

WOMEN'S, GENDER & SEXUALITY
CENTER (WGSC)

Providing Advocacy, Resources, & Community

PROPOSAL
AND
FACULTY TASK FORCE REPORT

FACULTY SENATE TASK FORCE

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SUMMARY

GOAL: Establish a Women's, Gender, and Sexuality Center (WGSC) on the Galloway campus with a mission to serve the entire campus, including the satellite campuses via its webpage and other outreach programs.

WGSC MISSION: The WGSC will serve as a clearinghouse for gender, sexuality, and survivor resources on campus and provide a safe, welcoming space to enhance the quality of campus life. The WGSC will provide services aimed to:

- *Dismantle* all forms of oppression, including but not limited to discrimination based on ability, age, class, ethnicity, gender, race, and sexual orientation;
- *Advocate* for an equitable environment free from violence and harassment based on, but not limited to, gender, sexual orientation, and race;
- *Foster* an anti-racist, non-sexist, queer-affirmative safe space;
- *Coordinate* programming and educational campaigns related to women, gender, and sexuality.

WGSC PRIORITIES: The WGSC will provide:

1. Sexual harassment, sexual assault, interpersonal relationship violence, and bullying prevention advocacy, including the training and supervision of certified Osprey advocates;
2. LGBTQ resources and advocacy;
3. Pregnant and parenting student resources and advocacy.

RATIONALE FOR A WGSC:

Support Campus Diversity by Supporting Women and the LGBTQ communities:

- Women still make an average of 78 cents on a man's dollar and still lag men in key leadership positions.
- Pregnant and parenting students face enormous barriers to education.
- Almost one-quarter (23%) of LGBT staff, faculty, and students in a national survey reported experiencing harassment.
- LGBT respondents were twice as likely to be targets of derogatory remarks (61%).
- One-third of LGBT (33%) and transgender (38%) students, faculty, and staff have seriously considered leaving their institution.

Coordinate Existing and Provide New Resources: The WGSC would provide an efficient means to coordinate services and offer the college community a central location to access crucial resources.

Leadership Role in Anti-Violence Campus Initiatives and Training: Three percent of women on college campuses are sexually assaulted each year. Recently the White House formed a task force to help colleges prevent and respond to sexual assaults as well as hold colleges accountable when they fail victims.

Recruitment and Retention Investment: To remain competitive Stockton should join TCNJ, Ramapo, William Patterson, New Jersey City University, and Montclair, all of which have Women's Centers.

TASK FORCE RECOMMENDATIONS FOR COLLEGE SUPPORT:

- Support the establishment of the WGSC, including hiring an Assistant Director, providing support staff, and dedicating space.
 - Support the development of a campus grant for seed funding (e.g., release time for faculty/staff).
 - Support a permanent center's long-term resource needs.
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INTRODUCTION

A cooperative effort between Academic and Student Affairs, the report that follows outlines the Women's, Gender and Sexuality Center's mission, responsibilities, and required resources. The Faculty Senate approved the following charge for the Task Force on 28 January 2014:

The Task Force on the Women, Gender and Sexuality Center is charged to assist in expanding the current proposal's explanation of the Center's activities, staff, space and resource needs. The Task Force would interface with other agencies and organizations in an effort to identify potential challenges and clarify the role of the Center within the Stockton community. The Task Force will present the final proposal to the Faculty Senate for approval.

An ad hoc committee of faculty, staff, and students (membership list included below) started the original proposal that this Task Force is charged with completing. The ad-hoc committee formed in Spring 2013 when Kristin Jacobson served as WGSS coordinator (AY 2012-13). Student requests for such a center on campus, combined with the success of the interpersonal violence advocacy certificate program, and the gift of the Nancy Ashton collection of feminist books, prompted a formal call to action by faculty, staff, and students. The ad hoc committee successfully obtained a groundswell of support from both the Stockton and broader community for a WGSC via a Change.org campaign in Fall 2013 (<https://www.change.org/petitions/support-rscnj-women-s-gender-and-sexuality-center#>). The campaign exceeded its goal of 1000 supporters by 25 November 2013. To date, 1,329 people have signed in support of the WGSC for the Galloway campus.

ORIGINAL PROPOSAL COMMITTEE MEMBERS

Kristin Jacobson, *chair & Associate Professor of Literature*
 Luanne Anton, *Health Educator*
 Frances Bottone, *Director of Counseling & Health Services*
 Deeanna Button, *Assistant Professor of Criminal Justice*
 Elizabeth Calamidas, *Associate Professor of Public Health*
 Merydawilda Colon, *Professor of Social Work*
 Christy Cunningham, *Associate Director of the Career Center*
 Lauren Del Rossi, *Visiting Assistant Professor of Physical Therapy*
 Katherine Ditmire, *MSW Intern Therapist*
 Laurie A. Dutton, *Associate Director of Counseling Services*
 Betsy Erbaugh, *Assistant Professor of Sociology*
 Lauree Klein, *undergraduate student, liaison from Coalition for Student Engagement*
 Margaret Lewis, *Associate Professor of Biology*
 Maya Lewis, *Assistant Professor of Social Work*
 Nathan Long, *Associate Professor Creative Writing*
 Sara Martino, *Associate Professor of Psychology*
 Kyle Miceli, *undergraduate student, PRIDE co-president*
 Kristin Morell, *adjunct instructor in Social Work*
 Erin O'Hanlon, *Atlantic County Women's Center (community partner) & Activist in Residence*
 Rain Ross, *Assistant Professor of Dance*
 Kristen Slagle, *undergraduate student, PRIDE co-president*
 Daniel Tomé, *Assistant Director of Service Learning*
 Elisa von Joeden-Forgey, *Visiting Assistant Professor of Holocaust and Genocide Studies*
 Corrine Wilsey, *Program Assistant, School of Health Sciences*

WGSC NEEDS STATEMENT

Why establish a Women's, Gender and Sexuality Center on the Stockton Galloway campus? There are many motivations for establishing a center now, and the WGSC's full mission is described in the next section. The most important reasons include:

- **Centralized Clearinghouse that Coordinates New and Existing Resources:** A permanent center would provide a physical home and a focused 12-month professional staff assistant director for disparate, non-existing, and/or hard to find resources. The WGSC would provide an efficient means to coordinate services related to women, gender and sexuality and offer the college community a central location to access crucial resources. It would also offer a critical, new safe space for marginalized students who often feel they have no space or safe place in our community.
 - **Diversity Benchmark:** While no such center currently exists on a college campus in Southern NJ, Stockton is one of the few New Jersey state institutions that does not provide this vital resource for its community.
 - Kimone (BRIDGETON, NJ) writes on the Change.org petition: "I am a Stockton alumni, I feel Stockton truly values and embraces diversity, and I believe this would further demonstrate and emphasize Stockton College's commitment to a diverse learning environment."
 - **Inequality Still Exists:** More women now graduate college than men. In fact, the majority of Stockton students are women: 58% in Fall 2012. However:
 - Women still make an average of 78 cents on a man's dollar for doing the same work and still lag men in key leadership positions, such as the United States government: "Women hold 98, or 18.3%, of the 535 seats in the 113th US Congress—20, or 20%, of the 100 seats in the Senate and 78, or 17.9%, of the 435 seats in the House of Representatives" (source: Center for Women and Politics).
 - Pregnant and parenting students face enormous barriers to education: 61% of women who have children in community college do not finish their degree, and less than 2% of teen mothers who have a baby before age 18 get a college degree by age 30 (source: National Campaign to Prevent Teen and Unplanned Pregnancy).
 - Colleen (MULLICA HILL, NJ) writes on the Change.org petition: "As a female graduate of Stockton, I've personally experienced the devaluation of my professional skills in comparison to my male counterparts, based solely on my gender and the assumption that 'my responsibilities as a mother would get in the way' (even before I was one). We ALL deserve a fair and equitable chance to succeed based on our qualifications, not our irrelevant demographic boxes."
 - Dana (BROWNS MILLS, NJ) writes on the Change.org petition: "I am a Stockton student and I feel that a women's center would benefit women at Stockton in many ways by giving them added support and a place to discuss experiences only women go through."
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- **LGBTQ is an Underserved College Population** (source: *2010 State of Higher Education for LGBT People*):
 - Almost one-quarter (23%) of LGBT staff, faculty, and students reported experiencing harassment (defined as any conduct that interfered with the ability to work or learn). More than half of all LGBT faculty, students, and staff hide their sexual identity (43%) or gender identity (63%) to avoid intimidation. More than a third of all transgender students, faculty, and staff (43%) and 13% of LGBT respondents feared for their physical safety.
 - LGBT respondents were twice as likely to be targets of derogatory remarks (61%), stared at (37%), and singled out as the “resident authority” regarding LGBT issues due to their identity (36%) when compared with their heterosexual counterparts (29%, 17%, and 18%, respectively).
 - One-third of LGBT (33%) and transgender (38%) students, faculty, and staff have seriously considered leaving their institution due to the challenging climate.
 - Marlina (BRICK, NJ) writes on the Change.org petition: “I think this is something every college campus should have. Being a student at Stockton, I believe this center will benefit the entire Stockton community.”
 - **Stockton Should Provide a Leadership Role in Anti-Violence Campus Initiatives and Training:**
 - According to the U.S. Department of Justice, 3% of women on college campuses are sexually assaulted each year. In Fall 2012, female undergraduates numbered 4373 (58% of the total undergraduate population). This means the U.S. Department of Justice estimates that the number of sexual assault victims on the Stockton campus is about 131 annually.
 - According to *The Chronicle of Higher Education*, Catherine E. Lhamon, assistant secretary of education and head of the Office for Civil Rights, reports “Complaints of sexual assault have increased by 88 percent since the department issued policy guidance in 2011 reminding colleges of their obligations under federal civil-rights law to investigate and resolve reports of sexual misconduct” (Source: Libby Sander, “Colleges are Reminded of Federal Eye on Handling of Sexual-Assault Cases,” 11 Feb 2014).
 - Gloria (ATLANTIC CITY, NJ) writes on the Change.org petition that she supports the establishment of a WGSC: “Because I am a women, a mother of four daughters and about to graduate as a social worker and am excited about advocacy on women issues!”
 - **Student Demand and Interest:** students came to faculty with requests for a center, resulting in the establishment of an ad hoc committee. Their questions and initiatives related to a WGSC continue.
 - Service-Learning Projects: Two classes and three faculty members are completing service-learning projects in Spring 2014 directly related to the establishment of a center. A sampling of the projects include:
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- *Documentary Video*: The video features a variety of people that support the establishment of a center and why they support it. The video is available on YouTube: <http://youtu.be/DVkQw4JZvp8>.
 - *Tabling*: Students with laptops tabled at the Power to the V Festival events. Students explained the WGSC and ask people to sign the Change.org petition.
 - *Survey*: A survey about gender norms on campus, with additional questions about the resource center, is being created and will be administered.
 - Student Senate: The Student Senate voted in Spring 2014 to support the establishment of a WGSC.
 - Change.org Petition: Our on-line petition at Change.org also indicates the need for a WGSC (1,329 supporters to date). A number of self-identified current Stockton students as well as alumni wrote about why they support the establishment of a WGSC. The following is a sample of what they wrote:
 - Frank (SHIP BOTTOM, NJ): "I am an alumnus of the college and I am a feminist."
 - Nicole (MAYS LANDING, NJ): "As a working mother who attends college, it is challenging to do well in school. A support network such as this will hopefully make it easier for students with circumstances like mine and students with other challenges, to succeed."
 - Heather (OCEAN TOWNSHIP, NJ): "I attend this college and believe in its full success."
 - Nicholas (NORTHFIELD, NJ): "Stockton is a front runner in educating on this topic yet we do not have a physical place to support what we teach...the time is now!"
 - Donna (VINELAND, NJ): "Stockton Alumni-this will further the reputation of the college as a place that was an excellent experience for me and others."
 - Sara (GLOUCESTER, NJ): "Being a Women's, Gender, and Sexuality Studies minor at RSC sincerely changed my life. It's one of the many things the school should be proud of - it's full of dedicated staff and brilliant, ambitious students. Honor WGSS! Get more involved!"
 - Lauren (GALLOWAY, NJ): "Most other colleges in New Jersey have a center already and the fact that we, Stockton college, a progressive school don't have one is disheartening. There's an obvious need for the center in the community."
 - **Recruitment and Retention Investment and Support Tool**: Stockton should join TCNJ, Ramapo, William Patterson, New Jersey City University, and Montclair, all of which have Women's Centers, in providing visible support for at risk students.
 - Cori (BRIGANTINE, NJ) wrote on the Change.org petition: "The Women's Center at my school (University of Hawai'i at Manoa) was an open space with many resources for
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women and men. It was a place to catch your breath and feel safe. It advocated many causes on campus and ran several campaigns with other groups on the island. As a NJ native, I know many Stockton students and I think this would be a great addition to the campus, not just for students but also for the community.”

STOCKTON’S “SISTER SCHOOLS” AND STATUS OF A WGSC ON THOSE CAMPUSES

The College of New Jersey (TCNJ): Residential, liberal-arts school with approx. 7-8,000 students

- Office of Anti-Violence Initiatives & a **Women’s Center**: <http://www.tcnj.edu/~wmncentr/>

Ramapo: Residential, liberal-arts school with approx. 7-8,000 students

- Assault Contact Team (ACT) & **Women’s Center**: <http://www.ramapo.edu/womenscenter/about-the-center/>

Montclair: Second largest public university in NJ

- Center for Non-Violence and Peace Initiatives: <http://www.montclair.edu/peace/> & **Women’s Center**: <http://www.montclair.edu/womens-center/>

William Paterson: Twice the enrollment of Stockton

- **Women’s Center**: <http://www.wpunj.edu/womens-center/>

Kean: Twice the enrollment of Stockton

- No Women’s Center

Rowan: medium-sized, public state comprehensive research university, 13,349 undergraduate & graduate students

- **Multicultural, LGBTQ & Women’s Center Proposal**: <http://demandproficiency.wordpress.com/tag/project-3-blueprint-for-rowans-future/>

New Jersey City University: Public, urban, diverse, commuter, 8,703 undergraduate and graduate enrollment

- **Women’s Center for Equity & Diversity**: <http://web.njcu.edu/dept/womenscenter/Content/default.asp>

Rutgers-Camden: 3,700 undergraduate students and 1400 graduate students

- **Women’s Center listed in Campus Info and Services (no website for Center)**: <http://colleges.usnews.rankingsandreviews.com/best-colleges/rutgers-the-state-university-of-new-jersey-camden-4741>

Most importantly, the WGSC should be a priority investment because college campuses need to be safe and welcoming for all. While Stockton has some resources in place, the federal government recently acknowledged more needs to be done by higher education to address sexual violence. The White House formed a task force in January 2014 charged with assuring more is “done to assure safe, secure environments for students of higher education” (“[Memorandum—Establishing a White House Task Force to Protect Students from Sexual Assault](#),” 22 January 2014). Additionally, more needs to be done to assure a safe environment for LGBT students: “Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average” (Source: The Trevor Project). While Stockton lags behind other institutions of higher education in establishing a center to serve these needs, it can now become part of a dedicated federal movement to commit resources to addressing these disturbing problems in higher education.

WGSC MISSION AND PRIMARY RESPONSIBILITIES

The Stockton College Women’s, Gender and Sexuality Center (WGSC) has a two-fold mission. WGSC will serve as a clearinghouse for gender, sexuality and survivor resources on campus and provide a safe, welcoming space to enhance the quality of campus life. The WGSC is founded upon the conviction that issues related to victimization, gender, and sexuality are pertinent not only to women, but to everyone. The entire community should address problems such as sexual harassment, sexual assault,

interpersonal relationship violence, bullying, and homophobia and issues such as sexual orientation and parenting if we are to effect political and social change.

To accomplish its dual mission, the WGSC will focus on two priorities: advocacy and resources for our target constituents. The priorities and related responsibilities are as follows:

RESPONSIBILITY A: PROVIDE SEXUAL HARASSMENT, SEXUAL ASSAULT, INTERPERSONAL RELATIONSHIP VIOLENCE, AND BULLYING PREVENTION ADVOCACY, INCLUDING THE TRAINING AND SUPERVISION OF CERTIFIED OSPREY ADVOCATES

1. *Recruit and supervise campus advocates, aka 'Osprey Advocates':* Osprey Advocates are specially trained volunteers who support individuals of sexual assault through various systems—forensic exams, medical systems, police, or campus hearing board and legal proceedings. Advocates help to ensure that survivors know their rights and options, and that what the survivor wishes to occur is supported. How an advocate comforts a survivor varies, and may include reviewing options, checking in with other professional helpers, or making sure the survivor has all the information s/he needs.
 - a. WGSC Duties include:
 - i. Work with the Atlantic County Women's Center (TWC) and the Office of Service Learning to offer Osprey Advocacy training annually during Spring Break.
 - ii. Supervise trained, certified Osprey Advocates:
 1. Run monthly advocate meetings;
 2. In conjunction with TWC, provide ongoing supervision of student advocates and feedback to TWC;
 3. Organize "on call" hours and monthly student advocates schedule;
 4. Facilitate faculty supervision for student advocates who wish to earn independent study credit.
 5. WGSC Assistant Director would provide advocacy services when certified student advocates are not available, including additional referrals.
 - b. Change to Current Protocols: The Assistant Director of Counseling Services, who currently coordinates the advocate program, would no longer be responsible for the student advocate program. This would allow the Assistant Director of Counseling Services to focus on providing therapy to RSC students. The memorandum of understanding The Wellness Center has with TWC will reflect the new roles the WGSC would assume.

- c. Change to Current Protocols: The WGSC and Osprey Advocates would assume the advocacy work related to "[Healthy Relationships](#)" currently coordinated by the Wellness Center.
 - d. Impact on Campus Community: Since Spring 2013, over 75 advocates have been trained. During 2013-2014, ten advocates are actively volunteering on campus. Additionally, some certified advocates volunteer at off-campus locations.
 - i. In Fall 2013, certified advocates responded to four student incidents. One professional staff member responded to one additional student incident.
 - ii. While difficult to calculate, one incident, on average, takes four hours of advocate work, not including his/her transportation and transition time. Thus, the volunteer advocates saved over twenty therapy hours in Fall 2013, which were provided to other students by the Assistant Director of Counseling Services.
 - iii. Advocacy resources are key services for the campus community because not all survivors seek counseling; they do not perceive themselves as "mentally ill." However, survivors often need an array of support services not currently manifested in a single, centralized location on Stockton's campus. As a result, survivors may not seek services or may give up seeking support because they do not know where to go.
 - e. Difference Between Advocacy and Counseling: The advocacy provided by the WGSC and the counseling provided by campus Counseling Services are different services with distinct credentials and goals. Certified advocates provide trained peer support and empowerment by providing access to resources and information a survivor might require whereas a counselor provides clinical services focused on the mental wellbeing of the client. Advocates, for example, sit with clients while they complete police reports and offer support when a survivor undergoes medical exams. Advocates may refer a client to counseling for assistance dealing with the short and long term effects of trauma.
2. *Coordinate the campus Green Dot bystander intervention program in conjunction with The Division of Student Affairs*: The Green Dot program is "a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations- resulting in the ultimate reduction of violence." (Edwards, D.J., 2014).
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- a. Change to Current Protocols: The Assistant Director of Counseling Services, who currently coordinates this program, would no longer be responsible for the coordination of Green Dot. This would allow the Assistant Director of Counseling Services to focus on providing therapy to RSC students. The WGSC would take over the leadership role of Green Dot bystander intervention programming, which works toward sustaining behavior change to reduce violence across our campus community
 - b. Change to Current Protocols: The WGSC will collaborate with the Step Up! Stockton bystander intervention initiative that is coordinated through the Office of Student Rights and Responsibilities and also with the HERO campaign, which is coordinated by several campus departments.
3. *Work with the Atlantic County Women's Center (TWC), the Office of Student Rights and Responsibilities, Office of Residential Life, and Campus Police to assure the success of the two objectives described above:*
- a. The WGSC would serve as the primary unit responsible for prevention-oriented programming on campus, including arranging joint programming and training with the TWC.
 - b. The WGSC would refer appropriate cases to the Associate Director of Counseling Services, Office of Student Rights and Responsibilities, and/or to Campus Police for security concerns.
 - c. The volunteer Osprey Advocates support the Wellness Center by providing peer crisis advocacy, which allows paid campus counselors to provide counseling services to other students.

As outlined above, advocacy work related to sexual assault, interpersonal violence, and sexual harassment relies on disparate units (such as, The Wellness Center, Campus Police, Office of Affirmative Action and Ethical Standards, and TWC) to identify problems and strengths in the current sexual assault, interpersonal violence, and sexual harassment protocols. The WGSC would provide a new leadership role to assure communication and coordinate services across the College staff, community partners, and College advocates. The WGSC's Advisory Board (defined below) would be charged with regular assessment of these protocols.

RESPONSIBILITY B: PROVIDE LGBTQ RESOURCES AND ADVOCACY

1. *Provide resources and support for co-curricular programs and events for lesbian, gay, bisexual, transgender, and queer community members as well as LGBTQ allies:*
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- a. New Resource: Currently there is no College unit specifically charged with supporting the needs of the student LGBTQ community. The WGSC would provide crucial institutional support to LGBTQ students and student groups as well as LGBTQ allies.
 - i. Resources for LGBTQ are decentralized. Students questioning their sexual or gender identity may seek nontherapeutic support via student groups, allies, and mentors. The WGSC would provide centralized support and access to these resources.
 - ii. The WGSC would coordinate with the Stockton Pride Alliance to provide additional resources as well as enhance Pride Alliance activities.

2. *Develop and Coordinate a campus Safe Zone program*: A Safe Zone is a designated area and/or individual committed to providing an inclusive environment for the LGBTQ community and their allies: "Although it is unclear who first conceived of the 'Safe' idea, the earliest found is the Ball State University program called SAFE On Campus (1992) or Staff, Administration, and Faculty for Equality On Campus, which was implemented during the 1992-1993 academic year by the Lesbian, Bisexual, and Gay Student Association" (source: University of Illinois-Chicago, "[Safe Zone](#)"). Currently, a national organization does not "certify" campuses or workplaces as Safe Zones or provide a set of universally accepted guidelines. As a result, Safe Zone programs vary from institution to institution.
 - a. New Resource: No College unit is currently charged with Safe Zone training and identification.
 - b. New Resource: The WGSC would adopt or develop for the College Safe Zone guidelines and training as well as provide Safe Zone placards for display outside campus offices, meeting rooms, dorm rooms, etc.

RESPONSIBILITY C: PREGNANT AND PARENTING STUDENT RESOURCES

1. *Provide a Clearinghouse of Resources*: provide support for as well as resources and information related to pregnant and parenting student rights and responsibilities under Title IX.
 - a. New Resource: Currently little information is readily available via the web or other College publications outlining the rights and responsibilities of pregnant and parenting students. What is available is not easy to find: the WGSS program has a small list of resources available on their website, "[Family Friendly & Gender Neutral Spaces-Galloway Campus](#)." The WGSC would serve as a clearinghouse for information regarding students' rights and responsibilities and refer students to the Office of Affirmative Action and Ethical Standards to assure or adjudicate proper protocols for the student and College.
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MISSION, PRIORITIES, AND RESPONSIBILITIES SUMMARY

The WGSC's twofold mission and priorities would provide crucial resources and advocacy by:

- Facilitating discussions about gender, sexuality, and identity;
- Fostering intellectual and personal development; and
- Promoting equal and active participation on campus by all members of the college community.

By providing the above services, the WGSC supports the college's educational mission by confronting inequality, advocating change, and creating a safe environment that allows for the full integration and participation of all members of our community. The only center of its type in Southern New Jersey, the WGSC would also contribute to Stockton's distinctive status.

WGSC CAMPUS AFFILIATED FACULTY AND STAFF AND COMMUNITY PARTNERS

Similar to the Office of Service Learning, the WGSC and its assistant director would work with faculty, staff, student, and community partners to achieve its mission. The success of the dual mission described above depends on the WGSC's ability to assist with the coordination and support of related advocacy and awareness programs. To provide a fuller picture of how the WGSC would fit into the campus community, the following includes a list of College and community partners and their related and distinctive services:

- **The Office of Affirmative Action and Ethical Standards:** This office provides monitoring and coordinating services for Title IX. The office does little student outreach or co-curricular planning. The WGSC would provide new, student-centered resources and advocacy, referring students and employees to the Affirmative Action and Ethical Standards office when appropriate. For example, a pregnant student may initially seek advice about her rights and responsibilities from the WGSC and then be referred to the Office of Affirmative Action and Ethical Standards to assure or adjudicate proper protocols for the student and College.
- **Wellness Center:** The Wellness Center provides health, learning access, and counseling resources. The WGSC would coordinate and promote related services and programing, specifically:
 - His and Her Healthy Options Clinic
 - Counseling Services
 - Eating Disorders/Body Image

Reproductive health, counseling, and body image are key issues that span the heterosexual and LGBTQ communities. The above three related student services would continue to be handled primarily by Counseling and Health Services. The WGSC would coordinate as needed to assist with educational programing and advocacy related to sexual health, eating disorders, and body image concerns. It would refer students to Counseling Services as needed.

The basic guideline for distinguishing services is that the WGSC provides advocacy and support, not counseling therapy or health diagnosis. Cases involving medical issues (physical or psychological) would be referred to Health Services or Counseling Services respectively.

- **Women's, Gender and Sexuality Studies Program:** The minor provides curricular and co-curricular resources related to women, gender and sexuality. WGSS faculty may support the WGSC by supervising for-credit WGSC internships and encouraging WGSS students to participate in WGSC programs and initiatives. The WGSC would assist in the coordination of Women's History Month events.
- **Student Groups:** F.E.M.A.L.E.S., Coalition for Women's Rights and Pride Alliance. The WGSC would provide student meeting space and coordinate co-curricular programs.
- **Atlantic County Women's Center (TWC):** As a community partner, TWC provides domestic and sexual violence advocate training. As outlined above, the WGSC would coordinate with the TWC to provide these advocacy services and related programming. The WGSC would provide institutional support to maintain and enhance this community partnership.
- **Other Programs and Centers:** In the long and short term, the WGSC would advocate for a wide range of partnerships as part of its advocacy work, including but not limited to:
 - **Center for Digital Humanities:** Co-sponsoring opportunities for work connecting the digital humanities, gender, and/or sexuality.
 - **Stockton Center on Successful Aging:** Co-sponsoring opportunities for work connecting aging, gender, and/or sexuality.
 - **Office of Veteran Affairs:** Coordinate support for Stockton's veterans and active military related to gender and sexuality.

WGSC EXISTING AND NEEDED RESOURCES

To achieve the above mission and objectives, the WGSC would require the following:

1. **Priority Staff Positions:** The Task Force recommends the WGSC be created with the following essential staff positions:
 - a. **WGSC Assistant Director (U22):** 12-month position; reports to director of the Wellness Center or Counseling Center (or as otherwise designated by the College) Full job description below.
 - b. **Student Intern(s):** Semester appointments (unpaid); student interns report to the WGSC Assistant Director. Student interns may work with a faculty member and the WGSC Assistant Director to create a 1-4 credit independent study related to their work for the WGSC. The WGSC may also serve as an on-campus location for service-learning hours. Interns earning independent study or internship credit may count this coursework as a WGSS elective with permission of their preceptor and the WGSS coordinator and by securing a faculty independent study sponsor.
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- c. **Osprey Advocates:** Semester volunteers (see above); advocates report to the WGSC Assistant Director. Advocates may also work with a faculty member to create a 1-4 credit independent study related to their advocacy work. Advocacy work completed for credit may be counted as a WGSS elective with permission of their preceptor and the WGSS coordinator and by securing a faculty independent study sponsor.
 - d. **Support Staff:** 12-month clerk position responsible for office duties, such as answering phones, helping with promotional materials for programming, scheduling appointments for the Assistant Director; reports to the WGSC Assistant Director.
2. **Additional Staff Recommendations:** A skeleton staff is outlined above; the WGSC's effectiveness would be greatly enhanced with the following additional staff positions:
- a. **WGSC Assistant Advocate/Prevention Specialist (U-20):** 12-month position; reports to director of the Wellness Center or Counseling Center (or as otherwise designated by the College).
 - i. This individual would supervise the planning, coordination and assessment of either the Osprey Advocates and/or a series of other prevention/advocacy programs.
 - 1. Recruit, train and advise student volunteers/interns and Osprey Advocates.
 - 2. Provide workshops for the campus community, including prevention awareness workshops at orientations, club events and for classroom presentations.
 - 3. Establish and assess benchmarks for the campus climate related to interpersonal violence prevention and LGBTQ.
 - ii. Such a position is needed to sustain the growth of the Osprey Advocate program as well as other duties assigned to the WGSC.
 - b. **Graduate Assistant/Intern:** Semester appointment; reports to the WGSC Assistant Director. Graduate students from both the Social Work and American Studies programs would benefit from unpaid internships with the WGSC. Graduate students from other institutions in programs such as counseling, Women's, Gender and Sexuality studies, and social justice may also seek unpaid internship placement.
 - i. The graduate assistant/intern would be responsible for providing coordination support or developing new services, programing, and/or advocacy related to the Osprey Advocates, LGBTQ services/resources, and/or services/resources related to pregnant or parenting students. Graduate assistants/interns would apply to complete a specific project during their residency in the WGSC. Specific duties for graduate assistants/interns would depend on their area of expertise and interest and the project for which they are hired.
3. **WGSC Advisory Council:** Comprised of the WGSC's assistant director, WGSS coordinator (or other designated faculty member), Wellness Center staff member, Service Learning staff member, Affirmative Action staff member, TWC staff member, Campus Police, Student
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Rights and Responsibilities staff member, Residence Life staff member, and at least one student representative.

4. **Campus Space:** Safe space for survivors of sexual assault, interpersonal violence, harassment, bullying, etc. (including LGBTQ). Full description below, “(2) WGSC Office Space, Furnishings and Computers.”
5. **Budget:** Funds required to support the above programing. Full description below, “(3) Budget.”

DESCRIPTION OF EXISTING RESOURCES

The campus and community partners listed above as well as the student advocates and the Nancy Ashton library comprise the key existing resources. Student interns could come from a variety of disciplines, including psychology, health studies, social work, and WGSS.

The WGSC would provide an efficient means to coordinate these services and offer the college community a central location for all members to access these resources.

DESCRIPTION OF NEEDED RESOURCES

Given the WGSC’s primary mission to provide services to students and given that several of the key existing advocacy services are currently organized predominately by counseling and wellness staff, an obvious home for the WGSC is Student Affairs. Should this model be followed, the WGSC’s Assistant Director would report to the director of the Wellness Center or Counseling Center. Additionally, at other institutions of higher education student affairs is often charged with overseeing such centers.

Another model is to place the center under Academic Affairs as an academic support service. Academic Affairs at Stockton currently provides and conducts a range of advocacy work via The Center for Community Engagement and the Office of Service Learning. General Studies as well as other colleges and programs could provide curricular support as well as student interns to the WGSC. Support programs would include the WGSS minor and key related undergraduate and graduate degree programs, such as the MSW and American Studies graduate programs and undergraduate programs in Psychology, Literature, Sociology, and Communications—to name a few. Under this model, the WGSC Assistant Director would report to the Director of the Center for Community Engagement or the Associate Dean of General Studies.

The Task Force discussed advantages and disadvantages to housing WGSC under Academic Affairs or under Student Affairs. Whether the center is ultimately housed in Academic or Student Affairs, the Task Force moved forward with the assumption that the WGSC would most likely be incorporated into Student Affairs given its primary focus on student services. The Task Force is less invested in who the Assistant Director reports to than the work the WGSC will accomplish.

To create the WGSC and accomplish its mission, three key resources are needed:

(1) WGSC Assistant Director: This full-time position, akin to the director of community partnerships or the service learning coordinator, would direct all WGSC activities (described above), including student interns and Osprey advocate supervision, WGSC event planning, and community outreach and partnership-building. Additionally, the assistant director would serve on college committees, write grant proposals, and—depending on qualifications—teach workshops, seminars, and/or a course. A proposed job description follows.

Title: The Richard Stockton College of New Jersey Women’s, Gender and Sexuality Center (WGSC) Assistant Director

Job Description: 12 month, full time position. The Assistant Director is responsible for providing the vision for services and programming of the WGSC, which frequently require skills in counseling, advocacy, and referral. With appropriate credentials, the Assistant Director may teach one course a year in the Women’s, Gender and Sexuality Studies program.

Primary Duties and Responsibilities:

- Oversees the WGSC operations, including facilities, services, staffing, hours of operation, resources, programs, library, and referrals.
 - Recommends, administers, and monitors the WGSC budget.
 - Assesses WGSC goals, operations, and programs.
 - Prepares end of year report.
- Supervises and trains WGSC volunteers/interns and supervises Osprey Advocates, the volunteer campus domestic violence advocates.
- Works with campus and community partners to develop campus-wide education and advocacy programs, such as:
 - Women and gender issues awareness and outreach programs
 - Sexual violence awareness programs
 - Violence awareness/prevention training programs
 - Peer advocacy and counseling programs
 - Conducts Safe Zones trainings
 - Green Dot (Bystanders Intervention Programming)
- Represents the WGSC in orientations, First-Year Seminar Courses, and student activities fairs, and other campus events/programs.
- Designs and implements new programs and initiatives as needed.
- Maintains contact with county, state, and federal boards and organizations to remain up to date about laws, services, and protocols related to domestic violence, sexual assault, sexual harassment, and stalking as well as other relevant issues, such as LGBT concerns.
- Develops and maintains linkages with faculty, academic units, and campus wide committees with the intention of developing programs and services that support the mission of the WGSC and college, including current college initiatives.

Minimum Qualifications

- Master’s degree from an accredited university in an appropriate field, such as Women and Gender Studies, Social Work, or a closely related field.
 - Minimum 3 years experience working in a women’s or LGBTQ center, program, or shelter or another related program in higher education that relates to underrepresented individuals and groups, including women, LGBTQ individuals, or in equity or diversity program/department on a college or university campus.
 - Demonstrated success in developing, coordinating, and presenting programs that address gender and sexuality in an educational environment.
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- Demonstrated knowledge of gender equity and women's issues, dynamics of oppression, social justice and of social systems/social change literature and practices.
 - Experience working with and training students.
 - Experience with hands-on counseling.
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(2) WGSC Office Space, Furnishings and Computers: We recommend that the WGSC be allocated structurally flexible (customizable) space: approximately 500-1000 square feet with a 120-150 square foot private office. This allows the WGSC to reshape itself to accommodate student needs as those needs evolve through time. At minimum the WGSC requires two spaces to fulfill its mission:

- A common area that is a warm, inviting, and open area with comfortable seating and bookshelves, which could also house the Nancy Ashton library, and
- An office space for the Assistant Director. Ideally, the Assistant Director's office would have two entrances: a private entrance separate from the common area to assure confidentiality and a door opening to the common area.

In addition to the Assistant Director's office, the WGSC would benefit from having at least one more enclosed area where private consultation can occur. However, 1-3 private rooms in addition to the common rooms would be best. Students who are meeting with the Osprey advocates or seeking other support/resources may not wish to be on display, especially around individuals of different sexes, genders, or orientations. Pregnant or nursing students may also need a private area while they are visiting the WGSC. Additionally, when not in use by the advocates, student groups or individuals could reserve the room(s) for club meetings and study sessions.

Finally, the WGSC ideally would contain or be adjacent to a gender-neutral, family- and disable-friendly bathroom. The Task Force anticipates an increasing need for such bathrooms across campus if we truly are to be an institution that not only values diversity, but supports diversity.

The total cost for furnishing a new office space is approximately \$15,000 (based on comparable recent expenses related to the new Unified Science Center). Following a shared space model (as seen in Grants and Service Learning) would reduce these costs.

Office Facilities: The following are, at a minimum, the necessary facilities for the proposed WGSC*:

- Two phone extensions, one for the Assistant Director and one for the professional staff or general use
 - Three computers with individual Ethernet connections, one for the Assistant Director, one for the professional staff, and one for general use (the general computer could be a used model)
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- Personal printer for the Assistant Director (needed to maintain student privacy/confidentiality)
 - Desk with chair for Assistant Director
 - Desk with chair for professional staff
 - All-in-one printer for scanning, faxing, photocopying, and printing
 - Desk or table with chair for counselors, student workers, etc.
 - Sufficient couches and comfortable chairs for visitors to lounge in discussion (number is dependent on space)
 - A 60-inch round table with 5 chairs for more direct discussions
 - Projector (preferably portable on cart) with ability to hookup to room computers, laptops, tablets, etc. for display of informational materials, meeting audiovisuals, etc. both in the center or wherever needed on campus
 - Pull down or portable screen, visible from anywhere in room
 - Cabinet or shelving for office supplies and pamphlets
 - Multiple, lockable filing cabinets
 - Tables or shelving for displaying informational materials, prophylactics (e.g., condoms, dental dams) and information on their usage
 - Table or surface for coffee/tea area where visitors can get a snack to relax them
 - Coffee/hot water machine
 - Refrigerator (or two mini fridges) to allow for properly labeled student, faculty and staff breast milk storage in a separate, demarcated space from foods for adult consumption
 - Two mini fridges would allow that one be dedicated exclusively to breast milk and be appropriately labeled
 - One should have a freezer section to allow nursing moms to "recharge" personal ice packs used in the coolers that they use to transport the breast milk home.
 - 8 large, floor to ceiling bookshelves: needed to house the Nancy Ashton library as well as other feminist texts that WGSS faculty would like to donate.
 - Whatever is necessary to ensure proper wireless throughout the center

*Note: if an Assistant Advocate/Prevention Specialist and/or a Graduate Assistant or Assistants are hired, as we suggest, then a phone, computer, printer, desk, chair, etc., are necessary for each of them, as well. If the space is a standalone building, sufficient support personnel will be needed to staff the center.

Repurposed Space: The task force recognizes that space on campus is at a premium. The space described above would likely require one or more of the two new campus buildings (the classroom building and second science building) to be complete. While the Assistant Director would report to either the Director of the Wellness Center or the Director of the Counseling Center, the Task Force recommends that the WGSC exist as a separate space or suite of services. If connected with or housed as part of the Wellness Center or Counseling Center, a new suite or building that integrates space for these services would be required. In the meantime, existing space on campus may be inexpensively repurposed to provide an initial space for the WGSC and Assistant Director, providing staff support could be shared.

Existing spaces that could be repurposed to provide the current advocates with meeting and training space as well as current LGBTQ students with a safe space include: a quiet study room in the TRLC (or a similar space located in the Residence Halls), a classroom in West Quad adjacent to the

Wellness Center, an apartment suite in one of the residential buildings, or any other convertible space located in the main campus. Other temporary space, such as a trailer—which other programs (Sustainability) and offices (Human Resources) on campus have used for limited periods—provides another possible solution to the issue of tight space on campus.

Rather than wait a prohibitive period for a new office suite and delay the establishment of the WGSC, the task force recommends a temporary repurposed office and/or rooms be allocated for the WGSC's library/meeting space and/or for the assistant director's office. A repurposed office or room(s) would provide sufficient space to hire an assistant director and open the WGSC. A repurposed space would likely cost less than \$2000 to set up.

(3) Budget: WGSC events will require an annual event budget for speakers, training, and promotion; once established, grant funding may supplement event funds. Additionally, initial support for the WGSC should include the writing of a campus grant for seed funding. Seed funding for anti-violence programming may be available through U.S. Department of Justice Violence Against Women Act Campus Grant Program: <http://www.ovw.usdoj.gov/ovwgrantprograms.htm>. Immediate funding support might include faculty course release time and staff designated to write and submit the grant.

The following outlines the estimated start up and annual budget for the WGSC:

Description	Cost
Assistant Director, plus benefits (new, annual)	\$55,000-65,000
Assistant Advocate/Prevention Specialist, plus benefits	\$45,000-55,000
Support Staff (new, annual)	\$30,000-35,000
Student Interns (new, annual)	0
Osprey Advocates (existing, annual)	0
Graduate Student (new, annual)	0
Event Funding (new, annual)	\$5,000
Campus Office (\$15,000 new, \$1,000 annual)	\$2,000-15,000
Estimated Initial Budget (Minimum)	
• Assistant Director	$\$55,000 \times 50.75\% = \$27,913 = \$82,913$
• Event Funding	\$5,000
• Repurposed Campus Office	\$2,000
Total	\$89,913
Estimated Initial Budget (Maximum)	
• Assistant Director	$\$65,000 \times 50.75\% = \$32,988 = \$97,988$
• Assistant Advocate/Prevention Specialist	$\$55,000 \times 50.75\% = \$27,913 = \$82,913$
• Support Staff	$\$35,000 \times 50.75\% = \$17,763 = \$52,763$
• Event Funding	\$5,000
• Campus Office	\$15,000
Total	\$253,664
Estimated Annual Budget (Minimum)	
• Assistant Director	\$82,913
• Event Funding	\$5,000
• Campus Office Supplies	<u>\$1,000</u>
Total	\$88,913

Estimated Annual Budget (Maximum)	
• Assistant Director	\$97,988
• Assistant Advocate/Prevention Specialist	\$82,913
• Support Staff	\$52,763
• Event Funding	\$5,000
• Campus Office	<u>\$1,000</u>
Total	\$239,664

As noted above, benefits currently add an additional cost of 50.75% of the individual salary.

WGSC LONG-TERM GOALS AND VISION

The WGSC would coordinate existing resources as well as provide new services for the college community. Long-term goals based on identified campus community needs include:

- **National Advocacy Coordination:** Coordinate national awareness, prevention, and advocacy programs, such as Take Back the Night, Interpersonal Violence Awareness Month, and The Clothesline Project. While important to the long-term success and relevancy of the WGSC, the task force recommends phasing in the WGSC's involvement in national advocacy campaigns, including:
 - **Women's History Month:** Plan, coordinate, and publicize campus women's history month events.
 - This duty has been assigned informally to the WGSS coordinator, who does not have a budget to plan, implement, or promote Women's History Month.
 - **Eating Disorders/Negative Body Images:** Provide advocacy; coordinate activities for national activities such as Love Your Body Week.
- **Social Space:** "Safe zone" hangout space or place for social gatherings and meetings.
- **Gender Neutral Bathroom:** Currently there are only two gender neutral bathroom on campus (K-wing near the PAC and outside the Campus Center Theater); additional family/gender neutral bathrooms, which are also accessible to individuals with disabilities, are needed to enhance the support of campus diversity and accessibility.
- **Ally Resources:** provide support for a range of social justice issues. The WGSC recognizes that identities intersect across sexuality, gender identity, race/ethnicity, class, disability, age, veteran status, etc. As such, working with campus and community partner allies will be key to the long-term success of the WGSC.
 - The WGSC would provide co-curricular support for curricular and co-curricular ally programs, services, and student clubs, such as Women's, Gender and Sexuality Studies, Africana Studies, Latin American and Caribbean Studies, Holistic Health, Social Work, Psychology, the Stockton Center on Successful Aging, HOPE, CARE, BRIDGE, Office of Veteran Affairs, FEMALES, MALES, Coalition for Women's Rights, and Pride Alliance.
- **Leadership and Advocacy Training:** Provide co-curricular programs and resources to encourage leadership, especially leadership among underrepresented groups, such as community

leadership mentoring for women and minority students and/or a Stockton Big/Little Brothers/Sisters program.

- Targeted leadership training for underrepresented groups would supplement and support existing leadership opportunities: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=258&pageID=39>.
- **Lending Library and Reading Room:** The WGSC would house and circulate the Nancy Ashton Library of feminist texts (a collection of about 2000 titles)
 - This collection is temporarily housed in F218, an ARHU space that functions as the Creative Writing Lab, Center for Digital Humanities, and the South Jersey Culture and History Center. Currently, only faculty and students associated with those three groups have access to the collection. A permanent, accessible home for the collection is needed.
- **Peer Support Groups:** as the WGSC grows, peer groups may develop around shared needs and interests.
- **Residence Hall Resources:** Offer educational programming for residents and training for resident assistants.
 - The WGSC trained undergraduate Sexual Assault and Interpersonal violence advocates would provide this programming.
- **Faculty Resources:** Provide resources for faculty teaching and research related to gender and sexuality, such as a fellows program and/or links to funding sources.
 - No such resource targeting women, gender and sexuality currently exists on the Stockton campus.

CONCLUSION

The Task Force recognizes the WGSC would require a significant initial and long-term investment by the College. The Task Force respectfully submits that the benefits the WGSC would offer outweigh the financial costs and the creative use of temporary campus space that may be required before a permanent home for the WGSC can be established. The WGSC addresses pressing needs on the campus. For example, Counseling Services is experiencing significant difficulty in dedicating counseling hours to advocacy work. Yet, the federal government is making increasing demands on higher education to assure Title IX compliance and Cleary Act reporting. Advocacy provided by the WGSC would play a key role in student rights and responsibilities related to Title IX and campus sexual assault prevention. Additionally, the diversity of our campus would be supported through the resources offered for two underserved student populations: pregnant and parenting students as well as the LGBTQ communities. The WGSC would fill crucial gaps in coverage and services. At best, in an increasingly competitive higher education market, a failure to invest in a WGSC risks losing students to other colleges or universities. At worst, a failure to invest in the WGSC fails our students and their demonstrated needs. In the words of Kennis (WILLIAMSTOWN, NJ) in the Change.org petition, "I believe that this would be a positive move for Stockton to become an even more distinctive college."

STATEMENT OF SUPPORT

We, the undersigned, support the establishment of a Women's, Gender and Sexuality Center on the Galloway campus and support priority funding for this initiative.

Women's, Gender and Sexuality Center Committee:

1. Kristin Jacobson, *chair & Associate Professor of Literature*
2. Luanne Anton, *Health Educator*
3. Frances Bottone, *Director of Counseling & Health Services*
4. Deeanna Button, *Assistant Professor of Criminal Justice*
5. Elizabeth Calamidas, *Associate Professor of Public Health*
6. Merydawilda Colon, *Professor of Social Work*
7. Christy Cunningham, *Associate Director of the Career Center*
8. Lauren Del Rossi, *Visiting Assistant Professor of Physical Therapy*
9. Katie Ditmire, *MSW Intern Therapist*
10. Laurie Dutton, *Associate Director of Counseling Services*
11. Betsy Erbaugh, *Assistant Professor of Sociology*
12. Lauree Klein, *undergraduate student, liaison from Coalition for Student Engagement*
13. Margaret Lewis, *Associate Professor of Biology*
14. Maya Lewis, *Assistant Professor of Social Work*
15. Nathan Long, *Associate Professor Creative Writing*
16. Sara Martino, *Associate Professor of Psychology*
17. Kyle Miceli, *undergraduate student, PRIDE co-president*
18. Kristin Morell, *adjunct instructor in Social Work*
19. Erin O'Hanlon, *Atlantic County Women's Center (community partner) & Activist in Residence*
20. Rain Ross, *Assistant Professor of Dance*
21. Kristen Slagle, *undergraduate student, PRIDE co-president*
22. Daniel Tomé, *Assistant Director of Service Learning*
23. Elisa von Joeden-Forgey, *Visiting Assistant Professor of Holocaust and Genocide Studies*
24. Corrine Wilsey, *Program Assistant, School of Health Sciences*

Individuals (The following individuals sent emails to Kristin Jacobson asking that their names be added.)

25. Carol Rittner, *Distinguished Professor of Holocaust & Genocide Studies & Dr. Marsha Radicoff Grossman Professor of Holocaust Studies*
26. Elinor Lerner, *Associate Professor of Sociology*
27. Deborah M. Figart, *Professor of Education and Economics*
28. Linda Wharton, *Associate Professor Political Science*
29. Linda M. Janelli, *Adjunct Professor of Nursing*
30. Juan Tolosa, *Professor of Mathematics*
31. Dr. Gorica Majstorovic, *Associate Professor, Spanish*
32. Christy Goodnight, *Outreach Librarian*
33. Oliver Cooke, *Associate Professor of Economics*

Change.Org Petition (<https://www.change.org/petitions/support-rscnj-women-s-gender-and-sexuality-center>)

34. Over 1,300 supporters signed our petition on Change.org
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