

Women's Recognition Banquet Nomination Form - 1999

Nominee Information (self-nominations are welcome):

Name _____ circle one: undergrad grad staff faculty

Telephone _____ Department _____

Address (campus or local) _____

Nominator Information:

Name _____ Telephone _____

Address _____

Why did you choose this woman for recognition?

Specifically, what academic, research, or service activities has the nominee engaged in?

What are the nominee's contributions to the University Community and beyond?

Please speak to the nominee's current or future leadership potential.

How has this woman demonstrated a commitment to diversity?

Please return this nomination form by **March 26th** to the Women's Resource Center in **McKee 539A**. Attach additional pages as needed.

DOES ANYONE CARE??

by Patty Roberts
Associate Director, WRC

Who cares about childcare on the UNC campus? You might be saying to yourself, "I don't." If it doesn't seem applicable to your life right now, I invite you to take an imaginary journey into your possible alternative life or your future. What if . . . In your sophomore year you met/meet the "love of your life" and quit school to: a) travel, b) get married, c) hang out, d) any or all of the above? What if . . . You take time off from school because you're not really sure why you're here or what you want to study, and finally get it all figured out 10 years later, by which time you have two small children? What if . . . You met/meet the "love of your life", get married, have a baby, and both decide to stay in school? You get the idea - all kinds of circumstances occur in people's lives that can't be predicted or compartmentalized into neat little timelines. Bringing children into your life doesn't mean putting everything else on hold. If you're not a parent, try to imagine what it feels like to turn over the care of your precious, helpless child to someone else you can trust, so you can concentrate on your studies.

The likelihood of this happening to more students is increasing, as indicated by the demands for child care services on campuses across the U.S. A 1995 national survey, conducted by the University of Wisconsin-Stout, showed that 65% of four-year schools with both graduate and undergraduate students offer some kind of campus-based childcare program. Services include full-time, half-day, flex-time, and drop-in options. The majority of these programs provide care for infants to pre-kindergarten age children, although after-school care is provided by 22% of those responding to the survey. The average campus-based childcare center can serve 76 children but large centers accommodate several hundred.

The UNC Campus ChildCare Center is about average, currently enrolling 70 children in five different programs. It is located in the south end of the Lab School building. The Center serves students and faculty; however,

student parents are given priority for existing openings. Licensing requirements, based on square footage available for different ages of children, determine how many children the Center can have enrolled. OK, so we're average, that's not a bad thing to be. Are the needs of the students being met? Not likely, considering there is an average waiting list of 80! Even that number does not reflect the true unmet need for childcare on campus because most likely there are parents who have gone elsewhere for childcare.

This year, about two-thirds of the student parents are undergraduates; the remaining third are graduate students. Approximately 60% of the student parents are in the low-income bracket (some are married and some are single). At the same time, the



percentage of "non-traditional" (you are considered to be a non-traditional student when you have responsibility for a child/children, even if you are 19!) students is increasing. There are many younger faculty members also coming on to the scene. Whether low-salaried part-time faculty, instructors, or tenured professors, many of them need quality childcare too.

Quality is an essential value of the UNC ChildCare Center. This is monitored in a number of ways. One way of measuring quality of care is through the annual parent satisfaction survey. Licensing requirements dictate a high ratio of care providers and teachers to children, as well as a safe physical environment. The USDA provides partial support for nutritionally sound "hot-lunch" programs, and the food preparation is monitored through health department inspections. The

Center is also in the process of becoming accredited through the National Association for the Education of Young Children. A parent advisory board works actively with the Director, Jean Meyer-Scott, and the Center staff, who are dedicated to providing a loving environment and age-appropriate developmental activities for all their "little-ones".

Funding for the Center comes from a number of sources, primarily parent fees. The past couple of years, the Center has also participated in fund-raising efforts through the UNC Foundation. The donations from supportive members of the Greeley community have provided funds to replace and update developmental toys and games. In addition, the Center receives student fee funding and a partial government subsidy for the "hot-lunch" program. Some students wonder why their student fees should be used to support childcare when they don't have any children. Perhaps for the same reasons there is value in student parents paying for the Recreation Center, chess club, intramural sports, KSRX radio, or any of the other activities in which they can't or don't have time to participate in. While such activities made available for "traditional" students are created to enhance life as a student, childcare is a necessity for parents to be students.

Another vital contribution the Center makes to the UNC campus is as a participation, observation or research laboratory for over 930 students a year. The site also provides over 5600 hundred hours a year of student employment.

The involvement of the Center with student parents, faculty, and with students through their academic studies, has shown it plays an important role in the UNC community. We need a larger childcare center to meet the needs of our community. If we value education for parents and the idea that "children are our future", I hope the answer to the question, "Who cares about childcare on the UNC campus?" is, we all do.



How To Be A Successful Graduate School Applicant

Vanessa Ewing
Staff Associate, WRC

Graduate school admission is extremely competitive. Getting into any graduate school, much less the graduate school you are interested in, takes a great deal of time and effort. There are several things you can do as an undergraduate to make yourself marketable for graduate school.

First, make sure your grades reflect the good student you are. Graduate schools want to see at least a 3.25 G.P.A., but most prefer a G.P.A. above a 3.5. If your grades are low, make sure they are not lacking in the area of study you are applying for. If you want to be a counseling psychologist, make sure your psychology course grades, especially in counseling psychology courses, identify you as an exceptional student.

Campus and community involvement in your area of study is also crucial. Join student groups in your academic area, take a part-time job in the area you are interested in, and do volunteer work. A graduate school application committee wants well-rounded, dedicated students. Make sure you can be identified as one of the students they are looking for in these areas.

During the last two years of your undergraduate education, start identifying professors and employers that would be willing to write good, strong letters of recommendation for you. A letter that will help you get into graduate school requires that your recommenders be those who you have had several classes with, have worked with, and have spoken with on a

more personal level. Most schools ask for three letters of recommendation, so try to make these letters limited to your focus. For example, if you are applying to a graduate program in Gerontology, it would be preferable to get at least one letter from a professor who can attest to your strong academic abilities and one letter from an employer / supervisor from a job you held related to the aging population.

The third area that graduate school committees often weigh heavily when deciding on whom they will admit to their programs is graduate school tests: the Graduate Record Examination (GRE), Law School Admissions Test (LSAT), and Graduate Management Aptitude Test (GMAT). A large portion of graduate schools require the GRE. The GRE is similar to the ACT and / or SAT you may have taken to get into college as a freshman. The test is at a more advanced level. It is designed for those who are getting close to the end of their undergraduate career or have already received their degrees. Some preparation time with test books, practice tests, or classes can certainly help. In my opinion, however, while test scores can improve, it is highly improbable that one could move from a very low score on a graduate test to one of the highest scores.

Many students, especially females, are particularly fearful of the graduate school examinations. Because of this fear, it is extremely important to prepare ahead of time and to make all other areas of your academic career strong. If you are not confident that a high GRE score is possible, build up in

other areas; get the highest grades possible, join groups, get work experience, and build alliances with your professors.

Lastly you must fill out your graduate school applications. These are usually due approximately eight months before the academic year you are applying for. Therefore, if you are an incoming senior and want to go directly to graduate school, you should start selecting which schools you want to apply for in the summer between your junior and senior year at the latest, and ask the schools to send applications to you by that fall. Do not apply to just one graduate program. Depending on the program, you could be applying for one of five or ten spots against anywhere from fifty to five hundred other applicants. Apply to a wide range of programs in your area with some being more / less competitive. Highlight all of your strongest assets in your application and resume.

Do not fear speaking with professors about any questions you may have regarding graduate school. Your advisor is there to assist you and be a mentor. If you are uncomfortable speaking with your advisor, seek out other faculty who would be of more assistance and go to workshops offered on campus related to graduate school. Getting into graduate school does not take a genius intellect; it takes hard work, dedication, and perseverance. You can become a successful graduate school applicant. Just think, students may someday be calling you Doctor.

WRC Newsletter

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MISSION STATEMENT

The Women's Resource Center will work to clarify the status of women, value diversity, support women's networking, enhance women's safety, promote women's productivity, and increase understanding of gender issues.

Even though women are a numerical majority, society continues to create norms and to define success in male terms. Several developmental theories suggest that we must foster and affirm the experiences and realities of all students, or run the risk of damaging their development as persons. Because women as a group are so diverse, not all women students have the same needs. This is a center which not only tolerates, but affirms and celebrates women's diversity. In order to counteract negative stereotyping, it is valuable to bring women of various ages together in an atmosphere that encourages communication and networking for a common good. The Women's Resource Center is committed to providing, coordinating, and publicizing programs that enhance personal safety for all students. The center provides a means for women as a group to increase their self-esteem while "giving back" to the community as a whole their talents, perspectives, and particular strengths. Both women and men can benefit from explorations of their roles in society, including knowledge of role-conditioning and sex-role stereotyping. The WRC provides a centralized location for

A Short Note on the Founding of the WRC by Jerry Hancock

Seven years ago, in October of 1992, the Women's Resource Center Task Force began meeting. Its goal, as a subcommittee of the newly-formed UNC Commission for Women, was to envision an ideal center for women's programming on the UNC campus, and to explore possible means of funding such a program.

The task force members, representing students, staff, and faculty from many academic disciplines and campus organizations, met to share information and ideas. All the students

involved have graduated, and many of the faculty and staff have moved on, but their work endures and lives in the spirit of the beautiful WRC "home" on Tenth Avenue.

More than a dozen women, with at least a dozen different perspectives on: age, race and ethnicity, politics and social class, religious beliefs, and sexual orientation, volunteered their time in meetings that had as their single purpose to imagine, together, a resource center that could provide meaningful benefits for all the women of

the UNC community.

After six months of meetings and planning, the committee had its model. The program of the proposed center was to be built around addressing five general areas of concern:

1. Clarifying women status
2. Valuing diversity
3. Supporting networking
4. Enhancing safety
5. Promoting productivity

(continued on page 4)

COMING EVENTS

• Monday's 12:15-1:05 Lunch Series

• Oct. 11—Eating Healthy in College

• Oct. 18—Accept & Love your body

• Dedication Oct. 22

• Open House Oct 22

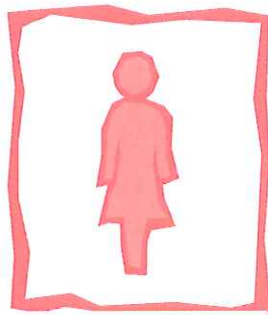
• Take Back The Night Oct. 28



*"It is better to die on
your feet than to live on
your knees."*

— Dolores Ibarruri,
"La Pasimara"

"Ann Quinn-Zobeck was
appointed interim
director for the center
on August 1 and since
then has worked hard to
create an environment
where all students feel
accepted and safe."



□ □ □ □ □ □ □ □ □ □
□ "Self awareness is
□ probably the most
□ important thing
□ towards being a
□ champion."
□ —Billie Jean King
□ Professional Ten-
□ nis Athlete
□ □ □ □ □ □ □ □ □ □

Words from Nancy Scott

Some dreams do come true! The reality of a new Women's Resource Center at UNC is one such dream that has been realized through the efforts of many beginning with the Women's Commission established by former President Robert Dickeson in 1991-92. Commission tri-chairs, Judy Jones, Julie Komzak Torrez, and myself invited all women who had an interest in women's issues to begin attending regular meetings and identify the needs of women at UNC. Several task forces were created, including one to look at the feasibility of establishing a Women's Resource Center. The center began operation in 1993 when, after a search process, Melanie Wilson was ap-

pointed Director. The Center was first assigned temporarily to limited space in Candelaria Hall, but nevertheless had the beginnings of a working office with administrative areas and a resource library. Soon thereafter began the quest for a permanent facility that would accommodate the needs of women for consulting, programming, research, and meetings, as well as provide an environment that would be supportive of all women by creating a "home away from home" atmosphere.

I left UNC to become Vice President and Dean for Enrollment Management and Student Affairs at Kent State University. The University continued additional fundraising and

friend-raising efforts. In the background from Ohio, I kept in touch with former students and staff as the building design and construction progressed. I was astounded when I received a phone call from Tom Barbour, Secretary to the Board of Trustee, informing me that the Board had just approved the naming of the new facility in honor of myself and Marcia Willcoxon, former Chair of Women's Studies Department and a close friend and colleague. What a thrilling moment for me and one that I will never forget! And now, just days away from the

(continued on page 4)

Ann Quinn-Zobeck — WRC New Interim Director

When Melanie Wilson left the Women's Resource Center this summer after a dedicated five years, the search for an interim director was underway. The woman chosen for the job has been at UNC for 11 years and is very well known on campus. Her dedication to helping the students is an inspiration for anyone who works with her. Ann Quinn-Zobeck was appointed interim director for the center on August 1 and since then has worked very hard to create an environment where all students feel accepted and safe.

Ann received her Masters in Rehabilitation Counseling in 1982 from UNC. She proceeded to work for the District Attorney's office in juve-

nile counseling for 5 years. She later went on to earn her PhD. in 1998 at UNC in College Student Personnel Administration.

Ann divides her time between the WRC and the Department of Student Life, where she is the Assistant Director. In Student Life, she works with the Drug Prevention Office, CARES (Center of Alcohol Resources and Education for Students), COPE (Center of Personal Education) and is the advisor for SPARK (Students Participating in Acts of Random Kindness, Community Services). Ann is dedicated to increasing student awareness of alcohol issues on and off campus. She also helps to further student involvement with community service is-

sues by participating in them herself. Ann also serves on the board of the Volunteer Resource Center for United Way.

The truly amazing thing about this woman is that despite her tremendously hectic schedule, she is always flashing that terrific smile and has time to talk with students. Her attitude, open-mindedness, and insight are inspirational. Despite her numerous duties, Ann always makes time to spend with her husband Dave and her daughters Katie, 13 and Meghan, 18.

Ann is excited to be the interim director and welcomes suggestions and insight from everyone.

Sharing in the Excitement

by Jeanne Willcoxon Rebhan

My mother was an incredible woman. Period. She fought her whole life against a disease which threatened to consume her and a society which threatened to negate her. She was an ardent feminist and whole-hearted humanist. She fought the good fight and overcame her enemies with piercing intelligence and trenchant wit. She left me with an example of what it is possible to achieve in impossible circumstances; she was, in fact (contrary to Marabel Morgan's definition), the Total Woman.

What my mother believed in, above all else, was respect for the individual. Whether the individual was tall, short, Chinese, blind, male or female made no difference, it was a human deserving respect and compassion. When my mother saw prejudice, she didn't walk silently away, she yelled, she screamed and she agitated until something was done. Needless to say, for my highly sensitive adolescent self, this was sometimes the last thing in the world I wanted my mother to do—yell, scream and agitate; however, now I am thankful for the lesson she taught me:

silence equals acceptance and prejudice can never be accepted.

That my mother formed the Women's Studies Program was a natural outgrowth of her concern for equality, in this case both for herself personally and for all women. She joined the university at a time when most women did not work and faced prejudice within and without the university. She did it all before doing it all became the norm, donning and doffing the roles of professor, mother, advisor, committee member, etc. as the case demanded. With humor as her weapon of choice, she tirelessly defeated all cases of chauvinism she encountered. When a telemarketer called our house and asked to speak to the "Head of the household," mother simply said, "I'm, sorry we have no talking toilets" and hung up. At another time a meeting was convened in the Arts & Sciences Dept. to vote on whether to change the title "chairman" to "chair" or "chairperson," the predominately male assemblage voted to retain the title "chairman." After the meeting a male col-

league of mother's asked her if she "...noticed the broad support for that vote—oh, Did I say 'broad'?" Not missing a beat, mother answered "Well, I hope what I said in my small way did prick your consciences—did I say 'prick'?"

That mother was an astounding teacher is known by all who were lucky enough to be in one of her classes. She loved her work and she was indefatigable in her efforts to Establish the Women's Studies Program at UNC. Her main concern was always that the program would continue to thrive at UNC. I know that she would be thrilled to see the Women's Resource Center, solidly built and firmly ensconced in the university. I am thrilled that my mother will continue to inspire generations of students and that this building will house countless others to come who will continue to fight the good fight, who will not be silent in the face of ignorance and prejudice and who believe, as my mother did, that intelligence joined with compassion can and must defeat obdurate foe.



"Health is the source of well being...or is it, well being is the source of health?"

—A woman

What do you think of the WRC?

"The comfortable atmosphere and accommodations provided for our group have made our meetings more relaxed and have allowed us to openly explore various areas of aging." Gerontology Club

"It offers support to women students, a place for everyone to feel safe regardless of race gender, sexual orientation, etc."

Marcia Willcoxon Top 20 Book List

In response to a request of top 10 recommended readings, Marcia Willcoxon responded with this: "I believe the following 19 entries basically list essential reading in regard to what the interdisciplinary feminist perspective involves and why these works are important reading for all women whether

or not they refer to themselves as Feminists or Womanists."

The following are an excerpt of list of her choices. The remaining will be printed in following issues, so keep your eyes open.

Allen, Paula Gunn. The Sacred Hoop, 1986.

Blea, Irene. La Chicana and the Intersection of Race, Class, and Gender, 1992.

Daly, Mary. Gyn/Ecology: The Metaethics of Radical Feminism, 1990.

Fox-Genovese, Elizabeth. Feminism Without Illusions: A Critique of Individualism, 1991.

FEATURE BOOK OF THE MONTH

Loude, Audre. Sister Outsider, 1984. Loudre was one of the foremost Black lesbian writers. In this piece she forcefully attacks racism and heterosexism. She died of breast cancer in 1992 but not before she was able to describe how she was among the many Black women who became a high incidence statistic in the long ignored need to find a cure for breast cancer.

Women's Resource Center

University Of Northern Colorado
Scott-Willcox Hall
1915 10th Ave.

Phone: 970-351-1492

Fax: 970-351-5555

Email: wrc@bentley.unco.edu

OPEN HOURS:

Monday — Friday 8am - 5pm

Tuesday - Open till 7pm

Sharing (cont.)

Dedication of the center, my excitement grows. I thank all those involved for this wonderful honor, and am privileged to be able to attend with Jean Willcoxon, Marcia's daughter.

To me, the Women's Resource Center signifies the hard work and dedication of a great number of women students, faculty, administrators, and staff and is a significant achievement for the University. Among other purposes, the Center will serve as a refuge for those needing support, or perhaps, just a cup of coffee or tea. But most of all, my continuing dream is that the Center will be a beacon of light for women to be proud of their gender, to motivate them to continue the cause of women's rights, to encourage for equality in pay and opportunities for advancement, and to serve as a reminder of the many women who worked very hard to make the Scott-Willcoxon Women's Resource Center a reality.

Celebrate Individuality, Diversity, Unity

WRC DEDICATED TEAM

Team Leader—
Ann Quinn-Zobeck

Team Players —
Kristen Araki
Ashley Bennett
Rachel Furlong
Erik May
Gaia Owens
Becky Schwartz
Roxanne Torres

The Women's Resource Center provides an environment for UNC students, faculty, and staff to come together and become informed and knowledgeable on various women's issues, share viewpoints and experiences, and gain support to empower themselves. It provides resources, information, referral, leadership opportunities, support, and quality programs to the university community at large.

The WRC also serves as a facility

for seminars, workshops, training sessions, and meetings. It is equipped with a meeting room, lounge area, kitchen facility, computers, printers, and a resource library for UNC use.

The Women's Resource Center is open Monday through Friday from 8 a.m. to 5 p.m., except Tuesdays we are open until 7 p.m.

To reserve a time slot, simply call 351-1492, but hurry slots are going fast.

\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ Women's Fellowships & Grants \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

Information available @ the Women's Resource Center

Dedication of Scott-Willcoxon Oct. 22 @ 2pm

The Women's Resource Center building will be hosting its dedication on October 22 at 2 pm. The University of Northern Colorado is dedicating the building to two outstanding advocates for women. Marcia Willcoxon is credited with establishing the Women's Studies program during her employment as a professor & coordi-

nator of Women's Studies from 1974-1992. At the time, the program was only one of three in the country. Today there are programs such as this at almost every university nation wide.

Nancy Scott's contribution to the resource center was equally beneficial. Scott supported

student's votes for the new building and strived to acquire private funds for it. Scott was the VP for Student Affairs from 1984-1995 and "was involved in student affairs and women's issues on a national level in addition to her dedicated work on campus," reports the Physical Review Naming Committee.

Events

- | | |
|-------------------------------|-------------------------------|
| 10/12 —4:30p Gerontology Club | —4:00p WRC Open House |
| 10/14 —8:00p GGLBTA | 10/26 —4:30p Gerontology Club |
| 10/15 —9:00a CSPA Workshop | 10/28 —8:00p GGLBTA |
| —8:00p Planet Bean | |
| 10/16 —9:00a CSPA Workshop | |
| 10/17 —9:00a CSPA Workshop | |
| 10/19 —4:30p Gerontology Club | |
| 10/21 —8:00p GGLBTA | |
| 10/22 —2:00p WRC DEDICATION | |

Founding (cont.)

When the task force members presented their work to the Commission for Women, permission was given for the group to pursue its plan to develop a budget and begin to explore funding options. The rest is "hersoty."

"When I think back, what I remember is a job well done by a small group of committed women who dreamed, struggled through their differences, and worked successfully to create a very large change in a small part of their world.