Each year we strive to improve services, reach great 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.

We have worked intentionally to assure that our strategic plan aligns with the Division of Student Affairs Strategic Plan by connecting every area of our services with one or more of the eight values guiding the efforts of Student Affairs. Recruitment, retention and graduation of students is at the core of all that we do. That includes everything from advocacy, counseling services, mentoring and scholarships to making sure that students connect with the area of our campus that will be a link to their persistence.

The range of students that seek support and services from the Women’s Resource Center (WRC) becomes more diverse each year. The key activities for the WRC focus on the primary area of service delivery. In this report you will be able to see the range of services offered, who is receiving services and the diverse backgrounds of those who are seeking out 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, in tandem with the goals and outcomes of Student Affairs and The University of Utah.

**Key Activities**

I. **Key Activity: Scholarships**

The WRC is currently dispensing money and managing 75-80 student scholars, depending on the funds raised each year. We offer scholarships based on funding from the Harman Trust Scholarship Fund, Simmons Family Foundation, Sorenson Legacy Foundation, Michael Foundation, Osher Foundation and the Daniels Fund (Boundless Opportunity 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. Maintain and increase number of scholars receiving funding
   
   iii. Maintain and increase continuity of donor support
c. **Utilization Data**

- 71 scholarship recipients
- 36 graduated (50% graduation rate)
- 23 reapplied for 2014-2015 (47% retention rate – includes those enrolled at the U, but did not reapply for scholarships)
- 11 enrolled for summer/fall but did not reapply for scholarships
- 1 not attending due to family problems

d. **Alignment**

The scholarships offered through the Women’s Resource Center align with several of the Student Affairs values and objectives. Students who are awarded scholarships through the WRC are fully connected to our office and provided wrap-around services, which includes counseling, mentoring and assistance in navigating the entire campus. By offering funds to support the educational goals of students we are meeting the following student affairs strategic objectives: developing students (#1), 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 us of best practices (#8).

e. **Direct quotes from students**

I would like to express my gratitude for your support. The scholarships I have received have boosted my confidence, knowing that someone believed in me helped to gather the forces to continue to pursue an education. Thanks from the bottom of my heart! L. Montoya

f. **Scholarship Data**

- 99 students applied
- 71 Undergraduate, 22 Graduate, 2 Duel Graduate and JD, 1 JD, 3 Ph.D
- 8 Freshman, 9 Sophomore, 20 Junior, 34 Senior, 22 Graduate, 2 Duel Graduate and JD, 1 JD, 3 Ph.D
- 91 female, 8 male
- 4 African American, 1 African American/Somali, 1 Afro-Cuban, 1 American Indian, 2 Asian, 1 Asian American, 1 Asian/Hispanic, 1 Asian/Korean, 1 Bic- racial, 2 Black, 55 Caucasian/White, 2 Caucasian/White Hispanic, 1 Chicana, 1 Chinese. 1 Chinese American, 1 Hawaiian, 7 Hispanic, 1 Hispanic/Caucasian, 1 Italian, 1 Italian/Columbian, 1 Latino, 1 Mexican, 1 Middle Eastern, 1 Native American, 1 Nepali, 1 Persian, 1 Spanish/Hispanic, 1 Tongan American, 2 Ukrainian, 2 Vietnamese,
- 3 veterans
- The average age is 33 years.
- 62 are first generation college students
- 51 have children
- 43 are survivors of violence
g. **Grant Data**

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**II. Key Activity: Emergency Funding**

The WRC dispenses 60-100 emergency scholarships, depending on the funds raised, each year. In addition to the emergency funds we also provide additional services as needed which include mentoring, connecting students with other campus resources, advocacy and an overall connection with an office on campus where they can feel safe.

a. **Goals**

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

b. **Desired Outcomes**

   i. Increase student retention
   ii. Increase completion of classes
   iii. Maintain and increase continuity of donor support

c. **Utilization Data**

- Total amount of funds awarded for 2013-2014: $23,353
- 62 applicants, 48 awarded
- Primary reason for help: 15 Housing related (rent, utilities, food), 2 Student Development, 3 Books, 8 Academic; 2 Heath related, 16 Tuition, 2 transportation
- 11 graduated, 7 stopped attending for various reasons, 44 are currently enrolled
- 17% graduation rate, 70% retention rate
d. Scholarship Data

- 52 Undergraduate, 8 Graduate, 2 Ph. D
- 4 Afghan, 2 African American, 1 Afro-Cuban, 2 American Indian, 1 American Tongan, 2 Asian, 2 Black, 1 Black African, 1 Black/Ethiopian American, 12 Caucasian/White, 1 Chilean-American, 3 Hispanic, 1 Hispanic/Latino, 1 Latina, 1 Mixed Race, 22 Preferred not to answer, 1 Native American, 2 Pacific Islander, 1 Somalian, 1 Vietnamese,

e. Grant Data

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III. Key Activity: Training – Feminist Multicultural Training Program (FMT)

The graduate training program in feminist multicultural counseling allows students to become immersed in both the relevant theories and practices of feminist multicultural counseling. The practicum counselors are selected from the fields of counseling, social work, counseling and clinical psychology.

a. Goals

i. Train graduate level clinical students in FMT empowerment model
ii. Implement FMT model in their clinical practice at the WRC

b. Desired Outcomes

i. Provide mental health counseling and advocacy
ii. Understanding and use of the Feminist Multicultural Outcomes Model (FemTOM)
c. **Utilization Data**

- 63 Individual clients served
- 692 total individual sessions
- 96 group clients served
- 900 group hours total

**This data is a duplicate of the information provided in the clinical portion of this report.**

d. **Alignment**

The FMT program aligns with the Strategic Objectives Number 1, 2, 3, 5, 6, 7, and 8. We did not include strategic obj. # 4 only because they are ‘student’ staff however these students are exemplary in their student cohorts.

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

The services provided as part of the FMT program increase retention and graduation of students because the psychological and emotional support contributes to a student's ability to perform academically which contributes to increased and timely graduation rates.

f. **Direct quotes from students**

My time with the WRC challenged years of learning that my sense of efficacy had to come from others. I was given the space to grow as a counselor and make the necessary mistakes to become conscious in my profession. Most of all, I was trusted to listen to my own inner sense of what worked. – Practicum Student

The most valuable experience for me was the wide range of diversity I was able to work with at the WRC. I learned so much from this placement. – Practicum Student

g. **Program Data**

- During the past year 4 graduate students completed the FMC Practicum. (2 MSW, 1 CMHC, 1 Ph.D.) Two of the terminal degree students are employed in jobs that fit their expectations and training; 1 of the MSW students is in process of searching and applying for a job that fits; the Ph.D. student is currently in transition with her educational/career plans. All FMC trainees are women (3 Caucasian, 1 Asian-American). All of this year's trainees are in their mid to late 20's.
- Practicum students saw a majority of students/staff who accessed the WRC for counseling. (This data is reflected in the clinical key activity portion of this report.) They also co-facilitated one or more of the 4 support groups offered at the WRC. Their presence and participation in the FMT Practicum made it possible for the WRC to serve the majority of those seeking counseling at the WRC.
Practicum students participated in WRC major programming activities coordinated and supervised by the WRC Program Coordinator.

Practicum students participated in handling walk-ins and crisis requests during their clinical hours and were also available to assist in staffing the office, managed and supervised by our Administrative Assistant.

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### IV. Key Activity: 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 also offer women’s support groups that are open to the University community as well as the greater Salt Lake community. Counseling and group co-facilitation is provided by licensed professionals and advanced graduate students in clinical mental health counseling, social work and counseling psychology.

#### 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 students

#### c. Utilization Data**

- 63 Individual clients served
- 692 total individual sessions
- 96 group clients served
- 900 group hours total

**This information is duplicated in the Feminist Multicultural Training Program section.

#### d. Alignment

The clinical services the WRC provides, in partnership with the FMT training program, aligns with the Strategic Objectives Number 1, 2, 3, 5, 6, 7, and 8. We did not include strategic obj. # 4 only because they are ‘student’ staff however these students are exemplary in their student cohorts.
e. **How these goals, outcomes and supporting data relate to retention and graduation of students**

The services provided as part of the FMT program increase retention and graduation of students because the psychological and emotional support contributes to a student's ability to perform academically which contributes to increased and timelier graduation rates.

f. **Program Data**

Moving forward all assessments related to the Feminist Multicultural Training Program will evaluate the reduction of student stress, improvement in symptoms, and increased ability and function by measurement of the Feminist Multicultural Outcomes Model. All incoming clients will participate in this ongoing assessment throughout their treatment.

V. **Key Activity: U START – Student Access and Retention Initiative**

U START seeks to support and retain students admitted under the Universities 5% policy; these students are primarily first generation, under performing, and/or underrepresented students. U START students participate in a 2 year cohort program where they engage in advising, mentoring, full time course load, a year-long diversity/service learning course and a major exploration course. 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, under performing and/or underrepresented students through participation in a formalized 2-year cohort program

b. **Desired Outcomes**

i. Retention and graduation

ii. Increased number of WRC scholars accessing university services
c. **Utilization Data**

- Retained 85% of first year cohort to participate in the second year portion of the USTART Program (2% from the 2011-2012 year).
- With the introduction of the second year program this will allow us to continue to track the cohort and to assess participant’s persistence and graduation from the University.

d. **Alignment**

U START aligns with all of the strategic objectives in the Student Affairs Strategic Plan. 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.

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.

f. **Program Data**

- 21 participants
- All Undergraduate level
- 4 Transfer/17 Freshman
- 2 Men/18 Women
- 23% Latino, 0.04% African American, 0.04% American Indian, 0.09% Bi-racial, 76.83% White
- No veterans
- 52% identified as being a survivor of violence

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.
VI. Key Activity: Go Girlz Community Initiative

The Go Girlz Initiative seeks to provide access to education for underserved and marginalized students grades 6-12 in the Salt Lake City school district through empowerment based programming. Go Girlz meets 12 times per academic year with participants in 3 schools, Jackson Elementary, Bryant Middle School and East High School. Students are recruited via an in school representative identifying students who are in need of additional support.

a. Goals

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

b. Desired Outcomes

i. Increase the number of participants in Go Girlz
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. Utilization Data

Participants take a pre, mid and post survey that is administered throughout the academic year. We have instituted a plan to track program retention as well as identifying ways in which to track students that attend schools outside of the Go Girlz Program.

- 89.48% surveyed Agree or Strongly Agree they plan on attending college in the 2013-2014 Programming year.
- Of the completed surveys, all participants reported increased involvement in academics and/or extracurricular activities.

d. Alignment

The Go Girlz Initiative aligns with various components of the strategic plan. Which include, student engagement, commitment to diversity, collaboration, assessment, evaluation and research and best practices. 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

55 Go Girlz are currently enrolled in undergraduate programs at The University of Utah, 9 Go Girlz have graduated with either Bachelors, Masters and Doctoral level programs, 4 are currently enrolled in graduate programs.
f. Direct quotes from students

Go Girlz made it possible for me to get in to college. When I was denied to the University of Utah I bawled forever. When I contacted Go Girlz they helped me to appeal and have helped me to get back my self-confidence and now I am a freshman at the U. - Participant

g. Program Data

- 68 participants
- School aged grades 6-12
- Gender: all female participants
- 62.5% are Latina/Hispanic, 10% are Pacific Islander, 20% are White, 7.5% Multicultural
- Cost is identified as the primary barrier to attending college
- 70% of participants surveyed would like to spend more time on the University of Utah campus

Actions Taken Based on Data Collected and Programmatic Year

i. Go Girlz is looking to relocate the middle school and high school program to the University of Utah campus, looking to immerse students in the campus community.

ii. Go Girlz is creating a new marking strategy to recruit more diverse students to the program.

iii. Go Girlz is looking at the utilization of assessment and making changes to assist in more concise data collection.

iv. Developing assessment to track program retention and participation.

Three barriers we have come across in regards to data collection is the lack of consistency in attendance on data collection days typically due to district administration conflicts. The second barrier Go Girlz faces is school administrators are not able to inform participants about program events and activities, staying connected to program participants and consistently arranging for meeting space. These are all barriers we hope to alleviate by some significant programmatic changes for the upcoming programming year. The third barrier is a language barrier and the need to communicate with parents when English is not their first language.

VII. Key Activity: Campus and Community Education

Due to the ongoing work and facilitation of difficult dialogues and trainings addressing social justice issues on campus the WRC has been identified as a valuable resource to assist personnel in addressing biases related incidents.
a. **Goals**

   i. Advocacy for students  
   ii. Presentations, training and education on various social justice issues  
   iii. Create an effective tracking system for our role in this area  

b. **Desired Outcomes**

   i. Increase the number of WRC presentations or trainings  
   ii. Increase awareness of multicultural and social justice issues  

c. **Utilization Data**

   - Increasing staff awareness of multicultural and social justice issues allows us to better share information with faculty, staff, students and clients  
   - As our outreach has grown, so has our request for presentations on both lower and upper campus. 24 Presentations were made within the campus community  

d. **Alignment**

   Providing social justice education and awareness on campus and in the greater community aligns with many of the strategic objectives and values of the Student Affairs Strategic Plan. It is through this education and awareness that we cultivate and enrich the minds of students, staff and faculty. We assist in educating staff so that they can provide professional and competent service across all levels of diversity. Creating an awareness of multicultural and social justice issues helps to promote diversity on campus and in the greater community, while fostering student and staff development to enhance the University and greater community. Our presentations and trainings support the use of best practices and offer the opportunity to broaden exposure to social justice issues worldwide.  

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

   Helping clients and other students navigate academic and personal conflicts though connecting them to campus resources, knowledge of university policy, the writing of letters of support and sometimes accompanying them to conflict resolution meetings, helps to free them up to focus on their academic work and movement toward graduation.
I. Anticipated Challenges & Opportunities By Key Activity

1) Scholarships

   a. 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 8 years, from $20,000 to over $230,000. The person who writes all of the grant and funding requests is currently classified as a program coordinator, even though she serves in two capacities: Associate Director and Development Officer. We have not been able to secure funding to have this position reclassified to a level compensate with the work required from this person. The work of our “development officer” is critical to our ability to retain and graduate students served by the WRC. She has been the Associate Director, primary grant writer, primary contact with Central Development and an instrumental partner with donor relations. The function of this person to remain in the role is vital to maintain and continue the growth of our funding. We are able to offer a broad range of services and fulfill needs that are contributing to retention and graduation as a result of the funding this person has acquired.

   b. Anticipated Opportunities:

   This year the WRC brought in over $300,000 in scholarship money. Our plan is to maintain our strong donor base and continue to grow donor relations that will afford opportunities that will provide even greater support to our scholars. This year we were able to obtain 50 laptop computers to assist single parents and low income 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.

2) Emergency Grant

   a. Anticipated Challenges:

   Since we have been able to provide a greater amount of funding for students, the numbers of students that are seeking support has increased. The range of need and types of support has also increased. We are finding a vast difference in what we have identified as emergency and what the student has identified as an emergency and it is requiring significant and timely considerations. Many of the requests are for opportunities that many first generation and low income students are not able to participate in, therefore seeing this as an emergency. The requests for assistance in paying for essential living expenses has far surpassed that of text books, which in past years, has been the number one request.
b. Anticipated Opportunities:

Being able to provide funding to reduce stress and stabilize students living situations is being viewed by many funders as appropriate funding opportunities. Seeking funding for students to engage in learning opportunities that are outside of their financial means is an exciting opportunity to pursue. Engaged learning is also an important factor in retention and graduation.

3) Go Girlz

a. Anticipated Challenges:

Go Girlz programming occurs within the school system and at the individual school location, as a result we are dependent on school administrators to disseminate information, reserve space and communicate with the Program Coordinator regarding any school related scheduling conflicts that may arise. This often presents a challenge in recruiting and having an appropriate space available.

b. Anticipated Opportunities:

Next year we are planning to house programming for Go Girlz students in grades 6 -12 at the University of Utah in order to expand our program, increase diversity among participants, reduce inconsistencies in service delivery and increase exposure to the University of Utah. We will also implement internship opportunities for former Go Girlz, who attend The University of Utah, and will include co-facilitation of programming and mentorship with girls coming in as program participants.

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

- University Neighborhood Partners (same as last year) - this funding has allowed us to hire two student interns to assist with programming and outreach activities. We will also be providing bus passes for the middle and high school students, so that they can get to campus this year.
- Hemmingway Foundation (new)
- Dee Foundation (new)
- The Miller Family Charities (new)

4) U START

a. Anticipated Challenges:

There has been an overall decrease in diversity in appeal applications. We have also seen a decreased number of appeal applications to review overall.

b. Anticipated Opportunities:

The U START program is working to collaborate with other campus offices and community partners to explore greater opportunities to recruit students that originally do not see themselves at the University of Utah.
c. Any grants or contacts you have received and it how compares to the previous year.

Parent Fund grant - $2,000. This is the first grant received for this program and it is being used to provide students the opportunity to purchase school supplies, books and printing/copying.

5) **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.

a. **Anticipated Challenges:**

As our needs to accommodate clients for counseling increase (our waiting lists continue to grow) we will require more staff to accommodate our training program and our counseling services. Currently, with only 2 part-time licensed clinical staff to train and supervise practicum students, we can most realistically accommodate 4 trainees, although we have accepted up to 5 in the past. This poses a space challenge also.

- Continuing need to attract and support exceptional practicum students and interns by offering stipends (fellowships) and tuition benefits. We would like to offer full tuition benefits to recognize the important staffing needs our trainees contribute.
- Increase Training Coordinator’s hours from 25 to 30 hours per week.
- Adding an additional part-time licensed clinical staff is a critical priority in order for us to provide client services as well as training, and supervision of our practicum cohort. This additional clinical staff person would ideally be an LCSW who could provide supervision to our social work practicum students.

b. **Anticipated Opportunities:**

Funding to support a ½ tuition benefit along with an increased stipend (fellowship) for practicum students. As our request for services grows and evidence is provided regarding the positive impact on our students, it is the hope of the WRC that options will be considered for additional space. Ongoing supervision for our social work practicum students by licensed social workers in the community make it possible to meet the requirements to have social work students placed at the WRC.

6) **Campus and Community Education**

a. **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.

b. **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, Racially Just Utah, White Women Working on Issues of Racism and Equity (WWIRE). This is in direct alignment with the Student Affairs values for commitment to diversity and the WRC values and feminist multicultural operating model.

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

Total Grants for 2013-2014 Year: $320,800.00

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. I think the range of engagement on our campus and in our community contributes to the quality of their work. 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.

Staff Accomplishment Summary

- 24 presentations on campus and in the greater salt lake community
- Member of 20 committees in various capacities
- 2 certifications
- 36 campus or community collaborations
- 17 grants awarded
Addendum Information

I. Graduation Details by Scholarship

Beta Gamma – 2 Recipients
- BS – Business Admin (Fall 2015)
- Accepted into Medical School

Boundless Opportunity – 7 Recipients
- BA – International Studies (have records hold to resolve)
- BS – Exercise and Sport Science
- BS – Special Education
- BS – Economics
- BS – Parks, Rec, & Tourism (Adventure and Outdoor Programs)
- 2 expected graduation 2015 & 2016

Harman – 9 Recipients
- BSW – Social Work (Summer 2014)
- BSW – Communication
- BS – Exercise and Sport Science
- MSW/JD – Social Work / Law
- MPA/JD – Public Administration / Law
- BCS – Computer Science
- BSW – Social Work
- BA – English
- 1 expected graduation 2016

Mary Cherry – 4 Recipients
- MED – Education, Culture, and Society
- 3 expected graduation 2015 & 2016

Michaels – 5 Recipients
- BS- Sociology
- MS - Nutrition
- 3 expected graduation 2015 & 2016

Osher – 21 Recipients
- BS-Exercise and Sport Science
- BMU-Music
- BS – Special Ed
- BS – Accounting & Information Systems
- BS - Psychology (Fall 2014)
- BS – Health Promotion and Education
- 15 expected graduation 2015 & 2016

Simmons – 10 Recipients
- MS – Speech – Language Pathology (Summer 2014)
- BS – Medical Laboratory Science
II. Scholarship Graduation Rates

During a 10-year review of the WRC scholarships (conducted in 2012) our data reflected an overall graduation rate of 88%.

For 2013-2014, for annual scholarship students we have a graduation rate of 50%, and a scholarship retention rate of 47%.

For 2013-2014, emergency scholarship students we have a graduation rate of 17%, and a scholarship retention rate of 70%.

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 and they would have had to leave the University or it would take several years to complete.

III. Development and Fundraising Detail

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<td>Hemingway Foundation</td>
<td>Go Girlz</td>
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<td>Marriner Eccles Foundation</td>
<td>Emergency Funds</td>
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<td>Ashton Foundation</td>
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<td>Castle Foundation</td>
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<td>Parent Fund</td>
<td>USTART</td>
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<td>Osher Foundation</td>
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<tr>
<td>Foundation</td>
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<td>Amount</td>
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<tr>
<td>------------------------------------</td>
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<td>Harmon Family Foundation</td>
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<td>Dee Foundation</td>
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<td>Miller Family</td>
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<td>Katherine W. and Ezekiel R. Dumke, Jr. Foundation</td>
<td>Laptop Project</td>
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<td>Willa’s Workshop Continuation Grant for Mothers</td>
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<tr>
<td>Utah Women’s Forum Continuation Grant</td>
<td>Emergency Funds</td>
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<td><strong>Total:</strong></td>
<td></td>
<td><strong>$320,800.00</strong></td>
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IV. General Contact Demographics

Q2. Primary University affiliation:

- Student: 62.21%
- Staff: 2.0%
- Faculty: 0.42%
- Parent of a student/prospective student: 0.14%
- Community member/organization: 4.37%
- Unknown: 1.14%

Q4. Issue/concern (Check all that apply):

- Financial assistance/scholarships: 34.85%
- Counseling: 15.93%
- Programming: 37.57%
- Other (please specify): 14.22%
V. Clinical - Counseling Demographics

Q4. Gender:

- Female: 65.24%
- Male: 3.17%
- Transgender: 0%
- Genderqueer: 1.59%
- Other (please specify): 0%
- Unknown: 0%

Q5. Race: (Check all that apply)

- African/African American/Black: 4.76%
- Asian/Asian American: 4.76%
- Caucasian/White: 40.03%
- Hispanic/Latino(a): 22.22%
- Native American/American Indian: 6.36%
- Middle Eastern: 1.59%
- Pacific Islander: 1.59%
- Black: 3.17%
- Multiracial: 1.59%
- Other (please specify): 0.62%
- Unknown: 4.76%
VI. Staff Accomplishment Detail

1) Kristy Bartley

- Presentations
  - Participated In A Violence Against Women Presentation For All Sororities
  - Presented On Feminist Multicultural Therapy To Ed Psych Counseling Theories Class
  - Co-Facilitated A Conversation On Race For Mediation Certificate Class
  - Co-Facilitated Conversation On Social Justice Issues To HRE Social Justice Advocates
- Teaching
  - Taught Ed Psych 7770, Field Practicum Course For Doctoral Students
  - Co-Taught Weekly Clinical Seminar For WRC Practicum Students
  - Co-Taught Feminist Multicultural Class For Non-Clinical WRC Staff
- Campus/Community Group Participation
  - White Women Working On Issues Of Racism And Equity (WWIRE)
  - Utah Dialogue Training Group
  - Multicultural Teaching Consult
- Collaborations
  - Participated In Feminist Multicultural Video Game Development With Students In The Electronic Arts And Entertainment Program
  - Consulted With Female Faculty In Geology And Geophysics On Gender Climate In Department
  - Collaborated With Campus Climate Specialist And Theater Department In Gender Climate Intervention In Physics Department
- Committees
  - Served On Dissertation Committee (Communications) As Outside Member

2) Debra Daniels

- Committees
  - Student Affairs Diversity Council – Co-Chair
  - AWP National Conference – Hospitality Co-Chair
  - NASPA Regional Conference Committee
  - Utah Women In Education Planning Committee
  - Faculty Development Committee - College Of Social Work
  - Dean Search Committee - College Of Social Work
- Campus And Community Collaborations/Partnerships
  - Utah Dialogue Training Group
  - University Neighborhood
  - University College
  - Utah Women’s Forum
  - 2014 Dungy Leadership Institute – Co-Host
- Presentations
  - Young Women’s Mentorship, Calvary Baptist Church
  - Park City Institute
  - Developing An Inclusive Student Affairs Division
  - NASPA National Conference
  - Belle S. Spafford Annual Reception, College Of Social Work
- Certifications
3) Kim Hall

- Committees
  - Athletic Advisory Counsel
  - President’s Commission on the Status of Women
  - Retention Task Force
  - Student Success Sub-Committee
  - Food Bank Committee
  - WRC Ambassador Advisory Committee
- Campus/Community Group
  - Formed Women of Tomorrow Student Group
  - Integration of the Refugee Education Initiative into the WRC U Start program
  - Utah Dialogue Training Group
- Media
  - Go Girlz Community Initiative featured in Together We Reach Development Article
- Awards
  - Nominated for the 2013 'Enlightened 50'; The E-50 is an annual award to recognize 50 people who are a driving force in improving Utah’s future.
  - Utah Society of Fund Raisers Scholarship
- Development
  - Applied for 17 grants, awarded 17 grants

4) Donna Hawxhurst

- Teaching
  - Taught ED PS 7240 Feminist Multicultural Therapy – 1st Summer Session, 2014
  - Adjunct Associate Professor, Educational Psychology
- Committees
  - LGBT Resource Center Advisory Board
  - Student Athlete Wellness Team
- Campus/Community group participation
  - White Women Working On Issues Of Racism And Equity (WWIRE)
  - Utah AWP Implementation Collective
  - Staff Associate, University Counseling Center

5) Jennifer Netto

- Assessment Liaison
- Certifications
  - MBTI Certification
- Committees
  - Women and Girls LEAD Committee
  - WWIRE Member at Large
  - YWCA Young Women’s Leadership Council Vice President
5% Advisory Committee

Campus and Community Collaborations/Partnerships
- Utah Dialogue Training Group
- University Neighborhood Partners
- Jackson Elementary
- Bryant Middle School
- East High School
- Neighborhood House
- Bennion Center Alternative Spring Break Staff Partner
- Gender Studies
- Admissions
- Orientation
- University College
- CESA
- YWCA
- Center for Student Wellness
- Youth Empowerment Project
- Clothesline Project
- College of Engineering – Video Game, Art and Design
- Girls Scouts of Utah
- Salt Lake City Slam Poetry Team
- UCAC
- Faculty Engaged Institute

Presentations
- Co-Present at NWSA Conference in Cincinnati, Ohio on Women’s Resource Center Collaborations and Cohort Model of Support
- Women's Week Go Girlz Project Display and Discussion
- “Social Justice 101” Alternative Spring Break Diversity Series Facilitator (3 Presentations)
- Class Privilege Presentation for EDPS 7770
- Mental Health and Auto-Immune Diseases for the Lupus Foundation of Utah
- “Body Image”, “Mean Girls” Youth Empowerment Program Presentations
- “Violence Against Women” ROTC Air Force
- Feminist Multicultural Therapy and WRC Services for School of Pharmacology and Health Science Administration
- “Feminist Practice in Social Work” for 1st year MSW Practice Class
- “Violence Against Women on Campus and in Greek Life” in Collaboration with the Center for Student Wellness
- “Women in Education” ACCESS Presentation on
- “Women in Education” Presentation for CESA
- Panelist and Lead Facilitator: Dialogue Rowland Hall “Body Image”

6) Nicole Wobbe-Espinoza

- WRC Scholarship and Emergency Grant Management for 100+ students
- Social Media and Website Management
- Extensive Knowledge Of Software and Computer Technology
- Event Coordination
  - Annual WRC Donor Reception
  - Scholarship Orientations
  - Annual Fundraiser for WRC
• Committees
  ➢ WRC Ambassador Advisory Committee

• Presentations
  ➢ Scholarship Presentation for Go U Program