Mission Statement

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

Highlights

The relocation of the Women’s Resource Center has provided for our clients and guests a more functional space that allows for greater privacy, increased office space for counseling services and a small work space for students. We were concerned that this relocation might reduce the number of individuals utilizing our services. This has not been the case; in fact, we have experienced a constant flow of traffic. In order to accurately report our numbers it will be important for us to develop an assessment tool to assist with this effort. This will be further addressed in the assessment section of this report. In April 2008 we held an open house where we formally presented our new space and introduced our new logo that will be a part of branding the WRC and establishing an image that will, over time, be readily identified with our office.

The Women’s Resource Center continues to increase funding available to assist students who are experiencing financial hardship. It is a strong belief that the amount of funding that we are able to provide students in the form of emergency funding is a significant link to retention for many of the students that seek support and services from the Women’s Resource Center. We continue to provide over $125,000 in scholarship money either by WRC sponsored scholarships or scholarships that are being managed and dispersed through the WRC.

The Women’s Resource Center was invited along with the University Counseling Center to work in partnership with Housing and Residential Education (HRE) to train and provide monthly in-services to student leaders/student staff in an effort better equip them in dealing with conflicts in the residences hall that are related to bias and oppression. This was a unique opportunity to actively identify and create dialogue
around difficult issues and work towards establishing a safer living environment for all students.

The Women’s Resource Center has been identified by a number of offices and individuals as being effective in working with under represented students and assisting them in successfully navigating the university system. We are now creating our own cohort of students who fall under the 5% admissions rule. We are working with female and male students, representing a variety of ages and backgrounds and will be incorporating them in our annual orientation with all of our scholarship recipients. This is a first step to “mainstream” students who might see themselves in the margins.

Service Delivery

Director

The office relocation and hiring of a new administrative assistant was the primary focus because these were two extremely critical components that would be instrumental in the success of our office the year. There were unique circumstances that made each of these things challenging. First, we would be relocated to the fourth floor of the Olpin Student Union Bldg from a very visible and accessible office on the first floor of the building. Second, we would need to move in stages and would still be in transition at the beginning of the school year. Third, we would be entering a hiring process for a new administrative assistant at the same time. Providing some sense of stability and adequate support for staff would be extremely critical. Bringing on a new administrative assistant would pose some unique challenges in the area of training and orientation since our previous administrative assistant became ill and died suddenly. I had to rely on other offices to assist me with tasks that I was not familiar with. Brenda Young and Becky McKean provided a tremendous amount of assistance, training and education to the WRC during this time. I could not have completed the hiring process without their assistance.

Other changes to our staff were the voluntary reduction of the clinical coordinator from a full time position to .75 FTE and the increase of our training coordinator from a .20 hourly position to a .25 salaried position. This has been a very valuable change for the WRC. Our current program coordinator/development officer had previously shared her time with the WRC and the Center for Disability Services (CDS). Budget constraints for the CDS did not allow for them to maintain this arrangement but support from SA allowed us to increase this position from .75 FTE to a FTE position. Kim Hall took on addition
responsibilities in the area of scholarships, student retention, and support services.

This year for the first time in WRC history we were able to provide a stipend and some travel funds to our practicum students who work 20 hours per week at the WRC. They provide counseling, work on WRC programming and assist with office coverage. This felt like a great boost to our clinical team and a huge statement of support from Student Affairs.

The WRC will be working with an advisory board/ambassadors committee to increase visibility of the WRC, develop long term funding plan and review programs and services to better meet the needs of our students, staff, faculty and community partners and allies. We will continue to be heavily involved with collaborations on and off campus and hope that this committee will assist with this. We worked with an agency and developed a logo that we will be using as a form of branding and standardizing our marketing materials in a way that will provide some continuity. This will involve a look and color scheme consistent with the University of Utah.

Counseling Coordinator

The counseling program consists of our training program and our counseling services. Our training program is a feminist multicultural counseling training program for graduate students from three disciplines who are extensively immersed in the feminist therapy model. This is a very unique program and is, to our knowledge, unduplicated anywhere in the U.S. It incorporates the involvement of all staff as they will work with our students as mentors, colleagues and models of the feminist counseling culture.

The majority of clients at the Women’s Resource Center were seen by our practicum/intern counselors under supervision of the Training Coordinator and Counseling Coordinator. The student counselors have (on a weekly basis) at least 1 hour of individual supervision, 1 hour of group supervision, and ½ to 1 hour of supervision/consultation with their supervising co-facilitator for group. In addition, they meet for a 2 ½ hour Feminist Multicultural Counseling Seminar that includes theory, practice, and client consults, facilitated by the counseling and training coordinators.

In addition to counseling and supervision commitments the students are involved with Women’s Resource Center programming and outreach, with supervision and consultation provided by the Program Coordinator and Director. The training coordinator collaborates with all
other staff members involved in the consultation, supervision, and projects of practicum students and interns. The training program specifically focuses on providing competent multicultural services to many underserved populations on campus.

This year we partnered with the campus several campus departments, including the LGBT Resource Center, Housing and Residential Education, the University Counseling Center and the Greeks, in both programming and in providing counseling. All of our programs and support groups are open to both the campus and off campus communities. Our social justice outreach includes issues related to gender, race and ethnicity, LGBT community, intimate partner and sexual violence, and the role of oppression and trauma related to discrimination in all areas.

With only three practicum counselors, the counseling/clinical services saw a decrease in the number of individuals served last year. We saw 28 individual clients for a total of 353 hours. Of those clients, 94% were students, 25% were ethnic minorities, 23% identified as LGBT, 34% were survivors of intimate partner or sexual violence, 7% identified as having a disability. The Women’s Resource Center sponsored a total of 4 groups during the academic year, serving 42 clients for a total of 236 group hours. Of these clients 26% were students, 16% identified themselves as having a disability and 17% identified themselves as ethnic minorities. All women in the Finding Voice group identified as racial/ethnic minorities and were exclusively for women of color. The groups were as follows:

- Hand to Hand: general women’s support group
- Finding Voice: women of color support group
- Body Politics: women, food, and body image
- LBQQ: lesbian, bi-sexual, queer and questioning women’s support group

Training Coordinator

A major and ongoing responsibility of the Training Coordinator position involves the coordination and implementation of the Feminist Multicultural Counseling Training Practicum, consulting and collaborating with the counseling coordinator in particular, but also all staff members of the WRC. Activities during the past year included:

- Ongoing informal marketing of the program to counseling & counseling psychology faculty & staff as well as social work students and faculty.
- Coordinating interviews for applicants to the training program and participated in selecting qualified students.
- Organizing and co-facilitating two days of orientation for new trainees.
- Developing syllabi for FMC seminar, fall and spring semesters.
- Collaborating with clinical director of RRC to establish monthly joint seminars
- Developing and organizing readings for FMC seminar.
- Invited and collaborated with outside professionals to join the seminar as guest presenters/facilitators.
- Ongoing weekly reading and research relevant to theory and practice of feminist multicultural counseling/therapy.
- Preparing for and co-teaching/facilitating weekly FMC seminar.
- Individual supervision of 2 practicum students weekly. (Additional consultation as needed).
- Organizing groups and group facilitators for academic year, identifying group placements for pracs and interns.
- Organizing and co-facilitating weekly group supervision.
- Working with 4 individual clients and 1 heterosexual couple through spring semester and summer.
- Facilitating (with 1 or more pracs) weekly Body Politics Group during academic year and through mid-July. (Supervised co-facilitators; marketed group; screened potential participants.)
- Participating in weekly WRC staff meetings, bi-weekly permanent staff meetings, one full-day mission planning staff retreat, one staff planning retreat in May, one practicum/intern/staff retreat in June.
- Meeting weekly with the Counseling Coordinator and the Director for planning, consultation, collaboration, and evaluation.
- Recruiting a 2nd LCSW as a volunteer supervisor of our 2nd MSW practicum student and meeting with both to facilitate their ongoing supervision sessions during the 07-08 academic year.
- Initiating and organizing a short summer retreat in June for our new intern/practicum students to meet with our core staff.

**Programming Coordinator**

**Traditional Programming**

The programming component for the WRC was a collage of programs and activities this year. We continued on with a scaled down version of our Food for Thought/Brown Bag Series. For the fall 2007 season we hosted 10 events with 156 attendance and the spring 2008 brought 132 attendees to the WRC (288 total). I think that the office should reconsider the Tuesday series mainly because of the space that is available to us to host this piece of program. The use of room 161 in the Union Building wasn’t very practical and the group room is really small, holding approximately 15 people comfortably.

In addition to the Food for Thought/Brown Bag Series, we also collaborated with SPEAK to sponsor two presentations in Room 161 of the Union Building. We
also sponsored the independent film, *Fate of the Lhapa*, for Indigenous Lenses, a non-profit that sponsors, among other things, the education of Tibetan girls in the Nepalese campus.

The WRC also organized and hosted an Open House on April 3rd to celebrate our new office space. The Open House was a huge success. Additionally, we held a Donor Reception on April 14th to honor both our scholars and donors.

**Program Collaborations**

This year we were able to collaborate on two occasions with Dr. Danley’s *Black Butterflies Program*. This collaboration and support for her program has very beneficial for our Go Girlz Program by exposing African American female students to the program and providing them an opportunity to get involved as tutors and mentors.

This year our work with Safe Passages changed somewhat. I no longer served on the Steering Committee of Safe Passages, but did establish a Retention Subcommittee under the umbrella of Safe Passages. The decision to do so was based on belief that there could be programming developed to target women and students of color that would convey their importance on campus as well provide information and assistance that would make their continued attendance possible. In our meeting with Barb Snyder earlier in the year she mentioned the role of retention of female students on campus as being a Student Affairs priority, so I think it’s important to address larger office goals as well as WRC goals.

The people invited to participate were Karla Motta, Spanish Specialist, Student Affairs, Karen Henriquez, Financial Aid Office, Donna Jordan Allen, TRIO/Student Support Services, Judith Flores, PhD Candidate in Education, Culture, and Society, and a CESA representative.

By way of attempting to be a “committee of action” we quickly identified the financial challenges and considerations that this population faces and planned three pieces of programming to address the issues. The offerings were the FASFA Workshop in February, Resume and Resume Building in March, and Personal Financial Literacy with Jerry Basford in April.

In December the committee did a presentation during the Student Affairs Retreat and we know have eight offices on line to participate in the Retention Subcommittee.

In April the WRC co-sponsored SOARS Workshops and SOARS: Story of a Rape Survivor Performance at the Rose Wagner Theater. This collaboration was to support and recognize Sexual Assault Awareness Month. In addition to the financial support, we did an extensive campus and SLC community marketing blast that did result in the event being publicized and Heather Stringfellow,
Executive Director of the Rape Recovery Center being interviewed on KCPW.

Management of Scholarships

With the passing of Linda Sabrowski, our Administrative Assistant and scholarship manager, the state of our scholarship program was chaotic this year. There were multiple miscommunications between our office and recipients, our office and financial aid, our office and the Office of Development. While it all got sorted out eventually, we did come to the conclusion that the management and awarding of the scholarships will be redesigned for the 2008-2009 academic year. It is our goal to have far better communication with the Financial Aid Office as well as the scholarship recipients.

As part of our planning for managing next year’s scholarship recipients, Nakita Swanigan and Kim Hall will be putting together a specific list of criteria for the recipients that will require timely and effective communication concerning their academic performance as well as an educational piece that informs them of resources that are available through the WRC.

5 % Students

The 2007-2008 academic year included the WRC sponsoring five students. We maintained contact with all students and they have done well academically but have needed periodic counseling throughout the year to direct them to resources or for me to advocate for them with housing, financial aid, etc.

Currently we have committed to approximately 15 sponsored students. We propose that we develop a 5 % Cohort for next year’s sponsored students and require them to meet specific criteria that will assist them with their academic challenges as well as encourage them to learn the U of U system. Details of this will be developed over the summer.

Go Girlz Community Initiative

This year we were able to do ten presentations for the Bryant Middle School Go Girlz. Our willingness to travel down to the school has proven to be a real defining change. In general we are averaging 12-15 middle school girls participating in the after school program, with 3-5 U of U mentors and tutors traveling down to the school. Topics we have covered this year have included the exploration of self esteem and body image through art projects, instruction concerning the potential dangers of internet ‘personal pages’, the value of choosing friends who help you be the best you can be, dance and personal writing. All of the presentations have been enthusiastically received by both the middle school students as well as the administration.

Our work with the high school students was especially rewarding this year. We
developed a relationship with Kim Domocilio (SLCC representative at West High) and we were able to work with and place four young students in higher education. Three students (all refugees) will be attending SLCC their first two years. This decision was based on Kim Domocilio and Kim Hall assessing their writing skills and encouraging them to utilize the resources available at SLCC. We did have a huge success with Vangie Manzanares, who will be coming in as a Utah Opportunities and Chartwell’s Leadership Scholar. The final tally of our Go Girlz college attendance rate is the following: four University of Utah students, three SLCC students, and one student who is attending Weber State.

Throughout the year we provided ACT tutoring and testing for seven high school students. I worked with five seniors with their applications, FASFA, scholarship applications, and personal statements. Kim Hall met with two sets of parents to assist them with their planning. We also collaborated quite successfully with the Writing Center in the Marriott Library. They provided tutoring for the writing portion of the ACT test.

We also had a very good showing of tutors/mentors for the Go Girlz Community Initiative with 16 U of U students participating. We also assisted most of those students with scholarship applications, letters of recommendation, job hunting, and general U of U troubleshooting.

**WRC Fundraising**

I feel this has been a fairly successful fundraising year for the WRC given the disruption in the office. We were able to do a Letter of Giving in the fall which generated approximately $1,200 in donations. Just as importantly the mailings allowed us to harvest the names all of the previous donors and update the list to bring the information in the present day.

Additionally, we received the following from grants:

- Castle Foundation--Emergency $3,000
- Simmon’s Foundation Scholarship $18,000
- Sorenson Legacy Foundation--Scholarships $20,000
- Michael Foundation $10,000
- Dee Foundation Go Girlz $3,000
- Sorenson Legacy Foundation Emergency $10,000
- Ashton Family Foundation-Scholarships $10,000

**On-going Education**

Kim Hall attended a Training/Grant Writing Workshop in the fall at the SLC Public Library and was awarded the USFR Fundraising Day Scholarship in the spring.
Alumni Association Emergency Grant Collaboration

In the spring Kim Hall was contacted by Nanette Richard’s with the Alumni Association and was approached with the offer to essentially be the ‘filter’ for $10,000 in emergency grants for female students in need. Through this relationship we were able to assist three students with emergency funding that essentially allowed them to continue on here at the University.

Center for Disabilities Services

- Sorenson Legacy Foundation $20,000 Scholarships
- Sorenson Emergency Funds $10,000
- Dumke Foundation--$7,700 Software

Professional Women’s Fundraising Committee

We initiated a committee of professional women in the SLC and Park City communities to serve as ambassadors to the WRC. Kim Hall will serve as the organizer of this committee. Currently there are five women who are committed to working as ambassadors for the WRC in our goal to raise discretionary funds.

Additional Projects

Last summer Kim Hall traveled to Ghana, West Africa, to film the Barakuma Project, which is a part of the U of U’s International Medical Alliance program through the College of Medicine and the College of Public Health. Kari Ellingson approved this as University related project.

Upon returning, Barb Snyder awarded her $3,000 to complete the development video for the College of Public Health/International Medical Alliance. This video was completed in November 2007 and has been used by Steve Alder, PhD, to raise personal and corporate funds. She recently met with Dr. Alder and he conveyed to her that he had taken the video to Pres. Young’s office. He felt the video was able to assist him with giving him a ‘look and feel’ of the Ghana project and that President Young approved a new office and program that addresses the International Medical Alliance’s programming goals

Administrative Assistant

The office became fully furnished during the later part of the fall 2007 semester. In October we received two cubicles for the Administrative Assistant and an open cubicle equipped with a phone and computer to be utilized by our graduate assistant, work-study student, practicum students, and volunteers.
In addition, we set-up a work-station in the back of the Women’s Resource Center which mainly be used for students but will also function as an overflow work-area for our growing staff.

We also received furniture for our waiting area which has been a nice addition to the Women’s Resource Center. This provides a semi-private space in which clients may sit and not be out in the open as it was with our old space. We purchased five new computers that have been distributed throughout the center.

Scholarships & Emergency Funds

For the 2007-2008 school year we awarded 61 scholarships. Scholarships went to non-traditional students, single parents, graduate students, and women of color.

Despite some this years challenges with scholarships, we continued our relationship with Academic Outreach and Continuing Education to administer the Osher Re-Entry Scholarship. We successfully campaigned to the Osher Re-Entry Scholarship board to allow part-time students to apply for the scholarship as many students over the age of 25 do not attend school full-time (nor do they have the resources to). The board agreed and we were able to reach more students because of this change in policy. We were also preparing to apply for the endowment in the 2008-2009 school year. However, the Osher Re-Entry Board was impressed by the way we had administered the scholarship and extended the offer to apply for the endowment a year early. During the summer, we were notified that we had received the $1 million dollar endowment.

On-Going Scholarship Donors for 2007-2008

- Pete and Elana Harmon Scholarship ($38,000 for 10 scholarships; $3,800 each)
- Mary Cherry Roberts Moslander Graduate Scholarship ($7, 500 for 5 scholarships; $1,500 each)
- Osher Re-Entry Scholarship ($50,000 for 20 scholarships; $1,500 - $2,000 each)
- Sunshine Lady Foundation ($4,000 for 1 scholarship)

Emergency Funds

This year we awarded $5, 901.86 in Emergency Funds to 11 students. These funds went to Housing, Admissions, Books, Transportation, Tuition, Healthcare, and Academic support. Each year we continue to get more requests for Emergency Funds but we frequently have to turn students away for lack of funds. It is very difficult to turn students away who are requesting assistance as it leaves us wondering how not having these funds will affect their educational outcomes.
Necessary items such as food and housing may take priority over education, resulting in students deferring their education. This situation becomes even more likely when students have families to take care of.

**Volunteers**

This year we had several students who were interested in volunteering. However, only two volunteers followed through with the process:

Desiree Buck – Four hours a week, for 18 weeks = 72 hours, answered phones, greeted clients, and aided with office management and organization.

Laurel Duncan – 20 hours a week, for six weeks = 120 hours.

**Assessment**

Assessment continues to be a challenge year after year. Our current system of tracking clients, guests and visitors, which involves the use of a contact form, is inadequate. The contact form serves the purpose of recording the amount of referrals and assistance provided to walk-ins or callers seeking services. Given that the WRC does not have a full time receptionist, the documenting of requests is inconsistent at best.

As a result, our current system does not fully capture the scope of services requested from the WRC. It gives a small glimpse into the requests received from students, staff, faculty, and the surrounding community. The data for this is as follows:

<table>
<thead>
<tr>
<th>METHOD OF CONTACT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHONE</td>
<td>69</td>
</tr>
<tr>
<td>IN PERSON</td>
<td>25</td>
</tr>
<tr>
<td>WEB-SITE</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHO IS CONTACTING?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>30</td>
</tr>
<tr>
<td>STAFF</td>
<td>7</td>
</tr>
<tr>
<td>FACULTY</td>
<td>0</td>
</tr>
<tr>
<td>COMMUNITY</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSISTANCE NEEDED?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>15</td>
</tr>
<tr>
<td>Scholarships</td>
<td>9</td>
</tr>
<tr>
<td>Non-Traditional</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>Housing</td>
<td>1</td>
</tr>
<tr>
<td>Divorce</td>
<td>3</td>
</tr>
</tbody>
</table>
### Domestic Violence
- 3%

### Sexual Assault
- 2%

### Body Image
- 1%

### Financial Aid
- 3%

### WRC Programs
- 9%

### Other
- 49%

<table>
<thead>
<tr>
<th>ASSISTANCE GIVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRC</td>
</tr>
<tr>
<td>UCC</td>
</tr>
<tr>
<td>Campus</td>
</tr>
<tr>
<td>Off Campus</td>
</tr>
</tbody>
</table>

The majority of the contacts are made via telephone. As mentioned earlier the Women’s Resource Center currently does not have a full-time receptionist to handle the volume of calls, guests, and requests received. However, the Women’s Resource Center has been resourceful in securing a part-time receptionist, work-study student, and BSW intern. These three individuals are integral to handling the large call volume, allowing staff to focus on other areas. Without them, a significant part of our administrative assistant’s daily duties would involve providing assistance to these individuals as well as performing her job duties. Having these three positions in the Women’s Resource Center provides her valuable time to focus on other duties.

Throughout the upcoming year, we will continue to re-evaluate the area of assessment. We hope to develop a clear system that will provide us with accurate and consistent data.

Assessment has not been addressed effectively in our office. There was a significant amount of time this year focused of the relocation of the WRC, integrating and training our new administrative assistant and making sure that we were able to meet the needs of students, our division and the University as a whole. We have continued to discuss the importance and need for assessment and look forward to working with Stacy Ackerland in the upcoming academic year.

### Staff

The current Women’s Resource Center staff includes:

- Debra S. Daniels, MSW, Director
- Nakita Swanigan, BA, Administrative Assistant
- Kristy K. Bartley, Ph. D., Counseling Coordinator (.75 FTE)
- Kimberly Hall, MFA, Program Coordinator (.75 FTE)
- Donna Hawxhurst, Ph. D. Counseling Consultant (.25 FTE)
Each year brings new practicum students to the WRC to work as part of our staff. These students provide the majority of individual counseling sessions and all practicum counselors co-facilitate support groups with a staff member or staff associate. The students for 2007 –2008 were:

- Eva Malia, Counseling Psychology Student
- Sidnie Olsen, 2nd year MSW student
- Candace Christensen, 2nd year MSW student

**Awards and Professional Achievements**

Donna Hawxhurst, served as the National Collective Coordinator of the Association for Women in Psychology.

Debra Daniels, College of Social Work: Clinical Faculty of the Year 2007-2008

**Committees**

Donna Hawxhurst
- "Love Your Body Week" Committee
- Student Athlete Wellness Team, continuing involvement and consultation with AWP Utah.
- LGBT Resource Center Advisory Board

Kim Hall
- Chair – Retention Committee
- LGBT Pride Week Celebration Committee

Kristy Bartley
- Women’s Week Committee
- HRE Social Justice Committee
- South Valley Sanctuary Board of Directors – community committee

Debra Daniels
- Residency Appeal Committee
- PCSW ex-officio member
- Search Committee for AVP for Student Diversity and Equity
- Rev. France A. Davis Scholarship Committee – community committee
- Search Committee for Director of Bennion Center
- HRE Social Justice Committee
- ACLU Board of Directors – community committee
Presentations

Donna Hawxhurst
- “Issues in Counseling Women.” Presentation to Multicultural Counseling Course in Counseling Psychology Program (April, 2008)
- Facilitator for WRC workshop on race & privilege, Conference on Social Awareness, Saturday, Jan. 20, 2007
- Presenter, AWP 08 Conference Roundtable: Expanding the Training and Practice of Feminist Multicultural Therapy with Eva Malia.

Kristy Bartley
- Everything I Know About Relationships I Learned from the Movies, (and in classrooms throughout the year)
- COSA, Privilege and Power in America: Race Matters (staff)
- SORORITIES, Red flags in relationships
- AWP Assoc. for Women in Psychology, 21st Century Racism and White Privilege
- SOUTH VALLEY SANCTUARY STAFF RETREAT, Understanding our Multiple Social Identities
- PROJECT REALITY, Understanding our Multiple Social Identities
- NOMAS, Using an Empowerment Model in Counseling: Feminist Multicultural Political Analysis and Action

Debra Daniels
- Honors faculty training, How to Facilitate Difficult Dialogue
- Feminist Therapy Seminar class, Race and Privilege in a Therapeutic Setting
- SOUTH VALLEY SANCTUARY STAFF RETREAT, Understanding our Multiple Social Identities