilizing tuition scholarships through our office.

Connect students to campus and community resources that support their financial literacy.

Alignment with Student Affairs Objectives

Supporting and financially assisting students is in direct alignment with the Student Affairs Objectives to support student success, promoting institutional vitality and mission through fundraising, supporting enriched learning through student engagement opportunities, as well as leveraging Student Affairs resources with internal and external partners.

Additionally, the numerous scholarships offered through the Women's Resource Center align with several of the Student Affairs Objectives. Students who are awarded scholarships are not only connected to the services and the programs offered in the WRC but also easily connected to other offices in Student Affairs and across campus to help equip student in their success as students. Offering scholarships to

students contributes the high retention and graduation rates for the students we work with. Many students share that it would have taken much longer to complete their degree if it wasn't for the financial support through these scholarships.

Additionally, the growing scholarship program meets the University's Strategic Goals by providing financial support which helps with recruiting and retaining a talented and diverse student body. The scholarship program is in its third year using the AcademicWorks platform through the Office of Financial Aid and Scholarships and have found that partnership to be extremely beneficial in not only streamlining the process but helping the WRC verify financial need and assist in financial support for students. All scholarship recipients are required to attend an orientation at the beginning of the Academic Year where they are introduced to other offices and support services that will contribute to their academic success. Last year's collaborating offices included: The Financial Wellness Center, the Office of Financial Aid and Scholarships, The Learning Center, The Center for Childcare and Family Resources, and Student Success Advocates.

Data

The Women's Resource Center maintains numerous financial accounts that include general operational budgets, tuition scholarships, emergency grants, and endowments.

Income includes revenues from fundraising events, and interest and dividends from all four endowments.

Endowment Name	Dividend for 2020-21	Balance of Endowment at end of FY
Colleen Harker WIM Endowment	\$8,352	\$67,061
Mary Cherry Moslander and Roberts	\$26,641	\$197,968
Osher Endowment	\$269,928	\$1,613,346
Beta Gamma Endowment	\$18,543	\$137,792

Private Support includes Foundation, Corporation, and Individual donations to the Women's Resource Center.

Foundation and Donor Support	Amount Awarded
Giving Day 2021	\$ 7,240
Four Daughters Foundation	\$ 10,000
Pete and Arline Harman Foundation	\$ 80,000
Crankstart Foundation	\$110,000
Bamberger Foundation	\$ 5,000
Castle Foundation	\$ 3,000
Dee Foundation	\$ 5,000
Simmons Foundation	\$ 20,000
Boundless Foundation	\$ 12,500
Alumni Completion Fund	\$ 25,000
Michaels Foundation	*Submitted application for \$10,000
Sorenson Legacy Foundation	\$50,000
Total Amount Raised	\$ 327,740 *pending application not included

Scholarship Program

During the 2020-21 AY, the Women’s Resource Center awarded 186 Scholarships to 170 students through 13 different funds. Combined, the WRC awarded \$439,500. Those funds are either from endowments, foundations or individual donors.

Scholarship Name	Number of Students Awarded	Amount Awarded
Alumni Completion Scholarship	25	\$ 25,000
Beta Gamma Scholarship	4	\$ 7,000
Boundless Opportunity Scholarship	6	\$ 10,000
Crankstart Re-entry Scholarship	28	\$116,750
Dr. Harker Advancing Women in Medicine	6	\$ 19,000
Herbert I and Elsa Michaels Foundation	5	\$ 10,000
Mary Cherry Moslander Roberts Endowment	4	\$ 8,000
Nick and Helen Papanikolas Foundation	7	\$ 14,000
Osher Re-entry Scholarship	48	\$119,500
Pete and Arline Harman Trust Scholarship	10	\$ 40,250
Simmons Foundation Scholarship	12	\$ 19,000
Sorenson Legacy Foundation Scholarship	28	\$ 55,000
Willie the Plumber Scholarship	3	\$ 6,000
Total	186	\$439,500

49% of students report they graduated during the AY, 4% stopped out or withdrew from their education, and we anticipate that 47% will be retained.

Quotes from scholars:

As a non-traditional student and mother of two, young children, I have been presented with difficult challenges with regards to securing the resources necessary to fund my education. In past semesters, I often worked two jobs on top of caring for my children and attending the University of Utah full-time. After getting Covid, my physical capacity to work while attending school dissolved. Because of this, your scholarship will greatly ease my financial burden for the academic year. This will allow me the opportunity to graduate one semester sooner, and will allow me less stress as I focus on maintaining my cumulative 4.0/4.0 GPA.

Being selected for the Osher Re-entry Scholarship is reassuring that, despite setbacks that caused me to pause my academic journey in young adulthood, my decision to re-enter academia now has been the right choice. I am grateful for the privilege of being able to pursue my passion for problem solving through technology at University of Utah. I have hopes of utilizing the knowledge I gain with my degree path to improve the quality of life of others, like the Osher Foundation has mine. Whether this comes to fruition through my interests in improving the racial and gender gaps in STEM fields, climate change, or something entirely different, the invaluable support from the Osher Foundation through the Re-entry Scholarship gets me another step closer to making those options a reality. With being on campus for the first time since starting my major, I am looking forward to exploring more student organizations and clubs across the University to be able to get to know my fellow students and involved in something that pertains to my interests. I am also looking forward to having more opportunities to engage in Women in Computing and participate in outreach related to Women in STEM.

Below is the utilization data shared by Assessment and Analytics, this speaks to the diverse group of scholars that the WRC is able to support each year.

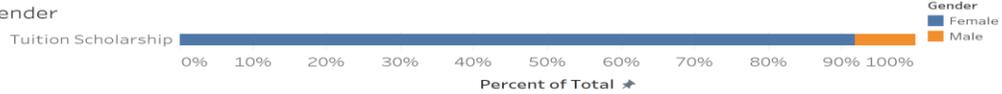
Count of All Participants



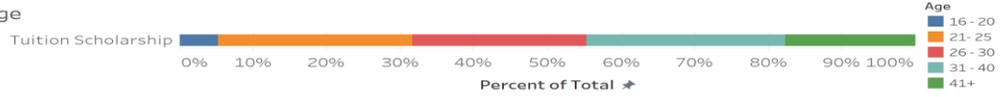
Count of Distinct Student Participants



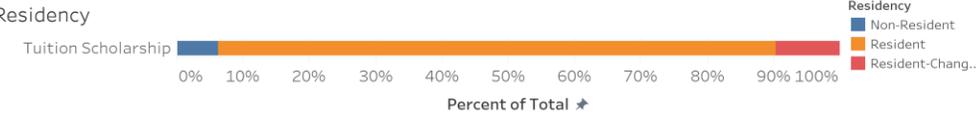
Gender



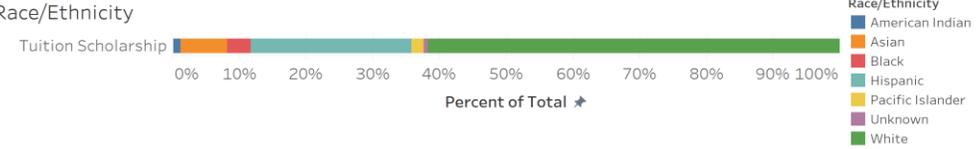
Age



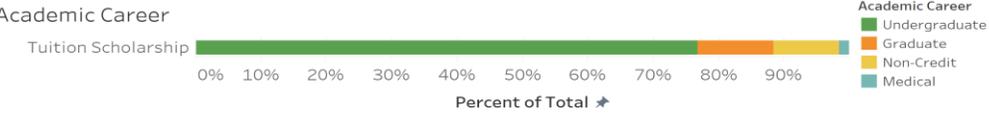
Residency



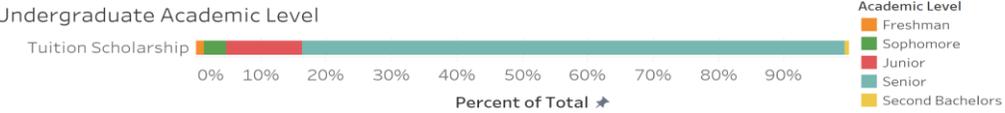
Race/Ethnicity



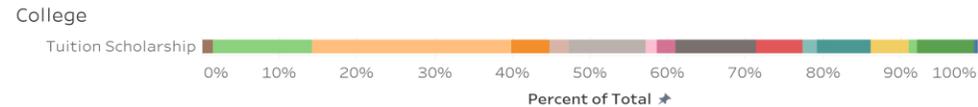
Academic Career



Undergraduate Academic Level



College



Student Support Funds

The Student Support Funds at the WRC have been successful at retaining students who might have otherwise dropped out of school.

In August 2020, we resumed awarding students on a case by case basis for student support and emergency funds. However we first directed students to the University's one emergency fund. We gave out \$23,959 to students for needs including: tuition assistance, housing or rental assistance, childcare, books and basic needs.

These support funds offered through the WRC aligns with the U's Strategic Goals to develop students and supporting student health and wellness by addressing financial and emotional stress with timely financial assistance.

Alignment with Student Affairs Objectives

The Student Support Funds Program aligns with the following Student Affairs Strategic Objectives and the University of Utah's Strategic Goals to develop students, promote diversity on campus through effective programming, partnering with faculty, staff, and external constituencies, utilizing a coordinated assessment and evaluation approach, as well as supporting health and wellness through addressing financial and mental health stress via timely financial assistance.

Goals

Assist students in financial crisis so they can stay in school
Provide students with needed resources i.e. books, lab fees, rent, food
Connect student with other campus and community resources

Desired Outcomes

Sustained retention and graduation of recipients
Increase Financial Literacy for students to help them navigate future financial challenges

Data

\$23,959 was awarded to 29 different students
*All applicants were referred to the Financial Wellness Center, Student Success Advocates, and the Feed U Pantry

Retention and Graduation

The Emergency Fund at the Women's Resource was established and has been successfully used to help retain and graduate students who might have otherwise dropped out of school. We believe that providing funding support for students directly relates to retention and graduation. So many of the students we support tell us they would have either had to leave the University or take more years to complete their degree if it were not for the funding the Women's Resource Center provides.

Campus and Community Outreach

Historically, outreach and education has been an essential component of Women's Resource Center (WRC). We recognize that our office is at the center of women's needs, support, and conversations for the University of Utah and building trust with those we serve is crucial to the success of our goals and the betterment of those we serve. Ways we foster our outreach and community initiatives includes accepting

presentation invitations to various offices and organizations around campus and Salt Lake City. Our staff take the initiative to bridge relations for the successful programming of initiatives we support.

Alignment with Student Affairs Objectives

Campus and Community Outreach & Education is in direct alignment with the Student Affairs Objectives and University of Utah Strategic Goals to support staff excellence, foster student development and enhance the greater community through sustained engagement that supports personal growth, provide and track wellness resources and services for student success, promote diversity and inclusion to all student, staff and faculty, as well as leverage support both on and off campus for resources to support student success.



Campus Partners

- Academic Advising Center
- Associated Students of University of Utah (ASUU)
- The Basic Needs Center
- Center for Child Care and Family Services
- Center for Ethnic Student Affairs (CESA)
- Center for Student Wellness
- College of Education
- College of Social Work
- Department of Chemistry
- Department of Communication
- Department of Gender Studies
- Equity, Diversity, and Inclusion
- Feed U Pantry
- Financial Wellness Center
- Learning Center
- LGBT Resource Center
- Office of Orientation and Transition
- Office of Scholarships and Financial Aid
- Student Success Advocates
- TRIO Program
- Union Programming Council (UPC)
- University Counseling Center (UCC)
- University Marketing and Communications
- University Student Apartments (USA)

Community Partners

- Planned Parenthood
- Rape Recovery Center
- University Neighborhood Partners
- South Valley Sanctuary
- YWCA

Goals

Act as a resource to provide education within the campus and community specific to the needs of women in an academic setting.

Collaborate with campus and community organizations to develop additional services or resources available to students, staff and faculty.

Provide presentations, training and education on various social justice issues.

Desired Outcomes

Increase awareness of the Women's Resource Center to assist students, staff and faculty, particularly and underrepresented populations.

Data

24 Different Campus Partners

5 Different Community Partners

Retention and Graduation

The Women's Resource Center worked with different campus partners to provide a well-rounded level of support. We recognize that we alone cannot support students to strengthen their retention or graduation.

By collaborating and regularly connecting students to different campus partners, we are addressing needs through a multi-pronged approach to strengthen retention and graduation from the University of Utah.

Programming

Alignment with the Student Affairs Strategic Objectives

The 2020-21 programming plans utilized communication and partnerships to promote student success through SA four core objectives. These included:

- Student Engagement & Support
- Student Health & Wellness
- Strategic Enrollment Management
- Inclusivity & Equity

As a programming team, we facilitated students' journeys through our institution and beyond. We remain aware that the way we approach our work matters to student success and is the foundation of all we do.

As you'll see in our goals and programming objectives, the way we did things always took an important role in our planning. We continue to refine our assessment practices to show this via qualitative and quantitative data.

All of these goals should be thought through the limitations and advantages of Covid-19 life. This includes planning with access and ability in mind; providing options for the most; and remembering that virtual events are different from in-person events.

This year, the WRC programming team worked to create programs curated through a holistic, intersectional approach and a multicultural feminist framework, with emphasis on one or more of the following:

- Access
- Education
- Support & Wellbeing
- Engagement

Goal 1: To create spaces of **support, wellbeing and engagement** for all students but especially for students who connect primarily with and through their gendered identities, including all genders on and off the spectrum of gender identity.

Programs: A variety of workshops and on-going programs that foster the values of the WRC and also provide an open, varied and fluid environment where people can opt in.

- GEM Series: This series combines student success conversations and tips with networking possibilities across disciplines. Workshops will center gendered experiences in higher education, and be prepared using social justice frameworks.
- Student-Led Social Events: Coffee Hour, Virtual Study Hall, Game Nights and Food Friday: these events will promote community building and friendship.
- Dialogue and Movement: seeks to promote self-empowerment and safe places to have dialogues while engaging in movement, this will include individual physical movement and/or collective capacity building. Events, panels and workshops will center BIPOC perspectives around healing, movement and capacity building.
 - Audience: current students, alumni, faculty/staff and community members who feel connected to their gendered identity (women/men students, trans students, non-binary students) and are looking for self-empowerment, connections and healing practices beyond counseling/support groups

Data

Gem Series

- 12 Events
- 101 students

Participant Feedback: *“I think y'all are doing a wonderful job, bringing visibility to the disenfranchised folk in our community. I was a panelist on the trans/nonbinary navigating the job process and I appreciate the visibility as a nonbinary queer latinx person. It's validating to share a space where my experiences and input can help better the lives of others.”*

Dialogue & Movement

- 10 Events
- 84 Students

Participant Feedback: *“Loved the Ignacio workshop today. More events like this!”*

Student-Led Social Events

- 10 Events
- 27 Students

At midyear we noticed students were not taking our survey so we modified and simplified and began utilizing zoom to collect UNIDs and other utilization data. This helped our assessment efforts and we were able to triple the number of students that took the survey. By only offering virtual programming, it impacted the number of students participating in social events. Many students were already feeling overwhelmed with virtual school, resources, etc. and opted not to participate.

Retention and Graduation: If known, what impact did providing online services have on retention and graduation of students. Present specific data if available.

Our GEM series specifically is centered on student success strategies that are supported by research. We intentionally collaborate with departments on campus to provide opportunities for success conversations, tips and tangible learning outcomes. Workshops center gendered experiences in higher education. Our Dialogue & Movement series seeks to promote self-empowerment and safe places to have dialogues while engaging in movement, this includes individual physical movement and/or collective capacity building. Events, panels and workshops center BIPOC perspectives, research and practice healing, movement and capacity building.



III. Plan for the Future

Campus and Community Outreach

- **Anticipated Challenges:** The WRC is committed to doing social justice education and awareness on campus, but we have found ourselves in a place of staff transition/turnover and having adequate staff including hiring a new director will be a challenge for the first half of the 2021-22 Academic Year. As covid numbers continue to rise, we sense that there will be unforeseen challenges with gathering and navigating spaces for students and staff but we will to the guidance of upper Administration and work to provide as much accessibility for our students as possible.
- **Anticipated Opportunities:** The WRC staff is well-trained and capable of collaboration and partnering. Staff continue to find avenues of knowledge to stay current and utilizes best practices when time has allowed for outreach and education of campus communities. We are excited to have a cohort of five practicum students (Therapists in Training) to address

Development

- **Anticipated Challenges:** The competition for grant monies is only increasing on campus. In partnership and collaboration with the Development Office, the WRC has been exceptionally successful in targeting foundations whose values and goals are in the alignment with those foundations. However, each year we have to apply for ongoing financial support which impacts the

number and award amounts for the scholarships the WRC offers each year. Therefore, this very important part of the WRC's ability to support students financially is completely dependent upon the time that is available to pursue ongoing funding.

- *Anticipated Opportunities:* As a result of the relationships developed with the Development Office, foundations, organizations and individual donors the WRC has been able to offer an increasing number of scholarships. We will look for opportunities to increase individual donations through sustainable giving and various giving campaigns throughout the campus community.

Student Support Funds

- *Anticipated Challenges:* As we assist more students with their financial emergencies, we are seeing a steady volume of emergency applications both to our office and we know to the larger pool through the University. Requests for assistance goes far beyond textbooks. We see requests for housing costs, food, and assistance with childcare costs. Most notably we are seeing an increase in students who are housing insecure.. Many offices, departments, and colleges have identified the WRC as a place to seek assistance with tuition when a student's financial aid package does not cover the full cost of attendance. This is challenging for our office not only financially, but also the extensive effort involved in assisting the student emotionally to address their inability to pay for college and advocating for them from other offices and departments on campus.
- *Anticipated Opportunities:* The Build out of the Basic Needs Center will streamline the needs of students out of the WRC and into the Collective. We anticipate more collaborative fundraising opportunities in this area; most specifically with the Student Success Advocates in Undergraduate Studies and the Union.

Feminist Multicultural Counseling Program and Counseling

Often the challenges and opportunities are the same for our Feminist Multicultural Training Program and our Clinical Counseling as they are dependent on each other.

- *Anticipated Challenges:* As our needs to accommodate clients for counseling increase we will require more staff to accommodate our training program and our counseling services. We currently have funding for 4 trainees and for one trainee during summer semester. In order to increase the number of trainees without creating inequities we would need to secure more funding. More trainees would also pose a space problem as we are at capacity now. We will have to creatively schedule offices to provide space for counselors. As we have increased the number of staff hours to accommodate the increasing numbers of clients requesting services from the WRC, we will be limited by space.
- *Anticipated Opportunities:* The Titanium database allows us to get students in a timelier fashion and have the potential to serve a greater number of students in the future. In addition, we are able to track clinical work report the data with accuracy. We are continuing to use Titanium's features to become more efficient in our clinical work, noticing changes from our first three years of using the database as school begins. We are tracking no-shows and cancellations in particular and making sure we are using all clinical staff time in the most efficient way possible. I believe our 30% increase in clinical numbers reflects, in part, efficiencies due to the use of Titanium.

IV. Anti-Racism Plan

Position Statement

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

History:

The Women's Resource Center at the University of Utah was founded in 1971 by a group of visionary women faculty, staff and graduate students. The WRC was started to support displaced homemakers, a uniquely marginalized group, especially here in Utah. Unfortunately, the Center was also seen as office that has centered white feminism. This is a perception that may still persist to this day.

During the 1970's and 80's the Center was at the forefront of many changes on and off campus:

- Helped found the Women's Studies Program in 1975 (later named Gender Studies)
- Founded a training program in feminist-multicultural counseling in 1994
- Advocated for campus child care
- Monitored the general campus climate for women
- Advocated for the hiring of women faculty and staff
- Established scholarship programs for single-parent, non-traditional and first-generation students

The Center has played a role statewide and nationally helping to found: The Consortium for Utah Women in Higher Education; The Utah Math Science Network; The National Women's Studies Association; HERS/WEST, a professional development and networking organization for women in the Rocky Mountain West.

The entire WRC staff and students were an early vocal group in advocating for questioning the university's use of an indigenous tribal name as a mascot and using their sacred symbols on our University of Utah clothing and in marketing. We have traditionally been a voice that challenged power and privilege at the university. We are seen as a place where students, staff, and faculty can receive support for insidious trauma they experience in classrooms, workplaces, and departments.

Today, the WRC continues its tradition of leading out, or joining the conversation on women's issues. We are engaged in social justice work to help end racism, sexism, homophobia and all other biases that may lead to violence, intimidation and threat on our campus. We work extensively to support student victim-survivors of interpersonal violence.

The WRC has adopted the feminist multicultural model for all the work that we do, not just our clinical work. We engage together as a permanent staff in ongoing conversations regarding our own positionalities and how we benefit, implicitly or explicitly, from systems of oppression, privilege, and power. We understand that the very fact of having advanced degrees and working in higher education is a position of privilege. We will continue to work to hire permanent and student staff who represent a diversity of identities and experiences. Over the years our staff has become more diverse and we are all involved in presenting to classes and other student affairs offices on issues of inclusion and social justice. Our newly retired director, Debra Daniels, who was both a clinician and administrator, was the originator and co-founder of the *Student Affairs*

Diversity Council.

Clinical staff at the WRC provided support to staff and students following critical incidents on campus where there was a loss of life. Additionally, we addressed bias incidents involving white supremacy, sexual discrimination, and other forms of oppression on campus. We work closely with the Center for Student Wellness to provide a safe place to seek healing from sexual trauma. Additionally, we prioritize creating a space where people of all genders are less likely to encounter people whose identities represent those of perpetrators.

The staff has the responsibility to promote self-care and personal wellness as part of the culture of the WRC. We teach and model these behaviors and values integrating them into supervision with our trainees. In addition, we model and talk about them not only among the clinical staff, but also with the

entire permanent staff and non-clinical student staff. We strive to live these values within the WRC as a whole. We recognize that power is operating in every relationship and at multiple levels within people's lives.

Current Anti-Racism Initiatives

- *White Women Working on Issues of Racism and Equity (WWIRE)*: In 2020, Kristy started leading anti-racism discussions at the YWCA for white staff. Kristy and Erin attend and participate in.
- In collaboration with Claudia Reyes, a former practicum student and current UCC staff member we were able to continue offering the Women of Color support group.
- Staff will participate in SADC weekly dialogues on Racial Justice and Decolonization and the Friday Forums that are sponsored by EDI
- Interns and student staff will be asked to increase their understanding of race, class, privilege and systems that exist in higher education and elsewhere through reflective journals in response to assigned readings.
- WRC staff closely collaborates with the Rape Recovery Center to share Cultural Considerations in our shared work

What current practices promote anti-racist work and/or anti-racism within your office?

We promote learning by participating in dialogues about anti-racism, and engaging in continuing education on whiteness, diversity, and allyship. The WRC clinical training program, including the *Feminist Multicultural Therapy class* we teach every summer (EDPS 7240), is based on values of inclusive and equitable learning environments, empowering outreach and advocacy for underserved groups, deep self-reflection on personal positionality and its impact on working with diverse populations and dedication to lifelong learning and personal growth as clinicians. The class also takes into account the principles of fairness, equity, and social justice across intersections of students and clients' identities and lived experiences.

When possible or appropriate, the WRC uses alternative leadership models, such as, share leadership through co-supervision, collaborative meetings where we come up with program idea together, and we value ideas that students bring based on their cultural knowledge rather than requirements that ignore systemic racial inequities and reinforce dominant culture. The WRC respond to acts of violence and racism on campus by creating space for victims, offering resources to victims, promoting the work of campus organizations and programs that offer healing and are actively addressing both violence and racism. WRC staff address practices that harm or re-traumatize students and staff. We actively challenge these practices our office and when necessary work directly with the Office of Inclusive Excellence or the Dean of students.

Anti-Racism Plan

Ongoing Year to Year:

- Create opportunities for professional development to prioritize consciousness building for staff and students. Develop an onboarding process for students and staff that includes consciousness building. This may be through books, courses, designated time to participate in on campus events.
- Disseminate WRC resources (scholarships, emergency grants and resources for programming) that is equitable and responsive to a diverse student body.
- When considering resources and referrals, utilize a vetting process to identify partners and vendors that share our commitment to race equity. Ensure our partners espouse values of anti-racist, non-binary and gender equity work.
- Promote WRC Training Program among practicum students of color to ensure a diverse pool of applicants for the therapist in training Program.

- Sustain and develop collaborations with community partners that attend to minoritized populations including people of color to support their mission.
- Avoid using branding that uses culturally appropriate symbols.

(In process)

Define antiracism as a group using Kendi's very pragmatic and action-oriented definitions.

During an extended staff meeting, all WRC employees will engage in a discussion and exercise to assist in creating a definition that is connected to the mission of the WRC and programs/services offered.

Begin to practice Trauma Stewardship

- Present/provide article on the principles of Trauma Stewardship to all permanent and student staff and relation to anti-racist work or strategies.
- In virtual mini-retreats with permanent and student staff, facilitate an exercise that prompts critical self-reflection and how trauma-centered strategies connect back to their lives.
- Each staff member will include strategies in their individualized professional action plans.

Identify and navigate systems of power and privilege

- Create an audit of services, programs and resources and evaluate the way systems of power/white supremacy operate and manifest within the WRC
- Develop strategies that work together to disrupt those systems within the WRC while supporting and working together as a team

Redefine Advocacy in the context of the WRC

- Define the context and targeting of our advocacy as it relates to the WRC mission
- Highlight racial trauma work and the psychological trauma of racism on social media pages and postings, integrate racial trauma work into conversations with staff and students.
- Use our expertise to educate campus on issues related to anti-racism. Host educational events to discuss different topics around race, race and mental health, and other relevant topics. This would continue to highlight the role the Women's Resource Center has in students accessing mental health counseling and in educating others on race, gender, and intersectionality.

Plan for future

Define antiracism as a group using Kendi's very pragmatic and action-oriented definitions.

- Staff will become more confident and skilled at talking about race and racism and its implications for the organization and for society.
- Encourage staff engage in the Racial Justice and Decolonization series through the Student Affairs Diversity Committee
- Staff will take part in trainings that prepare them to facilitate conversations around race and equity

Identify and navigate systems of power and privilege

- Complete a space audit for the WRC to include language, visuals, art and imagery)
- In collaboration with existing working groups on campus, create opportunities for white staff to raise self-awareness and consciousness on whiteness, privilege, and power.
- Create or change marketing that expands beyond the market of white/cis women particularly for mental health services.

Develop or utilize a decolonized hiring practice for students/staff and develop strategies to have more diverse applicant pools

- Working with Human Resources and Student Affairs, begin search for Director by creating a job description that includes social justice and anti-racist competencies that will generate a diverse pool of applicants.
- Form an interdisciplinary search committee to help select a new director for the WRC and hire a director within 6 months.
- Develop inclusive practices approved by Human Resources to increase the racial diversity of applicant pools (includes students and permanent staff)

Analyze job descriptions and compensation and suggest salary adjustments to address inequity in pay if they exist

- When salary disparities by race (or other identities) are highlighted through a compensation audit, staff being underpaid in comparison to peers receive immediate retroactive salary corrections
- Utilize 360 evaluations that include feedback on individual
- Develop protocols that addresses necessary responses related to issues around race, bias, and microaggressions.
- Make learning associated with race justice, inclusion and equity a component of performance evaluations

Establish a new ambassador board membership whose identities are representative of students at the University.

- Revise the mission and duties of the ambassador board (previously known as the advisory board)
- Identify potential members through nominations and extend interviews that incorporate specific questions around racial justice

Community Partners Integral to Success

Rape Recovery Center, YWCA, Outdoor Afro, University programs and departments including the College of Social Work, Gender Studies, LGBT Resource Center, Center for Disability and Access, University Counseling Center, U of U Human Resources, Assessment Evaluation and Research, The Office of Equity Diversity and Inclusion, Center for Student Wellness, School of Medicine and the Resiliency Center, Academic Advising Center, Office of Sustainability, the Bennion Center, Office of Inclusive Excellence, and the College of Social and Cultural Transformation.

Balancing Commitments

We believe self-care is an integral part of anti-racism work and an important part of the philosophy of the WRC. We allow staff to take time to address their mental health needs, foster an open “door” policy where staff can bring up their personal experiences and feelings to colleagues. We will support staff in taking advantage of University sponsored events on mindfulness, wellness, physical health care needs and doing so during business hours. Goals in this plan will be adjusted as necessary to support employee success with programs and services.

We understand anti-racism work both at the Women’s Resource Center and at the University of Utah is complex and dynamic. We recognize this process will involve re-evaluation and changes as new information and personal experiences arises. As part of our anti-racist commitments, we remain open to having critical conversations that foster inclusion, equity, and justice to all students, staff, and faculty at the University of Utah.