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Directors Message

This past academic year has proven to be very successful for the Women’s Resource Center. The Counseling and Training Program has become more visible on campus and with the increased number of student crises our Counseling Coordinator was moved to a full-time position. Both our Go Girlz Community Initiative and U START Program have expanded dramatically and the uptick in fundraising efforts reflected in individual and foundation donors is increasing. We secured new foundation funding for our scholarships and emergency funds. Our Ambassador Board continues to bring about more visibility in the community as well as financial support. Our campus wide collaboration, the Homeless Student Task Force, continues to expand and offer services to students who have been displaced during their academic career. The overlap of the WRC and the Women’s Enrollment Initiative (WEI) has become more defined and streamlined and with the hiring of a full-time Women’s Enrollment Specialist and Program Outreach Coordinator with WEI, we anticipate growth and expansion with the WEI.

Each year we strive to improve services, reach greater numbers of students, collaborate more effectively with campus and community partners, and evaluate and collect data that will verify that we are achieving our goals and outcomes. Our implementation of Titanium has insured a new and secure database. In short, our goals for 2016-2107 were clear and defined and we have met and exceeded individual and office goals.

In this report, you will be able to see the range of services offered, who is receiving those services and the diverse backgrounds of those who are seeking support from the WRC. We will also highlight the successful outcomes that we have experienced over the past year and the challenges that we are facing. Our efforts in assessment and evaluation has had a very positive impact on our staff and we are using the data collected to improve and show the services we are working on. As a result of success and increases with our programming, counseling services, scholarship recipients and numbers of students seeking support and resources we are satisfied and have not added any new programs or services. We do, however continue to engage in meaning partnerships and collaborations the benefit students throughout the life cycle of the students. Our work is in direct alignment with the Four Big Goals of the University and the goals outlined in the Student Affairs strategic plan.

All of these efforts are in alignment with the Student Affairs Strategic Plan for student success and will allow us to meet our mission to recruit, retain and graduate students at the University.
Departmental Core Objectives

I. Scholarships

The WRC awarded $267,700 in scholarship monies and managed 134 student scholars for the 2016-2017 academic year. The program experienced a 94% retention rate and a 51% graduation rate.

This number increases or decreases depending on the fundraising year. We offer scholarships based on funding from the Harman Trust Scholarship Fund, Simmons Family Foundation, Sorenson Legacy Foundation, Michael Foundation, Boundless Opportunity Scholarship (Daniels Fund), Chevron Foundation, Consuldo de Mexico, the Mary Cherry Moslander, Osher Re-Entry, and Beta Gamma Endowments, and the Papanikolos Scholarship.

a. Goals
   i. Provide funding opportunities for qualifying students so that they may continue their educational pursuits to graduation
   ii. Maintain and cultivate funding sources

b. Desired Outcomes
   i. Track graduation rates of WRC scholars
   ii. When funding is available increase the number of scholars receiving funding
   iii. Continuity of donor support

c. Data

Award Summary

- 134 Scholarship Recipients
- 39 Graduated (51% graduation rate)
- 57 Reapplied for 2017-2018 (94% Scholarship Retention)
- 8 Not attending due to various issues

Graduation Details by Scholarship

Beta Gamma – 2 Recipients
- MSW – Social Work

Boundless Opportunity – 11 Recipients
- BA – Communications
- BS – Communications
- BS – Communications
- BS – Writing & Rhetoric Studies
- BS – Parks, Rec & Tourism
Harman – 10 Recipients
- BS – Psychology
- MOT – Occupational Therapy
- MSW – Social Work

Mary Cherry – 4 Recipients
- MAC – Accounting

Michaels – 6 Recipients
- MAC – Accounting
- BS - Management

Papanikolas – 25 Recipients
- BS – Sociology
- BA – International Studies
- BS – Health Promotion and Education
- BS – Biomedical Engineering

Osher – 41 Recipients
- BMA – Music
- BS – Health Promotion and Education
- BSW – Social Work
- BS – Exercise and Sport Science
- BSW – Social Work
- BA – French
- BS – Health Promotion and Education
- BSW – Social Work
- BA – International Studies
- HBS – Psychology
- BS – Mathematics
- BS – Human Development and Family Studies
- BA – Linguistics
- BS – Management
- BS – Sociology

Simmons – 8 Recipients
- MSW – Social Work
- BSW – Social Work
- BS – Accounting
- DPT – Physical Therapy
- MSW – Social Work
- MSW – Social Work

Sorenson –14 Recipients
- MRD – Real Estate Development/Urban Planning
- BSN – Nursing
- MAC – Accounting
- BS – Geography/GIS
- MSW – Social Work
Funding Summary

Endowments:

The Women’s Resource Center has four scholarship endowments. The Osher Re-entry Scholarship provided the scholarship expendable with an increase in funds, from $65,000 for the 2015-2016 to $89,000 for the 2016-2017 academic years.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Endowment Balance</th>
<th>Dispersed Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Cherry Moslander Roberts</td>
<td>Annual Scholarship</td>
<td>$172,472</td>
<td>$6,000</td>
</tr>
<tr>
<td>Beta Gamma Scholarship Fund</td>
<td>Annual Scholarship</td>
<td>$124,215</td>
<td>$2,000</td>
</tr>
<tr>
<td>Avon/Kuniko Terasawa</td>
<td>Emergency Scholarship</td>
<td>$18,692.77</td>
<td>$0</td>
</tr>
<tr>
<td>Osher Re-entry</td>
<td>Annual Scholarship</td>
<td>$1,418,865.55</td>
<td>$84,331.95</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$1,734,245.32</strong></td>
<td><strong>$92,331.95</strong></td>
</tr>
</tbody>
</table>

Annual Grants:

Each year the Associate Director/Director reappplies or manages the donor relationships for the following grants and scholarships.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaels Foundation</td>
<td>Annual Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>Boundless Opportunity Scholarship</td>
<td>Annual Scholarship</td>
<td>$12,500</td>
</tr>
<tr>
<td>Sorenson Foundation</td>
<td>Annual Scholarship</td>
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</tr>
<tr>
<td>Simmons Foundation</td>
<td>Annual Scholarship</td>
<td>$19,899</td>
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<tr>
<td>Harman Family Foundation</td>
<td>Annual Scholarship</td>
<td>$40,000</td>
</tr>
<tr>
<td>Chevron</td>
<td>Annual Scholarship</td>
<td>$5,000</td>
</tr>
<tr>
<td>Boundless Opportunity/Daniels Foundation</td>
<td>Annual Scholarship</td>
<td>$12,500</td>
</tr>
<tr>
<td>IME Becas Scholarship (Mexican Consulate)</td>
<td>One Time Scholarship</td>
<td>$2,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$132,399.00</strong></td>
</tr>
</tbody>
</table>

d. **Alignment**

The scholarships offered through the Women’s Resource Center align with several of the Student Affairs Strategic Objectives. Students who are awarded scholarships are fully connected to our office and are provided wrap-around services via counseling, mentoring and assistance in navigating the institution. Not only does our robust scholarship program support the educational goals of students, we are meeting the following Student Affairs Strategic Objectives to support students in their success, connection and belonging on campus. We are promoting diversity on campus through effective programming and collaboration with both internal and external partners. We
e. **How goals, outcomes, and supporting data relate to retention and graduation of students.**

   For 2016-2017 we have a graduation rate of 51%, and a scholarship retention rate of 57%.

   We believe that providing funding support for students directly relates to retention and graduation. So many of the students we support tell us that without the funding they would have had to leave the University or it would take several years to complete.

f. **Direct quotes from students**

   - Thank you for the support in furthering my education. My dream of entering the medical field is made possible due to the generosity of organizations such as this. Many thanks for this opportunity.

   - I’m a psychology and biology major with an emphasis in cell and molecular and a minor in chemistry. I’m currently a senior trying to graduate this year so I can start applying for physician assistant programs next year. As a mother of three young children who works, finishing my first degree has taken me a lot longer than most students. This scholarship could not have come at a better time to lighten my financial burdens. Because of your generosity, I’m able to focus on my studies so that I may finish and be able to give back to the community per your example. Once again I’m beyond grateful for your kindness and generosity!

   - Thank you so much for your generous donation. I have enjoyed my experience here at the University of Utah and your gift has helped me to relieve some of the financial stress of paying for tuition. I am an accounting major, and along with being a mature student, I have overcome some challenges. But the rewards of hard work have paid off and I plan to graduate with my bachelor’s degree a year from now.

   - It’s difficult to find the words to adequately express my appreciation for the scholarship you’ve given to me. Your generosity changes lives for the better, opens educational doors, and profoundly affects my life and my family. Thank you for your kindness. I am so grateful for the opportunity to attend college. Thank you for making that pursuit possible for me.
II. Emergency Fund Program

Depending on the fundraising year the WRC awards approximately $25,000 in emergency funds to 30-60 students each year. We also provide additional services as needed with each individual circumstance. These services include mentoring, connecting students with campus and community resources, and overall student advocacy.

a. Goals

i. Assist students in financial crisis
ii. Provide students with needed resources i.e., books, lab feed, rent, food
iii. Maintain and cultivate funding sources

b. Desired Outcomes

i. Increased student retention
ii. Increased completion of classes
iii. Continuity of donor support

c. Data

i. Total amount of funds awarded for 2015-2016: $25,395 Applicants, 50 awarded
ii. Primary reason for help: 7 Academic, 8 Books, 2 Childcare, 2 Health, 6 Housing, 3 Transportation, 14 Tuition, 8 Tutoring
iv. 8 Graduated, 5 stopped attending for various reasons, 37 are currently enrolled
v. 16% Graduation Rate, 74% Retention Rate
vi. Funding Summary

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorenson Foundation</td>
<td>Emergency Scholarship</td>
<td>$20,000</td>
</tr>
<tr>
<td>Bamberger Foundation</td>
<td>Emergency Scholarship</td>
<td>$5,000</td>
</tr>
<tr>
<td>Parent Fund (Office of Undergraduate Advancement) &amp; Ila Olson Support</td>
<td>Emergency Scholarship</td>
<td>$4,500</td>
</tr>
<tr>
<td>Utah Women’s Forum Continuation Grant</td>
<td>Emergency Scholarship</td>
<td>$1,035</td>
</tr>
<tr>
<td>Archer Family Foundation</td>
<td>Emergency Scholarship</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$34,535.00</td>
</tr>
</tbody>
</table>

d. Alignment

The Emergency Fund Program aligns with the following Student Affairs Strategic Objectives 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.
e. **How these goals, outcomes and supporting data relate to retention and graduation of student.**

   i. For 2016-2017 we have a graduation rate of 16%, and a scholarship retention rate of 74%
   
   ii. We believe that providing funding support for students directly relates to retention and graduation of students. So many of the students we support tell us that without the funding they would have had to leave the University or it would take several more years to complete.

f. **Direct quotes from students**

   My name is _________ and my family and I have had the opportunity to work with the wonderful individuals and donors/supporters of the Women’s Resource Center. After the loss of our son Harrison to Spinal Muscular Atrophy (SMA) - the number 1 genetic killer of infants and children, things just kept getting worse. Temporary homelessness, lack of steady employment for both me and my husband, depression, no financial means, and the possibility of not graduating because of all the stress, depression, and anxiety. I was referred to __ through a concerned professor and after meeting with __ and others, they went above and beyond to help my family and to make sure I made it to graduation. With the financial support made possible and the Christmas I thought my family would never had, we were able to focus on the essentials and feel positive about the future. Because of the support from the donors/supporters and the WRC, my husband was able to obtain a great job at The U of U Heritage Center with benefits and advancement opportunities, I was able to focus on my comprehensive exam and graduate with a 3.8 GPA with an M.ED in Special Education. Our 2 living children have truly learned the meaning of kindness, gratitude, and love and it is wonderful as a mother to see the changes in them today and how giving and kind they are to others. Thinking of others before themselves. Anyways, thank you so much. This center and the support our family received was a light in such a time of darkness. We are forever grateful and look for daily opportunities to pay it forward.

g. **Utilization Data**

   i. 48 Undergraduate, 2 Graduate,

   ii. 1 African, 1 African American, 1 African American/Filipino, 5 Asian, 1 Black, 1 Black/African, 1 Black/African-American, 11 Caucasian/White, 1 Chicana, 2 Hispanic, 1 Latinx, 1 Native American, 1 Native Hawaiian/Tahitian/Filipino, 1 Pakistani, 33 preferred not to answer

   iii. Average age of applicants 29; applicants ages ranged from 18-63.
III. Training—Feminist Multicultural Counseling Training Program (FMC)

The graduate training program in Feminist Multicultural Counseling (FMC) allows interns to become immersed in the relevant theories and practice of FMC. Interns are selected from graduate programs in counseling, counseling psychology, and social work. Typically applicants are students at the University of Utah but we have accepted interns from other US and International institutions. In addition to engaging in individual counseling/therapy, trainees co-facilitate women’s support groups, advocate for individual clients and other students as needed in their academic work, financial aid, and experiences of barriers to learning and success in their classes on campus.

a. **Goals**
   i. Train graduate level clinical students in FMT empowerment model
   ii. Implementation of FMC Empowerment Model in their clinical practice at the WRC

b. **Desired Outcomes**
   i. Provide mental health counseling and advocacy
   ii. Understand and use the FemTom

Outcomes achieved are reflected in the successful completion of the FMC Practicum, leading to necessary progress in the completion of students’ individual program requirements. For some this would include graduating with a Master’s degree in social work or clinical mental health counseling. For those in doctoral programs successful completion and progress includes enhanced opportunities for assistantships, and preferred placement in highly competitive predoctoral internships. Successful outcomes are also reflected in the counseling support of students who access the WRC for individual or group work.

c. **Alignment**

The FMT program aligns with the following Student Affairs Strategic Objectives to develop students, promote diversity on campus through effective programming, partnership with faculty, staff, and external constituencies, coordinated assessment and evaluation approach, and provide, maintain, and utilize technology to enhance student services.

d. **Direct quotes from students**

- “My training at the WRC has been a life changing experience. I wouldn’t change it for the world.”
- “My experience at the WRC was filled with challenges, learning and growing experiences. Exploration of who you are and your implicit biases are encourage and expected. There is no ‘short-cut’ in these experiences. I would do it again.”
- The skills I developed while at the WRC have helped me transition easily in my work as a domestic abuse victim advocate and I believe these same skills have helped my clients in finding their power. In providing a safer space to talk about power and privilege in both the context of sexual assault & domestic violence within the military hierarchal structure my clients have blossomed! The power of
the WRC reaches beyond the University of Utah. It is here on this rural military base and within every client that walks out of our appointments reminded of their own power.”

e. **Utilization Data**

- 4 students – 1 MSW, 1 CMHC, 2 PhD – Counseling Psychology (one PhD student withdrew from the practicum at the end of Fall semester)
- Ages: late 20’s – mid 40s
- Ethnicities: Greek American, Latina/Caucasian, Caucasian
- 2 graduated, 1 continued PhD program
- 3 identify heterosexual
- Provide 216 hours per practicum student of community engaged learning.
- Student proposal was accepted for presentation at the National Association of Women Psychologists annual conference.
IV. Clinical – Individual/Couples Counseling and Support Groups

The Women’s Resource Center (WRC) provides individual and couples counseling to University students, staff, and faculty. Additionally we offer five women’s support groups that are open to both the campus and the greater Wasatch Front communities, including a new group focused on helping participants heal from sexual trauma. Counseling and group facilitation is provided by licensed professionals and advanced graduate students in counseling fields. Brief informational and crisis appointments are also available.

In the 2016-2017 academic year we implemented Titanium, a clinical database widely used in university counseling centers, creating our own unique trauma informed intake paperwork for use in the system. The switch to a paperless system allows for greater efficiency in maintaining client flow, appointment tracking, and security and confidentiality of client files. It also allows for weekly supervisor audits of all trainee client files and related tasks such as billing, and a more accurate tracking of the nature and amount of services provided. In addition, we developed a detailed training protocol for all incoming clinical trainees.

The WRC clinical model is trauma informed including empowering clients to recognize and use their own strengths in the healing process, transparency and collaboration in counseling relationships, ensuring client physical and emotional safety in the WRC space, and creating clear expectations for the roles of both client and counselor. In addition, all WRC clinical staff are 40-hour trained Rape Crisis Advocates for the state of Utah. Over 30% of our clients report having been sexually assaulted. For the 2017-2018 academic year, we have refined our intake demographics to include all Title IX categories for sexual violence as well as childhood experiences that can increase risk for sexual violence later in life.

a. Goals
   i. Effective and timely response to requests for mental health services

b. Desired Outcomes
   i. Decrease levels of client distress
   ii. Increase retention and graduation rates of high risk student

c. Data
   i. 85 Individual clients served
   ii. 640 total individual sessions
   iii. 43 group clients served
   iv. 695 group hours total

There was a decline of 26% in number of individual sessions compared to 2015-2016 due to the loss of a practicum counselor in spring 2017 which impacted the resources available for counseling services. However, there was a 13% increase in the number of
individual clients served. And although there was a decrease in the number of group clients (33%) there was an increase in total group hours of 30%. During the academic year we wrote off $1947.00 in services between individual and group. Allowing services to be provided to students who were not able to pay for services at that time that the fee was waived thus supporting retention.

d. **Alignment**

The clinical services the WRC provides, in partnership with the FMC training program, aligns with the following Student Affairs Strategic Objectives to develop students, promote diversity on campus through effective programming, partnership with faculty, staff, and external constituencies, coordinated assessment and evaluation approach, and provide, maintain, and utilize technology to enhance student services.

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

The clinical services the WRC provides, in partnership with the FMC training program, aligns with the following Student Affairs Strategic Objectives to provide health and wellness resources to develop students, promote diversity on campus through effective programming, partnership with faculty, staff, and external constituencies, and utilize a coordinated assessment and evaluation approach.

f. **Utilization Data**

i. University Affiliation
   a. 52% undergraduates
   b. 28% graduate students
   c. 17% staff
   d. 3% faculty

ii. Gender
   a. 89% female
   b. 7% male
   c. 1% transgender
   d. 2.78% non-binary
   e. 1% gender queer

iii. Race/Ethnicity
   Please note: some clients may include more than one racial group identity
   a. 9% African American
   b. 10% Asian/Asian American
   c. 3% South Asian
   d. 45% White/Caucasian
   e. 15% Hispanic/Latina/Latino
   f. 5% Middle Eastern
   g. 3% Native American/American Indian/Alaska Native
   h. 2% Pacific Islander
   i. 2% Biracial
   j. 7% Multiracial
   k. 1% Other
iv. Sexual Orientation
   a. 14% bisexual
   b. 59% heterosexual
   c. 5% gay
   d. 7% lesbian
   e. 9% queer
   f. 8% other
   g. 8% unknown

v. Age
   a. Clients ranged in age from 17-63
   b. The average age was 35
V. U START – Student Access and Retention Initiative

U START began by seeking to support and retain students admitted under the Universities 5% policy; these students have been primarily first generation, underperforming, and/or underrepresented students. In spring of 2016, the WRC commenced an effort to broaden the program pool to allow traditionally admitted students to self-select into the program. This approach and change was highly successful and as we move into a new academic year we are happy to say our enrollment for the program has gone from 12 to 31 students enrolled to participate in our cohort. This significant change allows us to provide a Signature Experience to a mixed cohort of students with the added support of one-on-one mentorship and advising; a book stipend contingent on funding, completion of Diversity Criteria (DV) and Bachelor of Science credits towards graduation; a career/major exploration course and community-engaged learning credits and experiences as a cohort community.

Upon completion of the 2 year program U START students will be nearing their junior year. U START students receive exceptional advising through our partnership with University College to assure a much greater likelihood that they will be prepared to enter in their major field of study in two years leading to completion in their fourth or fifth year. Allocated resources for the U START Program are focused on student support, co-teaching required courses, tutoring, and supply costs.

a. **Goals**
   i. Student retention and graduation for incoming first generation, underperforming and/or underrepresented students through participation in a formalized 2-year cohort program

b. **Desired Outcomes**
   i. Recruitment, retention and graduation
   ii. Increased number of WRC scholars accessing university services

c. **Data**
   i. 67% retention rate from 1st year to 2nd year in the 2016-2018 cohort, with 3 students dropping for medical reasons
   ii. 88% retention rate into 3rd year and out of U START for 2015-2017 cohort.
   iii. 2 out of 14 graduated with 3.8 and 3.1 GPAs, one completing classes at SLCC with plans to return and the rest are in good standing

d. **Alignment**

U START aligns with all of the Student Affairs Strategic Objectives. The values represent a key component of the U START Program: student engagement, assessment evaluation and research, collaboration, and commitment to diversity are core to the success and fulfillment of programmatic goals.
U START also connects to the learning domains in terms of students accepted as well as requirements incorporated in the 2 year program. Diversity and Inclusion, civic engagement, campus community and critical thinking are various learning domains that are fulfilled through mentoring, service learning, major exploration and collaboration with the Gender Studies department.

U START provides students with a sense of community and a greater knowledge and utilization of services at the University of Utah. Many of these students may have been previously isolated.

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

In previous years U START students have shared narratives about the impact of connecting to a cohort and how creating a sense of community impacted their desire to stay enrolled in courses. Students also reported the positive impact of mentor support. This year we required students to complete student portfolios that highlighted some of their major exploration goals in the year after they left our program. In addition, students were asked to reflect on their first semester and gauge the effectiveness of their mentoring and advising experiences.

f. **Direct quotes and evaluations from students**

- It was the absolute, best experience to date. I am so grateful for that opportunity, to be able, for the first time in my life, connect with Latinx students on that level.
- It has helped me with communication skills.
- I loved being a volunteer at neighborhood house. It made me feel like I was at least doing something to give back to the community. I ended up really connecting with the kids and people there and have nothing but the best to say about the program. It affected my student experience by making me a happier person, especially while I was dealing with depression, neighborhood house shed some light for me.
- The importance of intersectionality and how it affects my life and the lives of those who live in my communities. Before Gender Studies, I had a limited idea of this concept, but the class was able to open up my resources, and allow me to gain a deeper understanding.

**g. Utilization Data**

- 51 participants
- All Undergraduate level
- 18 Transfer/33 freshman
- 31% Self-Identified men/ 69% Self-identified women
- Latina/o 12 %, White 59 %, Asian 4 %, Black/African-American 6%, American Indian 2 %, N/A 17%
- 40 % of our cohort identified as first-generation college students
h. **Challenges with Data Collection and Solutions**

There are various barriers in collecting qualitative data for the U START Program. Data collection is impacted by attendance and having a way to distribute the assessment to solicit the largest response. Data collected often changes from one year to the next, so there is a need to track similar data multiple times throughout the 2 year program and also implementing data collection through required courses within the 2 year structure.

We are currently working with AER to determine the most effective way to collect data in order to gather the information needed to determine the effectiveness of the program and in relation to student retention and graduation. We would also like to further assess our collaboration efforts across the WRC, Academic Advising Center, Gender Studies and Enrollment Management in order to formalize a model of collaborative practices.
VI. Go Girlz Community Initiative

The Go Girlz Initiative seeks to provide access to higher education for underserved and first-generation students grades 6-12 in the greater Salt Lake area through empowerment based programming. This year Go Girlz met eight times at six sites (one additional site added this year) per academic semester with participants from two elementary school (one more than last year), two middle or junior high schools, and 14 high schools within the Salt Lake, Granite, Jordan, and Murray school districts. We also continued to accept students from various charter schools across the valley including American Preparatory Academy and Kairos Academy.

In the past two years, the program has made great strides within school partnerships and collaborations that have strengthened programming outcomes. Students are recruited via an in school representative identifying students who are in need of additional support. Students can also self-identify for our afterschool programming. Over the course of the year and in partnership with Northwest Middle School AVID program, the Go Girlz program has created an elective course curriculum, this course is now available to 7th and 8th graders. The course allows them to receive credit towards course load as they engage with a college going environment and classroom. Lastly, the Go Girlz program has strengthened and renewed its mission and goals to better serve the student communities it serves. In addition, the Go Girlz program will apply various methods of evaluation, maintain consistent goals and track the completion of individual and group efforts.

a. **Goals**

   i. Go Girlz seeks to provide college exposure for females in grades 6-12 who are first generation, low income or are from underrepresented groups.

b. **Desired Outcomes**

   i. Increase the number of participants
   ii. Improve/increase involvement in school related activities
   iii. Increase the number of girls expressing interest in college
   iv. Increase the intention of girls applying to college

 c. **Data**

Participants take a pre and post survey that is administered throughout the academic year. We have a plan to track program retention for students engaged in the Go Girlz Program.

   i. 77% of participants had talked to someone about attending college
   ii. 90% of participants believed it was very important for women/girls to have a college education
   iii. All 13 high school senior participants graduated, eight applied to the U of U, two were accepted and are enrolled for fall 2017
   iv. Curriculum & instruction:
      a. Focused on advocacy, empowerment, leadership, scholarship, & involvement
      b. 8 workshops per semester at most sites
c. 16 per semester for Northwest Middle School  
d. 2 Parent Nights  
e. 10 Field Trips  
v. Our largest groups are the 7th and 8th grade groups  
vi. Go Girlz brought elementary & middle school participants to the University of Utah two – ten times throughout the year, depending on site, as a way to provide early exposure to the University setting.  
vii. All programming for high school students was held on the University campus.  
viii. Grants/Funding

<table>
<thead>
<tr>
<th>Dee Foundation</th>
<th>Go Girlz Support</th>
<th>$5,000</th>
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</thead>
<tbody>
<tr>
<td>Hemingway Foundation</td>
<td>Go Girlz Support</td>
<td>$3,000</td>
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</tbody>
</table>

d. **Alignment**

The Go Girlz Initiative aligns with most of the components of the Student Affairs Strategic Objectives: student development, promoting diversity on campus, partnering with faculty, staff and external constituencies, utilize a coordinated assessment and evaluation approach, provide, maintain and utilize technology to enhance student services. It also aligns with many of the learning domain components: leadership, global citizenship, diversity and inclusion, civic engagement, and social responsibility and critical thinking.

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

Collaborations with university departments have allowed us to provide meaningful community-engaged learning experiences for undergraduate and graduate students at the University of Utah. The Girls Lives course, GNDR 3400/5960 was created solely to accommodate more volunteers for the program and provide a community engaged learning experience for University of Utah students.

f. **Utilization Data**

i. Facilitators (U of U students):
   a. 36 – Volunteer applications  
   b. 32 – Accepted, depending on available and ability to commit to:  
   c. 18 student facilitators from Girls Lives Class  
   d. 10 WRC part-time staff/student facilitators –  
   e. 1 other MSW volunteer – Julie Werner; and  
   f. 3 SLSD Support Staff – 1 Jackson Elementary, 2 Northwest Middle School  
   g. 74 participants, 9 returning, 65 new to the program  

ii. Participants (Go Girlz):
   a. 53 –regular attendees (missed 0-2 sessions)  
   b. Jackson Elementary School – 16  
   c. Northwest Middle School – 17  
   d. Kairos Academy – 11  
   e. U of U Middle – 6  
   f. U of U High School – 4  

iii. Gender: all female participants
VII. Team and Professional Development

In order to recruit highly competent staff, we must be able to provide them with some opportunities for continued professional development in order to stay competitive and utilize best practices.

a. **Goals**
   
i. Provide opportunities for personal and professional growth of staff and students at the WRC.

b. **Desired Outcomes**
   
i. Provide some professional development for all staff through in-services, workshops and conferences within the academic year
   
ii. As a team we will look at utilizing professional development to utilize evidence based and best practices in the work we do with students.
   
iii. Provide education that ensures all staff is properly trained to provide professional and competent service and meet state licensure requirements.
   
iv. Recruit and retain highly qualified staff

c. **Data**
   
i. All clinical staff have maintained licensure and met continuing education requirements.
   
ii. Front desk staff were able to attend the Women’s Leadership Summit
   
iii. Programming Coordinator attended two conferences
   
iv. Administrative Assistant participated in a course to expand web design skills.
   
v. Graduate assistant was able to attend two NASPA conferences
   
vi. Clinical staff and practicum students were able to attend the national AWP conference
   
vii. Associate Director attended various trainings and seminars
   
viii. Director was able to attend conferences
   
ix. All staff were able to attend the SADC diversity seminars when they choose to attend

d. **Alignment**

Providing professional development for all staff aligns with several of the Student Affairs Strategic Objectives. Professional development helps the team not only be competent in their respective areas, but also excel in it and keeps the knowledge and skills relevant and up to date. Employees who have relevant skills are able to demonstrate to students the abilities necessary to be successful in the field and helps to continue to develop a student’s skills and preparedness for the workforce by working with employees.
e.  **How these goals, outcomes and supporting data relate to retention and graduation of students.**

Providing professional development for student staff aids them in learning skills relevant to their coursework and career trajectories. It also creates an environment where students feel valued and invested in. Additionally, having staff that have current skills and knowledge allows for the transfer of information and creates an environment where best practices can continue to be implemented.

f.  **Utilization Data**

The WRC has committed to providing professional development for staff and student staff every year. The WRC will work with AER to determine if there is a way to collect quantifiable data for this core objective.
VIII. Campus and Community Outreach & Education

Historically, this activity has been an essential component of the contribution the Women’s Resource Center provides the campus and surrounding communities. Every year the Women’s Resource Center receive requests to present in various settings, to various groups and covering various topics on the University of Utah campus.

a. Goals

i. Provide presentations, training and education on various social justice issues.
ii. Collaborations to develop additional services or resources available to students, staff and faculty.
iii. Act as a resource to provide education within the campus and community specific to the needs of women in an academic setting.
iv. Increasing knowledge and addressing the needs of underrepresented communities.
v. Engaging in partnerships to provide greater access to resources for students.

b. Desired Outcomes

i. Increase the number of WRC presentations and trainings
ii. Increase awareness of multicultural and social justice issues
iii. Increase in requests for partnerships and collaborations to assist students, staff and faculty, particularly female students and underrepresented populations.

c. Data

The WRC staff is working with AER to develop a survey to collect feedback and attendance data for presentations.

d. Alignment

Campus and Community Outreach & Education is in direct alignment with the Student Affairs Objectives 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.

e. Utilization Data

- 125 requests for presentations
- 136 requests for training
- 224 requests for collaborations and/or partnerships
IX. Development

The Women’s Resource Center does not have a dedicated staff person whose sole focus is Development. The Associate Director of the WRC performs all of the tasks relative to development including donor cultivation and development, grant writing and funding collaborations.

The WRC is able to provide scholarships annually to approximately 125-150 students each year. This funding support allows students to focus on their e

a. Goals
i. Financial sustainability for the Women’s Resource Center
ii. Maintain and cultivate funding sources.

b. Desired Outcomes
i. Maintain and increase the continuity of donor support for all areas of the WRC.
ii. Maintain and increase the funding available for scholarships for students
iii. Generate revenue that can be used for professional development for students and staff

c. Data

The Women’s Resource Center was the recipient of $33,770.84 in individual donor gifts. Additionally, we received $162,314.63 in Foundation Support. The associate director applied for 14 grants and received nine awards.

d. Alignment

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 to promote student success.

e. Utilization Data

<table>
<thead>
<tr>
<th>Total Individual Donations:</th>
<th>$33,870.84</th>
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<tbody>
<tr>
<td>Bamberger Memorial Foundation</td>
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<td>Chevron</td>
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<tr>
<td>Consulado de Mexico</td>
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<td>Daniels Fund</td>
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<tr>
<td>Deseret Trust Company</td>
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<tr>
<td>Lawrence T. and Janet T. Dee Fdtn</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Richard K. and Shirley S. Hemingway Fdtn</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>The Archer Family Charitable Corporation</td>
<td>$2,000.00</td>
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<tr>
<td>Organization</td>
<td>Amount</td>
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<tr>
<td>The Simmons Family Foundation</td>
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<tr>
<td>The Sorenson Legacy Foundation</td>
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<td><strong>Total Organization/Foundation Donations:</strong></td>
<td><strong>$162,314.63</strong></td>
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<tr>
<td>Beta Gamma of Alpha Delta Pi</td>
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<tr>
<td>Mary Cherry Roberts Moslander</td>
<td>$172,782.63</td>
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<tr>
<td>Osher Re-entry</td>
<td>$1,457,492.00</td>
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<tr>
<td>Avon/Kuniko Terasawa</td>
<td>$18,659.28</td>
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<tr>
<td><strong>Total Endowments:</strong></td>
<td><strong>$1,772,926.39</strong></td>
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X. **Assessment, Education and Research (AER)**

Being able to provide accurate data as it relates to funding, scholarships, programming is key to every grant application. Without AER we could not be able to apply for the volume of grants that we do each year, which would result in a large negative financial impact for both the WRC and students across campus.

AER provides evidence of exceptional stewardship of donor funding, without that so many organizations and individual would not trust the WRC with their funds. This allows us to maintain and cultivate relationships with donors.

AER provides key data that ensures the WRC is promoting diversity through effective programming, continually evaluating its success to embody best practices, and reflects the WRC’s focus on meeting the strategic objectives of Student Affairs.

a. **Goals**

   i. Documenting and measuring all student interactions
   ii. Accurate data collection of WRC efforts

b. **Desired Outcomes**

   i. Verify the number of contacts we are engaged in to support women's education both on campus and in the community
   ii. Validate the utilization of the funding we are receiving
   iii. Data will reflect how the funding we receive contributes to the retention and graduation of students, which is reported in our annual report.
   iv. Data collected will provide information to evaluate the relevancy and effectiveness of WRC Services

c. **Data**

   All of the data that reflects the goals and outcomes for AER are reported throughout the various core objectives. Additionally areas were additional work is needed is also recorded in each of those areas.

d. **Alignment**

   AER is in direct alignment with the Student Affairs Objectives to support student learning 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. Additionally, the information gathered allows for assessment to consider best practices to engage and promote student success.

e. **Utilization Data**

   i. **Guest Survey – 1088 respondents**
      a. Reason for Visit
i. 49% Counseling
ii. 19% Support Group
iii. 5% Advocacy
iv. 4% Scholarships
v. 4% Financial Support
vi. 3% Emergency Grant
vii. 3% Mentoring
viii. 3% Volunteering
ix. 3% Family Support
x. 1%± Presentations, Training, USTART

b. Age
i. Average age: 29
ii. Range: 16-74

c. Ethnicity
i. 51% White/Caucasian
ii. 19% Hispanic/Latina
iii. 10% Asian/Asian American
iv. 8% Multiracial
v. 8% African/African American/Black
vi. 4% Middle Eastern
vii. 3% Native American/American Indian/Alaska Native
viii. 1%± Pacific Islander, Biracial, Other

d. Gender Identity
i. 85% Woman
ii. 12% Man
iii. 2% Genderqueer
iv. 1% Transgender

e. University Affiliation
i. 78% Student
ii. 17% Staff
iii. 8% Community member
iv. 4% Other
v. 2% Prospective Student
vi. 1%± Parent, Faculty

f. Academic Level
i. 70% Bachelors
ii. 19% PhD
iii. 12% Masters

ii. Personnel Contact Survey – 3647 Respondents
a. University Affiliation
i. 63% Student
ii. 16% Staff
iii. 10% Community Member
iv. 4% Prospective Student
v. 4% Parent
vi. 2% Faculty

b. Reason for Visit
i. 26% Annual Scholarships
ii. 8% Resource and Referral
iii. 8% Emergency Grant
iv. 7% Advocacy
v. 6% Collaborations/Partnerships
vi. 6% Financial Support
vii. 5% Outreach/Education
viii. 5% Counseling
ix. 4% USTART
x. 4% Presentation Request
xi. 2% Childcare, Crisis, Mentoring, Staff/Faculty Consult, Support Group, Committee, Volunteering, WEI
XI. Advocacy and Advising

The Women’s Resource Center is committed to providing wrap-around services for students, staff and faculty. This often results in providing letters of support, referrals and direct collaborations with campus departments and community providers. Providing this level of support is critical to the retention and graduation of students, who would not otherwise be able to locate or access these resources.

a. Goals

i. Providing information and referrals to students, staff and faculty
ii. Providing letters of support
iii. Collaborating with campus and community to provide much needed services to students, staff and faculty
iv. Educate students on how to effectively navigate University of Utah systems

b. Desired Outcomes

i. Students ability to advocate for themselves and locate/navigate university resources
ii. Increased utilization of other university resources
iii. Students refer and introduce other students to the WRC and university resources

c. Data

- 320 resource referrals for students and staff
- 108 staff/faculty consultations
- 260 requests for help with advocacy

d. Alignment

Advocacy and Alignment is in direct alignment with the Student Affairs Objectives to support student learning 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.

e. Utilization Data

Students reported using the following services as a result of their contact with the Women’s Resource Center.

i. 12% ASUU Tutoring Center
ii. 28% Bennion Center
iii. 30% Computer Labs
iv. 53% Career Services
v. 9% Childcare and Family Resources
vi. 25% Center for Ethnic Student Affairs
vii. 12% Center for Disability Services
viii. 17% Center for Student Wellness
ix. 34% Counseling Center
x. 9% Dean of Students
xi. 85% Financial Aid & Scholarships
xii. 15% Housing and Resident Education
xiii. 2% Learning Abroad
xiv. 15% LGBT Resource Center
xv. 13% Student Health Center
xvi. 34% Testing Center
xvii. 12% Trio
xviii. 23% University College
xix. 2% Veterans Center
xx. 25% Academic Department
XII. Women’s Enrollment Initiative

The Women’s Resource Center is a core partner of the Women’s Enrollment Initiative and as such provides a great amount of support both in programming and in staff support. After careful review, we’ve determined that this is not a quantifiable objective and we will be removing it from the WRC core objectives list.
Plan for the Future

I. Anticipated Challenges & Opportunities by Departmental Core Objectives

a. Scholarships

i. Anticipated Challenges:

Scholarships have been an extremely important part of retention and graduation for students supported by the WRC. The amount that we are able to give to students has had a steady increase over the last 10 years, from $20,000 to over $220,000.

ii. Anticipated Opportunities:

This year the WRC brought in over $184,880 in annual scholarship money this year, which does not include the endowments. Our plan is to maintain our strong donor base and continue to grow a sustainable giving donor group that will afford opportunities that will provide even greater support to our scholars. We continue to be able to loan laptop computers to students who have not had the luxury of owning their own computer. Stabilizing essential financial needs for a family or individual will allow for higher rates of success.

b. Emergency Grant

i. Anticipated Challenges:

As we assist more students with their financial emergencies we are seeing a greater volume of emergency applications. 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 requests for tuition assistance.

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 burdensome 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.

ii. Anticipated Opportunities:

This year the WRC brought in over $26,680 in emergency scholarship funds this year. Being able to provide funding to reduce stress and stabilize students living situations is being viewed by many funders as appropriate funding opportunities. The growth of the Homeless Student Task Force is educating departments and colleges about what constitutes an appropriate referral for emergency funding and is spreading campus resources and general support of students to various Student Affair and Academic Affair Offices. We anticipate more collaborative fundraising opportunities in this area; most specifically with the Student Success Advocates in Undergraduate Studies.
c. FMT Training and Clinical 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.

i. 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. Additionally, we need to have the Training Coordinator’s hours increased from 25 to 30 hours per week, however that too poses a space issue as the practicum students currently use their office to provide counseling services when the Training Coordinator is not in the office.

ii. Anticipated Opportunities:

Because we now have the Titanium database we have been able to get students in a more timely fashion and have the potential to serve a greater number of students in the future. In addition, we are able to track clinical work more accurately and will be able to report the data with increased accuracy. We are continuing to use Titanium’s features to become more efficient in our clinical work, noticing changes from our first year of using the database to this year 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."

d. U START

i. Anticipated Challenges:

Having a cohort that has doubled in numbers has provided new challenges and expectations, 12 to 31 students in our incoming cohort makes a difference. This feels like a “good” challenge. We have the students, our program has proven successful, now we need more resources to continue ensuring student success. Some of these resources include: additional funding for mentors, book stipends and programs for success. An example of a successful program was our “writing/catch-up party” this consisted of coordinating two meeting times and bringing resources to students to motivate them to get caught up with all their school work before Fall break commenced. It was highly successful and we hope to perfect this each semester.

ii. Anticipated Opportunities:

We envision being able to provide a large support system for our students as they transition out of the UStart program. Some conversations around this have emerged as we collaborate to create a concrete gender based pathway program in collaboration with the Gender Studies Department and University Neighborhood Partners. We are also working on providing a second year class that will also serve towards internship credit for students who are in their second year of the program.
e. **Go Girlz**

i. *Anticipated Challenges:*

Go Girlz continues to expand and with consistent partnerships that have been nourished for 3 years now, we see a growth in expectations from our school/community partners. Some of these expectations include more in depth support for school staff and parents. Including resource workshops for school and families, currently with funding and support staff available, these are not viable. We would love to expand and be able to provide workshops to schools and families around technology, connecting to the University, applying to FAFSA, submitting applications and support with appeal applications when needed.

ii. *Anticipated Opportunities:*

In 2016-17 Go Girlz students in grades 7-12 attended programming at the University of Utah, we co-create and co-facilitate a classroom at Northwest Middle School that counts towards social studies credit, we collaborated more effectively across campus and we expanded one more middle school site at Glendale Middle School. This allowed us to increase diversity among participants, reduce inconsistencies in service delivery and increase exposure to the University of Utah. For this year, we added a new site, the Girls Transition Center, where we work with youth in the foster care system, we see all of these additions as a great opportunity to connect with a new demographic of girls in the Salt Lake Valley. We implemented internship opportunities for former Go Girlz, who attend The University of Utah, and have included co-facilitation of programming and mentorship with girls coming in as program participants. We plan to continue these efforts this year to better gauge their effectiveness. In addition, we have been able to fund one new graduate student intern to support our growing groups and hope to also measure their professional growth to gauge for effectiveness.

iii. *Any grants or contracts you have received and how it compares to the previous year:*

University Neighborhood Partners - this funding has allowed us to expand into Northwest Middle School. The funding for interns for the Go Girlz program has been provided by Student Affairs. This funding has remained consistent for the past two years.

f. **Team and Professional Development**

i. *Anticipated Challenges:*

Throughout the University of Utah there are budgetary constraints related to professional development. The Women’s Resource Center (WRC) faces those same budgetary issues relative to providing paid opportunities for professional development. The WRC has faced additional challenges because it also provides professional development opportunities for student staff.

ii. *Anticipated Opportunities:*
The WRC has been fortunate in its fundraising process to secure limited funding to provide professional development.

g. **Campus and Community Outreach & Education**

i. **Anticipated Challenges:**

The WRC is committed to doing social justice education and awareness on campus, as such having adequate staff and funding available to address these critical issues, while providing services and support, is the greatest challenge. We also see this as a support and resource to the Office of Inclusive Excellence.

ii. **Anticipated Opportunities:**

The WRC staff is well trained and capable of collaboration and partnering when a need arises to address social justice issues. We have dedicated time set aside for our team to be educated in order to create a safe, welcoming and knowledgeable office space. Staff members are encouraged to attend events that will increase their knowledge and understanding of the impact on those who are harm by any form of injustice. Many staff members participate in ongoing training and education outside of our office i.e., SADC seminars, Dialogue Training Group, and Racially Just Utah.

This is in direct alignment with the Student Affairs Strategic Objective for commitment to diversity, encouraging partnerships and collaboration, student engagement engaging and developing students, and best practices for campus safety. It is a great opportunity to see the alignment with Student Affairs, the University of Utah, and the WRC values and feminist multicultural operating model.

h. **Development**

i. **Anticipated Challenges:**

The competition for grant monies is only increasing on campus. The Development Office is charged with identifying the needs of a specific office with the funding desires of a specific foundation. 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 and that is unpredictable for how we choose to award our yearly funding.

Additionally, fundraising, development and grant writing is not part of the Associate Director’s job description or salary compensation. 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.

ii. **Anticipated Opportunities:**

As stated above, research and pursuit for additional funding outside the University system is a high need for our office but low priority for our Associate Director.
Additionally, financial support that encourages training in the area of Development, again, is not available at this time.

iii. Any grants or contracts you have received and it how compares to the previous year:

The WRC was the recipient for the IME Becas Scholarship through the Mexican Consulate. This funding allowed us to support undocumented and DACA students at the University.

i. **Assessment, Evaluation, and Research (AER)**

i. **Anticipated Challenges:**

The Women’s Resource Center provides a variety of services to students, staff and faculty, most of which is not easily quantifiable. The WRC will continue to work with AER to develop collection methods and surveys regarding those services.

ii. **Anticipated Opportunities:**

The addition of Titanium has helped the WRC collected better information as it relates to students initially coming into the center for counseling services. It has also helped to consistently track waiting list information.

iii. Any grants or contracts you have received and it how compares to the previous year:

None.

j. **Advocacy and Advising**

i. **Anticipated Challenges:**

The University of Utah, on the whole, has seen an increase in the level of support that students are needing. The political climate, racially charged atmosphere and financial stressors are driving students to have a greater need of wrap around services. The Women’s Resource Center does not currently have the space or staff available to meet all of the needs of students who are coming to the center. One great aspect is that women identified students do not have a safe space to meet and thus are needing to be referred to places where they may be able to find safety or provide additional counseling and help developing the skills needed to navigate, what many students have identified as unsafe spaces across the campus.

ii. **Anticipated Opportunities:**

The position change for the Counseling Coordinator from part-time to full-time has increased the center’s ability to see more clients. The WRC

iii. Any grants or contracts you have received and it how compares to the previous year:

None for this purpose.
k. **Womens’ Enrollment Initiative (WEI)**

   i. **Anticipated Challenges:**

      The staff of the Women’s Resource Center is already extended in providing services and support to students and so it’s hard to provide additional support to WEI.

   ii. **Anticipated Opportunities:**

      The WRC and WEI have maximized staffing to be able to provide a greater presence as University of Utah events. It has also allowed the WRC and WEI to have a greater exposure through combining presentation requests into a singular presentation talking about all of the services available through both areas.

   iii. **Any grants or contracts you have received and it how compares to the previous year:**

      None.

II. **Any Grants or Contracts Received/Comparison to Previous Year**

Staff Excellence

The Women’s Resource Center has not experienced any staff turnover for nearly two years. Each staff member is committed to excellence as a team as well as in their particular roles as evidenced by the strong relationships we have with students and the high percentages of student retention and graduation of our student population. Professional development is built in to our regular team meetings, staff are encouraged to engage in activities and will enhance their growth and knowledge and to attend and present at local, regional or national conferences when possible.

I. Kimberly Hall, MFA

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<tr>
<th>Hall, Kimberly</th>
<th>Committee</th>
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<tr>
<td></td>
<td>• Women’s Leadership Summit, (Co-Chair) (SA)</td>
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<td></td>
<td>• Homeless Student Task Force – (Chair) (SA)</td>
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<td></td>
<td>• Women’s Enrollment Initiative – Planning Committee (SA)</td>
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<td>• Strategic Planning Committee- Member (SA)</td>
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<td>• WEI Hiring Committees- Women’s Education Specialist and Outreach Coordinator (SA)</td>
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<td>• Campus Recruitment Committee – Member (SA)</td>
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<td>• Enrollment Management Associate Directors Committee – Member (SA)</td>
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<td>• Ambassador Board/WRC(Board Vice-Chair) (SA)</td>
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<td>• IME Becas Scholarship Committee (Chair) (SA)</td>
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Presentations

• Utah Women’s Forum – Alta Club
• State NASPA Presentation; Bridging the Gap for Homeless/Displaced Students: A Collaborative Approach to Student Support

Other Activities Supporting WRC Mission

• Ambassador Board
  o Solicitation Donor Letter
  o WRC Fundraiser, Clue! A Party to Die For
  o Art Contest, Utah Division of Arts & Museums
  o Sub For Santa Program
  o Enrollment Management Associate Directors Committee - Member
• Campus/Community Group
  o Women of Tomorrow Student Group Advisor
• Presentations
  o Parent Association Presentation
  o Student Affairs Diversity Counsel
  o State NASPA Presentation; Bridging the Gap for Homeless/Displaced Students: A Collaborative Approach to Student Support
• Collaborations
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<tr>
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<td>STEM NSF Grant Proposal: Alliance to Strengthen the STEM Tapestry (ASSisT): Exploratory Research on Identity Shifts that will Weave the STEM- disenfranchised into Science</td>
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<td>One-Touch Grant, Marriott Library with Greg Hatch</td>
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<td><strong>Professional Affiliations</strong></td>
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<td>o Utah Nonprofit Association</td>
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<td>o Utah Women’s Forum</td>
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<td><strong>Trainings</strong></td>
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<td>o Writing for Annual Funds Workshop</td>
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<td>o Process Oriented Facilitation; Year Long Training</td>
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<td><strong>Development/Grant Writing</strong></td>
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<tr>
<td></td>
<td>o Grant writing and reporting</td>
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<td>o Letter of Giving to potential donors</td>
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<td>o Managing donors and communications</td>
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<tr>
<td></td>
<td>o Development Meetings and Advance Trainings</td>
</tr>
<tr>
<td></td>
<td><strong>Outreach</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Women's Enrollment Initiative</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Education specialist search and interview process</td>
</tr>
<tr>
<td></td>
<td>➢ Community and campus outreach</td>
</tr>
<tr>
<td></td>
<td>➢ Helped organize Mixer in May</td>
</tr>
</tbody>
</table>
II. Donna Hawxhurst, PhD

<table>
<thead>
<tr>
<th>Hawxhurst, Donna</th>
<th>Awards and Recognitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Florence Denmark Distinguished Mentoring Award, AWP, 2017</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Athlete Wellness Team (U of U)</td>
</tr>
<tr>
<td>• Counseling Psychology Doctoral Students' Committees (3) (U of U)</td>
</tr>
<tr>
<td>• Homeless Student Task Force (SA)</td>
</tr>
<tr>
<td>• U of U Women’s Basketball Advisory Committee (U of U)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presented ½ day pre-conference workshop with Sue Morrow on “Using Political Analysis in Feminist Multicultural Therapy, National Association for Women in Psychology (AWP Conference, Milwaukee, March 2017.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Academic Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Associate Professor</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>• Co-taught EDPS 7840, Feminist Multicultural Practicum (FMP) Seminar, Fall &amp; Spring semesters.</td>
</tr>
<tr>
<td></td>
<td>• Taught Feminist Multicultural Psychotherapy, EDPS 7240, Summer 2016</td>
</tr>
<tr>
<td></td>
<td>• Presented on the Feminist Multicultural Practicum at Counseling/Counseling Psychology &amp; Social Work Practicum Fairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Activities Supporting WRC Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Campus/Community group participation</td>
</tr>
<tr>
<td>o White Women Working on Issues of Racism and Equity (WWIRE) (external)</td>
</tr>
<tr>
<td>o Utah AWP (Association for Women in Psychology) Leadership Collective (external)</td>
</tr>
<tr>
<td>o Staff Associate, University Counseling Center</td>
</tr>
<tr>
<td>o Adjunct faculty, Counseling and Counseling Psychology, Dept. of Ed. Psych.</td>
</tr>
<tr>
<td>o Collaborator/Consultant with Rape Recovery Center</td>
</tr>
</tbody>
</table>
### Bartley, Kristy Presentations

- Association for Women in Psychology National Meeting (AWP)
  - Co-facilitated a Be Present workshop focusing on building and sustaining social justice leadership within and across different social and cultural identities

### Activities Supporting WRC Mission

- **Teaching**
  - Co-taught weekly clinical seminar for WRC clinical practicum students
  - ED PS 7240 Feminist Multicultural Therapy summer course
- **Campus/Community**
  - Participated in the campus community partnership group White Women Working on Issues of Racism and Equity. Helped design and facilitate two workshops for childcare teaching staff and parents on talking to children about race.
  - Ongoing diversity consult for the staff of Taking Back Ourselves, a national organization that facilitates healing weekends for survivors of childhood sexual abuse. The consult focuses on white privilege and racism.
- **Local AWP chapter**
  - Attended a workshop: “Challenging Our Implicit Biases: Self-Examination Practice in the Real World”
- **LGBTQ Affirmative Therapists Guild of Utah**
  - Participated in the Race, Privilege, and Inclusion working group
  - Co-facilitated a monthly workshop on white privilege and inclusion
  - Attended the Guild ethics workshop: “Increasing Clinical Competency: Ethical Approaches for Working Across the Spectrum of Gender”
- **WRC**
  - Co-developed an end of year survey for clinical practicum students and a client experience survey to be administered twice a semester
  - Ongoing research and reading on the best practice standards for delivery of trauma-focused therapy
  - Titanium Co-administrator
    - Created trauma-focused clinical forms and configured them in Titanium
    - Created Titanium training protocols for clinical and front desk staff
    - Participated with the other Titanium administrator in refining the use of the Titanium database in the clinical program
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
</table>
|   | • Presented to Sociology Praxis class focused on gender and violence about WRC services for sexual assault survivors  
|   | • Responded to request from Sexual Assault Advocates by implementing new WRC group for survivors of sexual violence  
|   |   |   |
## IV. Flor Olivo, MA

<table>
<thead>
<tr>
<th>Flor Olivo</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• University Neighborhood Partners Advisory Council (U of U)</td>
</tr>
<tr>
<td></td>
<td>• Pride Week Planning Committee (SA)</td>
</tr>
<tr>
<td></td>
<td>• Women's Week Planning Committee (U of U)</td>
</tr>
<tr>
<td></td>
<td>• Rape Recovery Center Advocacy Teen Programs (U of U)</td>
</tr>
<tr>
<td></td>
<td>• Welcome Week Committee (SA)</td>
</tr>
<tr>
<td></td>
<td>• Campus Recruitment Committee (SA)</td>
</tr>
<tr>
<td></td>
<td>• IME Becas Scholarship Committee (SA)</td>
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</table>

### Faculty Appointments

<table>
<thead>
<tr>
<th>Position</th>
<th>Academic Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (U of U)</td>
<td>Undergraduate Studies</td>
</tr>
<tr>
<td></td>
<td>o UGS 3001-001: Establish a Degree Plan (FALL ONLY)</td>
</tr>
<tr>
<td></td>
<td>o Humanities</td>
</tr>
<tr>
<td></td>
<td>o 2001-201 and 202 (FALL ONLY)</td>
</tr>
<tr>
<td></td>
<td>• Ethnic Studies</td>
</tr>
<tr>
<td></td>
<td>o 4990: Venceremos Internship Course (FALL &amp; SPRING)</td>
</tr>
<tr>
<td></td>
<td>• Gender Studies</td>
</tr>
<tr>
<td></td>
<td>o 3400/5690—Girls’ Lives: A Community Engaged Course</td>
</tr>
<tr>
<td></td>
<td>o 3500—Where we Stand: Social Science Perspectives on Gender and Youth</td>
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<tr>
<td>Instructor (SLCC)</td>
<td>Communications</td>
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<tr>
<td></td>
<td>• COMM 1010 – Elements of Effective Communication (SPRING ONLY)</td>
</tr>
<tr>
<td></td>
<td>• COMM 1020 – Introduction to Public Speaking (SPRING ONLY)</td>
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</tbody>
</table>

### Activities Supporting WRC Mission

- Venceremos Student Newspaper Advisor & Instructor
- Girls on the Run Coach, Jackson Elementary School

### Campus and Community Collaborations/Partnerships

- University Neighborhood Partners
- Jackson Elementary
- Glendale Middle School
- Bryant Middle School
- Northwest Middle School
- East High School
- West High School
- Granger High School
| • Hunter High School
| • Kairos Academy
| • Utah Education Network (UEN)
| • Neighborhood House
| • Gender Studies
| • New Student and Parent Office
| • Career Services
| • Admissions
| • Orientation
| • University College
| • Student Equity and Diversity
| • Center for Student Wellness
| • UCAC
| • Rape Recovery Center
| • Tolerance.Org
| • Girls on the Run
| • |
## V. Nicole Wobbe-Espinoza

<table>
<thead>
<tr>
<th>Wobbe-Espinoza, Nicole</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• WRC Scholarship Committee</td>
</tr>
<tr>
<td></td>
<td>• IME Becas Scholarship Committee</td>
</tr>
<tr>
<td></td>
<td>• WEI Search Committee</td>
</tr>
</tbody>
</table>

### Activities Supporting WRC Mission

- WRC Scholarship and Emergency Grant Management for 100+ students
- Social Media and Website Management
- Extensive Knowledge Of Software and Computer Technology
- Configuration and Implementation of Titanium Schedule Software
- Event Coordination
  - Annual WRC Donor Reception
  - Scholarship Orientations
- Web Design Tools Certificate
VI. Debra Daniels, LCSW

<table>
<thead>
<tr>
<th>Daniels, Debra</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Student Affairs Diversity Council – (Co-chair) (SA)</td>
</tr>
<tr>
<td></td>
<td>- Utah Women in Education Planning Committee (External)</td>
</tr>
<tr>
<td></td>
<td>- President’s Commission on the Status of Women – Ex-Officio (U of U)</td>
</tr>
<tr>
<td></td>
<td>- African American/Black Advisory Council (U of U)</td>
</tr>
<tr>
<td></td>
<td>- ACLU Executive Director Search Committee (U of U)</td>
</tr>
<tr>
<td></td>
<td>- Child Care Advisory Board (U of U)</td>
</tr>
</tbody>
</table>

**Activities Supporting WRC Mission**

- Campus and Community Collaborations/Partnerships
  - Utah Dialogue Training Group
  - University Neighborhood Partners
  - University College
  - Utah Women’s Forum
  - Racially Just Utah
  - Gender Studies
  - College of Social Work Practicum Instructor
  - University Peace and Justice Center - member

**Professional Affiliations**

- Professional Affiliations
  - National Association for Women in Psychology (AWP)
  - Student Affairs Administrators in Higher Education (NASPA)
  - National Association of Social Workers (NASW)
Data Addendum

I. Presentations

i. Higher Education for Student Parents at Teen Success, a support and education group for pregnant and parenting teen moms

ii. Women in Higher Education & the WRC at Diversity Scholars Summer Bridge Program

iii. Feminist Curriculum Building and Pedagogy, various groups

iv. Women’s Resource Center overview at all Connecting U, Red White & U and SED orientations (4)

v. Group Identity and Agreements, Body Image, Mean Girls Youth Empowerment Program Presentations (26)

vi. Empowerment and Personal Peace, Girls Transition Center

vii. Higher Education, Girls Transition Center

viii. Peer to Peer Training, Youth Workshops, Utah Coalition Against Sexual Assault

ix. Women’s Resource Center overview, New Student Orientations (13)

x. Staff Summer Training, Office of Admissions (2)

xi. Women’s Resource Center Resources, Physician Assistant Program

xii. Women in Leadership Roles, Mentorship, Peer Mentor Institute

xiii. Go Girlz Empowerment Curriculum, Bennion Center’s CTLE Lunch and Learn

xiv. Women of Color Feminisms, Third World Feminism Class

xv. Women of Color Feminisms, Ed Psych Class

xvi. Facilitator for Rape is NOT Normal Panel, U of U Women’s Week 2017

xvii. “Guided by the Itzpapalotl Spirit: Chicana Feminist Editorial Leadership at a Chican@ Student Newspaper, Western States Communication Association, SLC

xviii. Students of Color and Shame: Mecha High School Conference

xix. Presenting Social Justice Topics, Rape Recovery Center

xx. Programming Guidelines, MSW Practicum Fair

xxi. Venceremos Newspaper at the U, Student Media Council

xxii. Safety Tips for Women at the U, ACCESS Summer Bridge

xxiii. My Culture is not Your Costume, Student Affairs Diversity Council Seminar

xxiv. Chicanas in Latina/o Communication Studies: Creating interdisciplinary forms of conocimiento, decolonized knowledge production, and activism, MALCS Institute
II. Additional Information on Key Projects

Homeless Student Task Force

During previous years the WRC has increasingly become the central office that students who are experiencing academic, financial, life, and mental health challenges come to for assistance. To address the issue of displaced and homeless students the WRC has been in the forefront of a new initiative providing support for students on campus who are experiencing displacement or homelessness. Working in amazing partnerships with the Student Success Advocates, Housing and Residential Education, Financial Aid, and University Student Apartments, the Homeless Student Task Force (HSTF) assisted 15 students who did not have a safe or steady place to live in finding more stable housing, accessing financial aid and other resources, and developing a plan to improve their stability.

This effort is truly cross-campus, encompassing Student Affairs, Academic Affairs, USA Housing, and the Salt Lake City Mayoral Office and takes a high level of coordination and communication. In addition to providing the direct funding and housing support listed below, we know that at least two of the students assisted this year graduated in May, which would not have been possible without the strong efforts of those involved in assisting them.

a. Goals
   i. Advocacy for students who are facing homelessness
   ii. Collaboration between Student and Academic Affairs and USA Housing
   iii. Immediate assistance to displaced students
   iv. Ongoing assistance and planning to address future financial and housing issues
   v. Presentations on campus to educate and recruit interested office and resources to the HSTF

b. Desired Outcomes
   i. To quickly assess and respond to self-identified homeless students
   ii. To advocate and educate both students, offices and departments to academic, emotional, and financial intricacies of homelessness
   iii. To provide the wrap around services that support a student’s learning and decision making skills that acted as a catalyst to their displaced status

c. Data
   i. Funding
      
      |                          | Amount   |
      |--------------------------|----------|
      | Office of Student Affairs | $10,000  |
      | University Student Housing | $10,000 |

   ii. Students Assisted and Cost
      
      | Type of Service                          | Number of Students Served | Amount |
      |------------------------------------------|---------------------------|--------|
      | Emergency housing at University Guest House | 5                         | $1,738 |
      | Payment of rent or housing deposit        | 3                         | $2,265 |
### Miscellaneous expenses (personal hygiene supplies, insurance and cell phone payments, utility payments)

<table>
<thead>
<tr>
<th>Details</th>
<th>Quantity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing in Promise Apartment (USA)</td>
<td>5</td>
<td>$190.11</td>
</tr>
</tbody>
</table>

### iii. Offices represented include

- Student Success Advocates
- Office of Financial Aid
- Housing and Residential Education
- CESA
- Income Accounting
- University Guest House
- Beacons of Excellence
- Center for Disabilities Services
- Office of Equity and Diversity
- Student Wellness Center
- LGBTQ Resource Center
- New Student and Family Programs
- Trio
- Dean of Students
- Career Services
- USA Housing
- Salt Lake City Mayor’s Office

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

Physical safety is an essential component for students to be successful at the University. Attention to eating, rest, studying, personal and sleep hygiene is crucial to a sense of well-being. The HSTF supports students to address their housing needs, remain in school and graduate. At least two of the students assisted this year graduated in May, which would not have been possible without the strong efforts of those involved in assisting them in negotiating their housing crises.

### e. Utilization Data

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
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<tbody>
<tr>
<td>Emergency housing at University Guest House</td>
<td>5</td>
</tr>
<tr>
<td>Payment of rent or housing deposit</td>
<td>3</td>
</tr>
<tr>
<td>Miscellaneous expenses (personal hygiene supplies, insurance and cell phone payments, utility payments)</td>
<td>6</td>
</tr>
<tr>
<td>Housing in Promise Apartment (USA)</td>
<td>5</td>
</tr>
</tbody>
</table>

| Total Students Assisted                          | 18    |

### f. Alignment

The Homeless Student Task Force is in direct alignment with Student Affairs Strategic Objectives to provide health and wellness resources and services that promote student success, leverage the collaborative resources both on and off campus, utilize assess and research to provide informed decision making that serve the need of students.