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General Staffing and Center Changes

There has continued to be staffing changes at the Women’s Center. Our previous Program Assistant, Bryan Hulbert, left to pursue full-time employment. Eliza Farrow was hired as an LTE replacement in September 2014, and subsequently hired as the .58 FTE. With the new Program Assistant, there are new skills available to the Women’s Center. Eliza comes with a background in graphic design, which has enabled the Women’s Center to improve their marketing with visual aids.

Prior to January 2013, the Women’s Center’s hours were noon-4pm, Monday-Thursday, with extended hours for events and programs. Starting with the Spring 2013 semester, hours were changed to Monday-Friday, 10am-4pm, with extended hours for events and programs. We were thus able to increase our weekly hours from 16 hours a week to 30 hours a week. The Women’s Center office hours for the 2013-2014 year were 9am-4pm, and, thus, we were open 35 hours per week. This continued until July 1, 2014, when the summer hours changed to 9am-1pm. Office hours for the 2014-2015 academic year were noon to 4pm, M-F, and will stay consistent for the foreseeable future. The change in hours is reflective of the Program Assistant position changing from .90 FTE to .58 FTE. The Program Assistant is thus able to attend meetings outside of normal office hours for her additional .08 that is not covered by working in the office. The Women’s Center Director position remains at .50 FTE.
Reorganizing the Women’s Center

Creating a Secure Environment
The Women’s Center staff continues to work with Christine Miles and Dr. Carey-Butler to provide a new entrance to the Women’s Center, located off of Irving. Last year’s report indicated that changes would begin in Fall 2014 for a new entrance and a hallway connection to the rest of the Campus Center for Equity & Diversity. However, that project was unable to begin due to bids coming in over budget. The proposed project will hopefully get underway in the Summer or Fall of 2015, but with a decreased scope. The revisions would allow for a new accessible entrance, but may not include opening the hallway connection to the rest of the building. The staff at the Women’s Center would like to continue to thank Dr. Sylvia Carey-Butler, Dr. Carleen VandeZande, the Chancellor, Provost Earns, Christine Miles, JoAnn Rife, Chuck Hermes, UW System, and everyone else who has worked tirelessly to provide the Women’s Center with an improved entrance.

Women’s Center Library
This past year, through donations from the community, the Women’s Center continues to grow its library. We currently house 2,106 books relating to issues of gender. All of our books are now catalogued and searchable online by title, author, and topic, through LibraryThing. Each book is “tagged” with a series of subjects. The first subject indicates the location of the text within the library. All of the following subjects allow for a comprehensive search within LibraryThing. This indicates the interdisciplinary nature of the books in our library.

Lactation Lounge
There have been few visitors to the Women’s Center for the purpose of using the lactation room. There was a conscious choice not to publicize the lactation room until the remodel had been completed and we could determine if a lactation room would still be housed at the Women’s Center. However, with the decreased scope of the remodel, Women’s Center staff is working with a student advocate for breastfeeding to design a campaign to raise awareness of lactation rooms on campus, and specifically showcase the Women’s Center’s. This campaign will be unveiled Fall 2015.
Building Partnerships

Women’s Center staff has made a concerted effort to build partnerships across campus. Not only does this assist with funding, but it provides more varied ideas by networking with individuals in different fields, and increased attendance at events.

The Women’s Center has worked extensively with Danielle Jones, who is the Program Advisor for Reeve Union Diversity and Inclusion Programs (housed in Reeve Union). We now run a Feminist* Film Series with her and jointly created the Stand Up, Titans! bystander intervention workshop that ran Spring 2015. We have utilized the Feminist* Film Series to build relationships with other groups on campus and in the community, based on the topic of the film showing.

We have continued partnerships with UW Credit Union, AAUW, Diversity & Inclusion Programs, Career Services, and Office of Student Affairs to offer the $tart $mart workshop. Additionally, we created new partnerships to add Work $mart to our list of offerings, which assists alum and community members in asking for raises or title changes.

We have continued our national partnership with the group FORCE: Upsetting Rape Culture, following their well-received workshop on October 17, 2013. They returned to UW Oshkosh on August 18, 2014, for a public showing of the monument quilt. Notably, a photo of the showing at UW Oshkosh was on CNN.com (see Appendix A for a complete list of news coverage of the Women’s Center).

We have established new, or improved connections, with University Police, Inter-tribal Student Association, Department of Foreign Language and Literature, Dean of Students, and the Steinhilber Gallery.

The Women’s Center continues to network with various student groups and campus departments to find appropriate co-sponsorship for our programs. Evidence of this is outlined in our schedules for 2014-2015 (found in Appendix B). Additionally, we can demonstrate success in outreach by the guest lectures that have been requested of our Women’s Center Director. These are detailed in our outreach numbers (see Appendix C).

Student Groups

The Director of the Women’s Center continues to co-advice the Women’s Advocacy Council. Additionally, she undertook co-advising, and co-teaching, CARE for Fall 2014. She also became a co-advisor for The Sisterhood in Fall 2014, and continues to work with the group.

Integration into the USP as Community Partner

In addition to providing educational resources for all instructors, and specifically Quest instructors (see Appendix D), the Women’s Center Director taught a Quest III course entitled “You Don’t Belong Here”: Inclusivity and Diversity on University Campuses. Thirty students participated in the class and were partnered with the LGBTQ Resource Center, Women’s Center, or Multicultural Education Center. Each group created a marketing video for their community partners. The videos ranged in quality, but are available for use by the centers if desired. The Women’s Center has posted one of the videos in the “about us” section of the website. The video features various students who have utilized the Women’s Center, and includes Paula, a
nontraditional student, stating: “I don’t know if I would have stayed in school if I hadn’t have had the Women’s Center.”
Key Program Highlights

**Elect Her: Campus Women Win**

UW Oshkosh hosted its second annual Elect Her Program, through a partnership with the AAUW and Running Start. UW Oshkosh was the first in the UW system to offer this program, with UW Milwaukee following suit in 2015. Representative JoCasta Zamarripa and the Director of Operations and Running Start, Sara Blanco, were the keynote speakers this year. This leadership training program encourages young women to run for office, and educates them about the process.

UW Oshkosh’s participation allows for us to send a student to the National Conference for College Women Student Leaders at the University of Maryland, with travel, housing, and the conference fee paid for by the AAUW. Traditionally, this student would have been our student liaison for the Elect Her planning on campus; however, our liaison, Reginald Parson, was unable to attend. We therefore chose Brooke Berrens, who will assist us as the student liaison for Elect Her 2016. In total, three students actually attended the National Conference for College Women Student Leaders from UW Oshkosh. One applied for a scholarship through the national AAUW. Another was selected for a scholarship to attend, courtesy of our local AAUW Branch, Department of Education, Office of the Chancellor, and the Women’s Center. The student chosen for this scholarship was Sara Arafeh. In her written statement about the experience, she said “The three days I spent in Washington for the National Conference of College Women Student Leaders (NCCWSL) were the best days that I have ever had since I came to the United States.”

**Salary Negotiation**

The Women’s Center continues to partner with the AAUW, Wage Project, UW Credit Union, Reeve Union Diversity and Inclusion Programs, Career Services, and Office of Student Affairs to offer $tart $mart. New to this year, we raised money to obtain a license for Work $mart, also provided through the AAUW. New partners include the Office of Alumni Relations and the Office of Human Resources. Additionally, the project was given financial support by the Faculty Development Program at the University of Wisconsin, Oshkosh. Our first workshop was led by Evelyn Murphy, former Lieutenant Governor of Massachusetts and the woman who created both $tart $mart and Work $mart. She trained the Women’s Center Director, who led a workshop on May 28th. The AAUW is currently undergoing a revamping of the workshops, and is not training any new trainers until Fall 2015. However, the Women’s Center Director has chosen two new facilitators who will join the training team once the program is redone: Natalie Johnson from Alumni Relations and Jeanne Tondryk, who is an Oshkosh AAUW branch member. Dr. Murray’s work with the AAUW has been well-recognized because of her work to bring the salary negotiation workshops to Oshkosh. The Wisconsin AAUW described Oshkosh as a “hotbed of activity.” Dr. Murray continues to be requested to provide $tart $mart workshops on campus for classes, as well as for other UW system schools – providing two for UW Platteville in Spring 2015. For the six three-hour workshops conducted at UW Oshkosh, of the 99 participants who responded, 98% answered that they would “recommend participation in the $tart $mart negotiation training workshop to a friend” with either “somewhat agree” or “strongly
agree”. Additionally, for the 97 participants who responded to the question “has your confidence increased since attending this workshop”, 95% responded with yes.

We were able to provide two Work $mart workshops in the 2014-2015 year, training a total of thirty-two participants. Reviews for the workshop were overwhelmingly positive, with 100% of attendees saying that they would recommend this program to others.

Global Google Hangouts
The Women’s Center is continuing to offer two Global Google Hangouts each year. One term focuses more on domestic activists, with international activists if available, and one more on international activists, with some views from local activists as well. In Fall 2014, we hosted a Women in Politics panel, featuring Arpita Das, Ashlinn Masland-Sarani, and Deborah Russell. Arpita Das is from India and currently works as Programme Officer for the Global South Program at the Asian-Pacific Resource Research Centre for Women in Kuala Lumpur, Malaysia. Ashlinn Masland-Sarani is the Policy and Development Director at the Arc of Pennsylvania. Deborah Russell is a lecturer in taxation in the School of Accountancy at Massey University, New Zealand. She ran as a candidate in the New Zealand general election in 2014, and hopes to run again for election in 2017. This panel was filmed and is now included in the educational video section of the Women’s Center’s website.

The Google Hangout for Spring 2015 was on women and religion. Speakers included: Sheherazade Jafari, Sharon Winfield, Joy, Elaina Ramsey, Dr. Ebtihal Mahadeen and Evangeline Tsao. This panel was not filmed because of the concerns of some of our panelists (Joy, for example, is a pseudonym). It was conducted during the lunch hour, and we partnered with one class to ensure attendance. Elaina Ramsey is from the USA and is the Women and Girls Campaign Associate at Sojourners, a national Christian organization committed to faith in action for social justice. Sheherazade Jafari has, since the panel, received her PhD from American University. She conducted an in-depth case study of a Malaysian Muslim women’s rights organization called Sisters in Islam. Sharon Winfield is currently undertaking a Master’s Degree in Women's Studies at the University of York in the UK. Having spent 30 years in the Church of England, including as a lay worker, Sharon now identifies as a post-Christian with an interest in spirituality outside organized religion. She has studied feminist theology and feminism within the atheist movement and is currently preparing a PhD proposal on the church practices of ordained women. Joy was brought up in Southwest China, and is currently studying in the UK. She was exposed to different types of Buddhism and folk religion, and says she “survived through the fundamentally atheist Chinese education system.” Now a practicing protestant Christian, her goal is to transform patriarchal Chinese church culture to promote gender equity. Dr. Ebtihal Mahadeen, from Jordan, works at the University of Edinburgh's Islamic and Middle Eastern Studies department. Her work focuses on the intersection between gender/sexuality and media in the Arab world. Evangeline Tsao is currently conducting her doctoral research at Centre for Women’s Studies, University of York. Evangeline is interested in religion as a cultural practice, and she regards herself as an observer rather than a believer.

Owning Your Skills
Based on attendance the previous year, this program was offered only once, on October 15th. A class attended the workshop, so attendance was high at forty-four. Additionally, Dr. Murray
presented the workshop upon request for a class, in which there were an additional twenty-one attendees. This is a marked difference from the lack of attendance seen in the previous semester that it was offered. For the 2015-2016 school year, Career Services and the Women’s Center have decided to offer it upon request only so that attendance can be guaranteed. It is a highly interactive workshop, and thus requires that we have a large enough group for students to get the most out of it.

**Panels on Popular Culture**
We held one each semester (Gender in Horror Films and Gender in Gaming and Nerd Culture). These panels remain useful in developing understandings of media literacy and using the engaging medium of popular culture to discuss sensitive issues. The Gender in Horror Films panel was filmed and is available as part of the Educational Videos section of the Women’s Center’s website. The Horror Films panel was completely in-person, whereas the Gender in Gaming and Nerd Culture panel had two participants chime in through Google Hangout. The Horror Film panel included Brian Kirst (of Big Gay Horror Fan fame), John Pata (independent filmmaker), Aaron Jackson (UW Oshkosh student, who spoke on race in horror films), and Ashley Lamers (UW Oshkosh Alum, who was a Women’s and Gender Studies graduate and spoke on gender in horror films). The panel on Gaming and Nerd Culture included Scott Dercks (owner of House of Heroes Comics and Games), Aurora Cruz (founder of Ladies Geeking Out), Tony Bushner (MA student at Purdue University studying discourse and video games), and Lexi Szewczuga (former Secretary and Public Relations Representative of Oshkosh Gaming Society).

**Feminist* Film Series**
The Women’s Center and Reeve Union’s Diversity and Inclusion Programs continues to offer the feminist* film series, but have increased their request of co-sponsors in participating on panel discussion and in their visible support of the programs. For example, the first film showing of Fall 2014 was *How to Lose Your Virginity*. This film had very high attendance, with 169 in the audience.¹ We utilized this film to have a Safe Sex fair, in which we had booths from Planned Parenthood, the LGBTQ Resource Center, the Women’s Center, Reeve Union’s Diversity and Inclusion Programs and CARE. Students could go to the booths before and after the film to pick up information on safe sex, healthy relationships, the signs of unhealthy relationships, how to improve one’s self-esteem, genderqueer relationships, etc. The next film, *Polytechnique*, had panel representatives from University Police, CARE, Counseling Center, and Dean of Students. The film was about the Montreal Massacre, and provided an opportunity to talk about campus shootings and violence against women, healthy masculinity, what to do in case of an active shooter on campus, and general campus safety. The third showing for Fall 2014, was *Mansome*, with male students serving on the panel to discuss masculinity. In Spring 2015, it was decided that there would only be two film showings because of decreased attendance in the Spring of the previous year. *Dark Girls* was shown in collaboration with FIT Oshkosh, and provided an opportunity for students to learn more about racial literacy and racism. The second film, *Menstrual Man*, was shown as part of the Period Project (detailed information regarding this art exhibit can be found in the program proposal, provided in Appendix E). In Spring 2015, the Women’s Center Director was able to secure a $400 donation to show the brand new documentary *The Hunting Ground*. While not part of the Feminist* Film Series, the Women’s

1 It is important to point out the increased popularity of the film series. In Fall 2013, we showed three films for a total of 170 attendees. In Fall 2015, we had 391 attendees for three films.
Center worked with the Women’s Advocacy Council to bring this film to campus, collaborating as well with Office Of Alumni Relations, Beth Heuer (author of *Healing a Wounded Heart* and the financial benefactress for the program), and included panel representation from a sexual assault survivor who is still a student, Dean of Students, and Fraternity and Sorority Life. This film was added to the schedule late because it had just been released, the Women’s Advocacy Council was eager to show it, and a new partnership with the Office of Alumni Relations introduced Dr. Murray to Beth Heuer, who enabled the showing financially.

**Walk a Mile in Her Shoes® Oshkosh**

We continue to grow the list of cosponsors for Walk a Mile in Her Shoes® Oshkosh. This year, every cosponsor had a button designed for them with their input by our Program Assistant (see Appendix F). These buttons were used to demonstrate each co-sponsoring group’s investment in the Walk and were distributed at tablings and various events throughout the Spring term.

We raised $763.00 for our two beneficiaries: Christine Ann and Reach Counseling. The table below shows the breakdown of gender and group affiliation for attendees who registered.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>112</td>
<td>123</td>
</tr>
<tr>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>Student</td>
<td>Staff</td>
</tr>
<tr>
<td>203</td>
<td>26</td>
</tr>
<tr>
<td>Community</td>
<td>14</td>
</tr>
</tbody>
</table>

In 2014, the Walk a Mile in Her Shoes® Oshkosh planning committee instituted the “Sole Man” award to honor men who have worked to improve gender equality on campus. This year, the committee recognized four sole men: Lee O’Day, Emmet Sandberg, Courtney Bauder, Dakota Swank. These men were nominated following an email to the campus in which we asked for help identifying individuals who embodied the following principles:

1) Vocal promotion of gender equity

2) Demonstrated efforts to attend events that address gender equity so that they can further their own education about the issues

3) A recognition that working towards gender equity also means fighting other systems of oppression, like racism, transphobia*, and homophobia

4) A personal commitment to bystander intervention

Additional requirements:

All nominees should be self-identified men. We are grateful for all who support gender equality, regardless of their gender. However, this Walk is an opportunity for us to recognize male allies. We need male allies to end gender violence.

1) All nominees should be either staff, faculty, student, or alum at UW Oshkosh, or a member of the greater Oshkosh community.
2) All nominees will be asked to submit a 250-500 word summary of how they work to promote gender equity on campus. This will need to be submitted to the Walk aMile in Her Shoes® Oshkosh committee by April 6, 2015.

*Transphobia can be understood as the hatred or intolerance of those who do not fall within "a gender binary" or those who identify as transgender. Remember that when we talk of gender violence, we are not only talking of violence perpetuated by cisgender men on cisgender women, we are also talking about any type of violence against someone who is not the same gender as you are. Someone who is cisgender is someone whose gender identity is aligned to what they were designated at birth, based on their physical sex: a male bodied person who is masculine and a female bodied person who is feminine. There is a lot of privilege that is granted to cisgender people. There is also a lot of animosity toward, and misunderstanding of, people whose gender identities do not align with their birth sex. For instance, generally there is a lot of transphobia directed at transgender people. Walk a Mile in Her Shoes(R) at Oshkosh is not an excuse to mock men for wearing high heels, but an expression of solidarity that it does not matter what one wears, there is no excuse for gendered violence.

The above description of a sole man will be utilized in future years as the requirements for nominees

In 2014, the MCs were the primary people responsible for providing the educational component at the event, utilizing a script written by the Walk a Mile Committee. In 2015, we altered this because of the generous financial assistance of the Women’s Advocacy Council. With their support, we were able to get Jeremy Loveday as a keynote speaker. Courtesy of a $1,000 donation from UW Credit Union, we were also able to purchase more shoes for participants.

**Stand Up, Titans!**
Stand Up, Titans! is a bystander intervention workshop created through collaboration between the Women’s Center and Reeve Union’s Diversity and Inclusion Programs. The workshop is divided into three parts, targeting different key components of effective bystander intervention training. During the first section, participants utilize clickers (anonymized) to respond to a series of questions regarding the extent of sexual and domestic violence. Facilitators utilize these questions to articulate reasons as to why participants should invest in ending violence, and create an understanding of rape culture as a continuum – encouraging participants to investigate their own misconceptions of rape and domestic violence, as well as how they may have, unknowingly, contributed to rape culture. The second section familiarizes participants with bystander intervention strategies, providing examples and discussing the importance of utilizing a strategy that is safe. The third and final section is a role play activity, where participants try out different strategies, and facilitators, as well as other participants, provide them with feedback. These role plays also allow for a discussion of bystander intervention as a transferrable skill, which can be applied to other topics, such as racism, homophobia, transphobia, etc. The analysis, and justification of program design, is included in Appendix G. The Women’s Center and Reeve Union’s Diversity and Inclusion Programs will be meeting with Ameerah McBride in Summer 2015 to determine how the bystander intervention training will work moving forward.
The Period Project
Organized as part of Women’s History Month, the Period Project was an art exhibit that highlighted socio-political, health, cultural, and economic issues surrounding menstruation. As noted above, detailed information about the planning and justification of the exhibit is provided in Appendix E. Here, we provide a short synopsis of what was included in the exhibit.

The art on display at The Period Project was sourced from members of the community and campus. Monthly art jams were held in the Steinhilber Art Gallery to encourage discussion and the creation of art that met with the projected learning outcomes. Exhibit pieces included commentary on the history of feminine hygiene products, and what is available and used around the world. The stigmatization of menstruation, or the menstruating woman, was addressed by “the peep show” which discussed concealment of menstruation, and by the instillation of a chhaupadi (or menstrual hut where some menstruating women are sent in India and Nepal). Additionally, the piece “Which Makes You More Uncomfortable?” addressed society’s desensitization to violence and the continued stigmatization of women’s bodies, as does Tampon Run, the video game included that was made by two New York high school students who participated in a summer program called Girls Who Code. Another aspect addressed was the commercialization of menstrual products, looking at the way in which commercials and print advertising has changed (or not changed) over time. One area of the exhibit focused on the organs responsible for menstruation, which took the mystery away from the process and educated individuals on the physiology of menstruation. Environmental concerns were addressed in an embroidered piece entitled “Blood” and the photography of “Sustainable Menstruation”, which focused on the waste and cost associated with disposable products. A large embroidered quilt entitled “menstrual myths” addressed issues of intercultural knowledge, women’s history, trans inclusion, and healthcare, by presenting menstrual myths from history and around the world. There were several other pieces in the exhibit, including a timeline, a sculpture entitled “Eve’s Curse”, a reading corner with young adult books on menstruation and academic texts on the history of, and social response to, menstruation.

Keynote speakers
The Women’s Center worked with The Sisterhood to bring in Monique Caradine as part of Women’s History Month, where she presented The Black Woman’s Manifesto. The Women’s Center also worked with CARE to identify Laci Green as a speaker, and assisted in bringing her to campus. Laci Green addressed healthy and unhealthy relationship practices, as well as safe sex. The Women’s Center facilitated bringing in Tres Vidas, a performance group that addressed the three lives of Hispanic women. The Women’s Center also worked with the Women’s Advocacy Council, who brought Maysoon Zayid, a Palestinian American comedian with cerebral palsy, and Jeremy Loveday, known for his work as a male ally in the fight to end gender violence, to campus.

General Evaluations
For those who filled out the post-event evaluation, 99.3% responded to the statement “I would recommend future Women’s Center events to friends” with either “strongly agree” or “agree.” The majority checked “strongly agree”. The few cases (six out of 960 responses) in which there was a “disagree” or “strongly disagree” were at events in which we know that some were required to attend as a class, or for a class. Regarding the statement “I found the
facilitator/panelists to be engaging”, 99.2% checked either “strongly agree” or “agree”, with the
majority again checking “strongly agree”. There are similar trends here regarding those who
checked “disagree” or “strongly disagree” (eight out of 951 responses), with it often being
programs in which we know there was a full class in attendance, or strongly encouraged
attendance by students in certain classes. Sample feedback from each program is located in
Appendix H, with a discussion of what respondents would like to see from the Women’s Center
in the future, and common concerns raised by attendees.
**Marketing and Attendance**

We have continued our practice, begun in Spring 2013, to only allow events and meetings at the Women’s Center when staff can also be present. We have also maintained the practice of primarily holding Women’s Center events outside of the Women’s Center in order to increase visibility of events. We continue to associate Women’s Center events with the University Studies Program, targeting Quest I instructors to encourage attendance at events (see Teaching Guide in Appendix D). We saw higher attendance in Fall 2014 than in Spring 2015, this is detailed in the “who attends Women’s Center events” section below.

In regards to attendance at the Women’s Center itself, while we are still pleased with the number of visitations to the Center, visitation is down by 623 sign-ins. This is most likely due to several factors. Firstly, the Women’s Center is only open half the time that it was in the previous year, because the Program Assistant’s hours were cut. Secondly, only one student group (Women’s Advocacy Council) met at the Women’s Center throughout the academic year, and they had a decrease in attendance in Spring 2015 because of choosing to meet at a much earlier time (this will be changed back to a later time in the next academic year). Thirdly, there was staff transition at the start of the semester and, due to a miscommunication, not all of the sign-ins were being recorded (but only those sign-ins that were completed, or had all of the information filled out). This was remedied after approximately two months. The new Program Assistant, Eliza, did initiate an additional way of tracking visitation, and tracked unduplicated sign-ins for the year, showing that, of those who signed in, there were 475 unduplicated visitors out of a total of 1500 sign-ins.

While the Women’s Center, as a building itself, does not lend itself well to our public events, as we’ve outgrown the space due to increased attendance, it has served as a private, neutral meeting space for various discussion groups and student organization meetings. A Women’s Empowerment group for female-identified faculty and staff has been very successful, despite low attendance. We have a consistent group of 3-6 people who attend. Topics for the group have included work/life balance, dating, working in male-dominated fields, and building confidence in the workplace. This is in no means a complete list. The group responds to whatever members are experiencing this week, and support each other in setting goals. It has been advertised through the Employee Assistance Program, and is co-facilitated by Elena Petrova from the Counseling Center and the Director of the Women’s Center.

When comparing 2013-2014 to 2014-2015, there was a 49.5% decrease in visitation at the Women’s Center, likely due to the decrease in Women’s Center operating hours, which were cut by 50%. There was an 11.5% decrease in first time visitation. Male visitation decreased by 44.2%, but when considering the overall decrease of Women’s Center visitation, we have had a small increase in the ratio of men visiting the Center in comparison to other genders.

Starting in the Spring 2015 semester we switched the way in which we advertise our semester/year of events flyer from one double sided page to a two page booklet thanks to the design skills of our new Program Assistant. This new design makes the document easier to read.

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2 These numbers are calculated using visitation from September 2014 to July 8, 2015.
and more visually appealing. The size of the booklet also makes the document stand out amongst others of its kind and makes it easier for students to carry it around with them.

Our Program Assistant has also taken on making a cohesive design for each of the elements (poster, quarter flyer, Campus Vision slide, Facebook event page banner, etc.) we use to advertise our events.

Who attends Women’s Center events?
Utilizing the review forms from programs, we have compiled information about who attends Women’s Center events. It is important to note that for our programs with the highest attendance, our response rate on the review forms is rather low\(^3\). The information that follows is compiled from programs in which the Women’s Center took a leading organizing role, but does not include $Start $mart Workshop responses or Stand Up, Titan! responses, as different forms are used for those. Notably absent are guest speaker evaluations, which have been used sporadically due to the appropriateness of requesting full evaluations for shorter presentations in a class, or because there was not time to do the evaluations after the presentation (however, included here is data from the Monument Quilt lecture given to Emmet Sandberg’s class, Jodi Eichler-Levine Owning Your Skills guest lecture, Julie Zuleger’s guest lecture on eating disorders and body image, and the one hour version of $Start $mart given upon request by Mia Nhia and Rich Marshall). Twenty-four different programs are represented in the tables below.

<table>
<thead>
<tr>
<th>Classification</th>
<th>2014-2015 Year</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Student</td>
<td>272</td>
<td>173</td>
<td>99</td>
</tr>
<tr>
<td>Sophomore</td>
<td>222</td>
<td>119</td>
<td>103</td>
</tr>
<tr>
<td>Junior</td>
<td>156</td>
<td>85</td>
<td>71</td>
</tr>
<tr>
<td>Senior</td>
<td>206</td>
<td>129</td>
<td>77</td>
</tr>
<tr>
<td>Grad student</td>
<td>19</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Staff</td>
<td>21</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Alumni</td>
<td>15</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Community</td>
<td>36</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Nontraditional</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>957</strong></td>
<td><strong>548</strong></td>
<td><strong>409</strong></td>
</tr>
</tbody>
</table>

Because of the Quest requirement to attend events, it makes sense that first and second year students would represent half of all attendees. The goal for the Women’s Center staff is to retain those who attend for Quest courses, and encourage them to become repeat visitors so that we can continue to increase those who attend as a junior, senior, or graduate level student. There is a 4.7% decrease in attendance amongst seniors in the Spring semester, which could relate to them gearing up for graduation. However, we should be retaining them if, for nothing else, the salary negotiation workshops. Certainly more outreach could be done to graduate level students on campus, as students in professional counseling, in particular, could gain from participation in

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\(^3\) For example, if we take the number of attendees who checked in at the registration table for Walk a Mile (218, which is lower than the estimated attendance), the response rate for the review forms at Walk a Mile is 33%.
Women’s Center events. Given the number of faculty that Women’s Center staff has seen at events, that only eight are listed is surprising. Either way, more outreach can be done with faculty – and staff should begin to do so by pitching Women’s Center events as opportunities for continued professional development and an opportunity to provide new material to their classrooms.

<table>
<thead>
<tr>
<th>Gender Identification of Attendees at Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
</tr>
<tr>
<td>male</td>
</tr>
<tr>
<td>androgyn</td>
</tr>
<tr>
<td>trans</td>
</tr>
<tr>
<td>undecided</td>
</tr>
<tr>
<td>gender fluid</td>
</tr>
</tbody>
</table>

That more women attend, or fill out the review forms, for Women’s Center events is not surprising. Staff are continually asked if it is appropriate for men to attend events. In response to this, we did begin a “male allies” section of the Women’s Center’s website and had our Fall 2014 intern write blog posts for it. This practice should be continued, with increased enthusiasm, and could become part of a marketing campaign to increase men’s visitation to events, as gender equity impacts everyone, not just women.

We also looked at the majors listed of those attending. With all of these tables, it is important to note that we do not know the unique response numbers for individuals attending the events. However, it is helpful to gauge who is attending events, who may keep coming back to events, and where further outreach is needed. The most popular majors attending our programs are listed below. Majors that were named less than ten times were excluded from the table (the majority of these were individualized dual majors).
There are several majors where it is surprising that more individuals did not attend Women’s Center events. For example, the History major was only listed three times in the response forms. Additionally, only five wrote in as Spanish majors, which brings to question how Tres Vidas could have been better marketed to both groups.

Social Media
In order to best engage our target population via social media, we employed several strategies to maximize engagement from our online audience. Our largest single “engagement” (or social media users who viewed our post) was on March 26 when we shared an article related to The Period Project, it received 6.3K views. One of our other largest “engagements” was in response to an article we posted titled “I was the So-Called Unhealthy Fat Woman at the Cardinals Game” which deals with fat activism and body positivity. It had 1.2K views. Our largest “engagement” related to a single event was Walk a Mile in Her Shoes® Oshkosh. A few of our numerous “engagements” for this event reached 2.8K, 2K, and 1.3K viewers. Many of our other posts for Walk a Mile in Her Shoes® Oshkosh reached close to 1,000 viewers. One of the reasons that Walk a Mile is such a huge success on social media is that we devote time to tabling in Reeve which allows us the opportunity to get pictures of people engaging with our event and its message by holding the poster and wearing a pair of heels. We then post all of these pictures on Facebook and interest builds as users identify the different individuals and departments/groups that are getting involved in the event. We also pay particular attention to tagging groups and people in the pictures to get more users engaged. Another reason is that Walk a Mile is heavily co-sponsored by many groups and we provided those groups with resources to help them post about Walk a Mile including a hashtag (#WalkAMileUWO) to unify all our groups’ messages in one place.

In order to demonstrate the relevancy of many of our programs, we often advertise a program via social media while also posting information about current news stories, popular online videos, and other media. Not only does this demonstrate the topical nature of our programs, but it also engages our audience. For example, prior to one of our Panels on Popular Culture, we would link trailers from the movie or TV series we were discussing in order to create interest in the event. Additionally, we post news articles about salary negotiation and pay equity issues to demonstrate the need for the $tart $mart Salary Negotiation workshops.

In addition to announcing the events on our page, we also create “events” on Facebook for each program. This way Women’s Center staff and interns can “invite” people to join the events. By joining an event, social media users are given notifications about time/day/venue changes, and receive a reminder in their Facebook side bar automatically on the day of the event. If their mobile device is connected to Facebook, depending on their settings, a reminder would also show on their phone.

We continue to tag cosponsoring groups (or linking to their social media pages) through Facebook; this allows our posts to show in their news feeds as well. We have found that tagging groups, departments, divisions, and people throughout the campus allows us to maximize the number of students we are reaching as well as engaging relevant groups on the topic.
This year we started a new series of posts called Feminist* Video Fridays in which we posted a fun feminist video for our community to watch and engage in conversation about. Even though posts for this series have been sporadic over the past year, followers seem to like it and want it to continue. We often ask for suggestions from followers on other videos we could post for the series which is another way for us to foster our relationship with our followers and gauge their interest on new topics.

In the span of one year, Facebook “likes” of our page has grown from 631 to 752.

We continue to use Twitter as another avenue to reach out to students, staff, faculty, and community members, but have not utilized Twitter as much as we should – and will make a concerted effort to improve. Many of our Twitter updates mirrored our Facebook posts in regards to content, though the commentary that accompanied the shared media was necessarily truncated to meet the 140 character limit imposed by the service. While we made a concerted effort to provide educational materials, we strove just as hard to ensure the media that we posted was also entertaining, engaging, and shareable to maximize visibility. Much like Facebook, we continue to tag different people, organizations, and divisions around the campus and in the community to increase communication and collaboration between our organizations and individuals.

**Announcements/Campus Announcements**
In the days preceding our events, we would send a brief message via the announcements@uwosh.edu and campusannouncements@uwosh.edu mailing lists. This year, we continued to send out a “This Week with the Women’s Center” e-mail where we detailed all of the events and programs that the Women’s Center offered that week.

**Targeting Organizations**
Women’s Center staff worked to identify student organizations that would benefit from particular programs. In addition to assisting with co-sponsorship, emails were sent targeting student groups to increase attendance at events. Each email was specifically tailored to the group’s interests, so that students could see the pertinence of each event to them.

**Teaching Guide**
The teaching guide was expanded to include the suggestions that were included in last year’s report. In addition to which signature question within Quest the program connects to, and the learning outcomes, the teaching guide also includes potential discussion questions for classes, suggested readings (in case the program is incorporated into a course syllabus), and, in some cases, possible classroom activities for follow-up. It appears that the teaching guide is being used more, as the Director received several responses from professors on campus when it was emailed to announcements, including: “I LOVE your teaching guide. I’ve already printed it and circled the ones I want to use in class”; “very cool – will def. include in whatever syllabi I can!”; “I’m putting together my 105s next week and will incorporate as many of your events as I can”.

**Male Ally Page on Website**
The Male Ally page was added as a section to the website under resources. Dan Hodgson wrote posts for it during Fall 2014, and since then it has been under-utilized. This summer, the Women’s Center staff plans to re-evaluate how the page is structured and create a more institutionalized plan for maintaining it. This is a priority because of the attendance trends that
we are seeing, and the feedback that people want more ways for men to be involved. This will help with promoting the Women’s Center as a resource for all.

**Educational Videos**
The Women’s Center now houses seven education videos on the website, in addition to the $tart $mart workshop available to students on D2L upon request. The educational videos include the following: a panel on eating disorders and living in recovery, suffrage in Oshkosh (a reenactment), an immigration panel, a panel on activism for international women’s day, feminist activism and the media, women and politics, and gender in horror films. These are useful for faculty who would like students to have access to campus programming, but are aware of schedule conflicts for our working and nontraditional students. Where possible, we work with Learning and Technology (Polk Library) to create high quality videos. When Google Hangouts are utilized, we then record the panel through Google Plus and upload it to YouTube so that it can be added to our website.

There is one page within educational videos that is a bit of a misnomer. We included here the images of the square submissions for the Monument Quilt that seventy-eight participants worked on at the Women’s Center on September 11, 2014. These squares were scanned by Learning and Technology so that we could keep a document of the squares sent, and have them available for lectures on campus when faculty are discussing memorials, sexual assault, healing, and protest. It provides a local context to a global issue.
Finances

Fundraising
The Women’s Center secured a $1,000 donation from UW Credit Union to support Walk a Mile in Her Shoes® Oshkosh. This was utilized to purchase more shoes for the event. Additionally, we have raised approximately $5,000 in the past year by selling bow ties, raising the total to approximately $8,000 profit in bow tie sales since we began to sell them. All the bow ties are hand made by the Director in her spare time.

The Women’s Center Director received a $400 speaking honorarium for visiting the Winnebago County Prison on June 18, 2014.4

Staff have continued to develop our tongue-in-cheek feminist cookbook, titled “Cooking Up a Revolution: A Feminist Tale of Food and Talking Back.” The new Program Assistant has an extensive background in Graphic Design and has created a structure to and revamped the entire design of the cookbook. In doing so the Program Assistant reserved a space and organized volunteers (including a professional photographer) in a three day cooking extravaganza to prepare each of the 60 recipes showcased in the book to ensure quality and accurate information and get professional photos taken of each dish for use in the cookbook. The design of the cookbook has come a long way and is now in a cohesive and comprehensible format. We expect to have the cookbook completed by the end of July and ready to be sold the beginning of the 2015-2016 Academic Year.

Revenue and Savings
133-Account Summary: Revenue Account

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Foundation Account

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</table>

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4 Although the speaking engagement was during the previous fiscal year, the speaking honorarium was not received until 2014-2015 fiscal year.
Appendix A: Women’s Center in the News 2014-2015
Below are links to the various news articles and videos that feature the Women’s Center.

Walk A Mile in Her Shoes(R) Oshkosh 2015
"UW Oshkosh held its third annual Walk a Mile in Her Shoes event where students, faculty and members of the community gathered to raise awareness against rape, sexual assault and gender violence on Wednesday in the Reeve Memorial Union Ballroom."

Advance Titan, April 30
Students raise sexual assault awareness
"Marie Birenbaum, an intern at the Women’s Center, said it is important for people to realize rape, sexual assault and gender violence are occurring on campus. 'By walking in the event, everyone can take a part in standing up for not only the victims on campus, but also the men as allies themselves,' Birenbaum said."

Advance Titan, May 7
Students walk to prevent sexual assault on campus
"'Ending gender violence and sexual assault on campus is really important, and it’s crucial for students to show their support and walk to show solidarity,' Sobralski said."

Oshkosh Northwestern, May 7
UW-Oshkosh takes visible stand against gender violence
"'We ask people to wear high heels, and it's not because we think that high heels necessarily mean that you know what it's like to walk in someone's shoes,' she said. 'But because it's a very visible stand against gender violence and saying that it doesn't matter what you wear, there's no excuse for gender violence.'"

Stand Up, Titans!: Bystander Intervention Workshops
"'In its essence, the workshop teaches the participants how to prevent sexual assault and gender violence through intervention techniques, as well as how to challenge racism, homophobia, trans-phobia and ableism,' Magrady said. Magrady said the intervention techniques are taught during the workshop through demonstration and practiced through role-playing, which is proven to be the most effective way to teach bystander intervention."

Advance Titan, Apr. 23
Students Stand Up against harassment

Charlotte Laws
“Charlotte Laws spoke about her fight against revenge pornography when one of her daughter’s private pictures, along with personal information, were hacked from her computer and uploaded to Hunter Moore’s revenge porn website, isanyoneup.com.”

Advance Titan, Apr. 16
Anti-revenge porn activist visits UWO
Kate Bornstein

"This is my autobiographical signature piece, my most personal stories, my favorite comic and dramatic monologues," Bornstein wrote in a description of the event. "An entertaining introduction to the notion of sex and gender beyond the binary - as well as a deeply moving affirmation of spirit for sex-and-gender outlaws."

Advance Titan, Apr. 9
TransAction Week welcomes influential gender theorist

Women's History Month

"Farrow said the most recent change to occur at the Women’s Center was hiring Geneva Murray as the director. 'She really got a lot of stuff going, like programs, sexual assault awareness, because we do the bystander intervention training and really created an office that’s really supportive of women on campus,' Farrow said.”

Advance Titan, Mar. 19
UWO students discuss Women's History Month

Samantha Schroth, Miss Wheelchair Wisconsin 2014

"The Ms. Wheelchair America pageant is an organization that’s founded to provide a place of achievement for women who happen to be wheelchair users to educate and advocate approximately 54 million Americans that live with a disability,' Schroth said.”

Advance Titan, Mar. 5
Survivor’s speech inspires students

Feminist* Film Series: Dark Girls

“Dark Girls" addresses racism and classism, as well as colorism and privilege,” Jones said. “This documentary sets the stage for deep discussion about these topics and inter-sectionality.”

Advance Titan, Feb. 19
“Dark Girls” film featured

No Makeup Monday

Jones said the event would push forward the idea that cosmetics are not the sole source of beauty. “This program is intended to spark conversation about beauty,” Jones said. “It’s not that there is anything wrong with makeup.”

Advance Titan, Feb. 19
No Makeup Monday highlights inner beauty

Maysoon Zayid

“Maysoon Zayid is a Palestinian-American actress, stand-up comedian, writer, producer, philanthropist and advocate for the disabled,” Sally Corbett, WAC student co-director, said. “Zayid also has cerebral palsy and explores this aspect of her life in most of her work.”

Advance Titan, Nov. 5
Maysoon Zayid inspires students

Panel on Popular Culture: Gender in Horror Films

“There's certainly some issues with the way gender, race, and sex are portrayed and handled in horror,” Pata said. “Personally, I'm tired of seeing females treated as sex objects, just there to
show some skin and get killed. Yes, there's typically the ‘final girl’ who keeps her clothes on and stays alive, but too many others are portrayed like a piece of meat.”

**Advance Titan, Nov. 5**
*Horror Film Panel offers students new perspective*

**Inter-tribal Student Organization**
Geneva Murray, Women’s Center director, said it is incredibly important to consider whether or not Halloween costumes are respectful of cultures, religious beliefs, gender, racial, ethnic and sexual diversity.

**Advance Titan, Oct. 30**
*Student org. sheds light on oppression*

**It's On Us Campaign**
"Women’s Center Director M. Geneva Murray cited the Center’s annual lineup of awareness-and-ally-building events as further examples of the University’s commitment to the It’s On Us model and mission. “The It’s On Us campaign is a call to action for each of us on campus to take direct action in challenging rape culture and affirm our continued effort to ensure that survivors and victims of sexual violence are supported on campus and in our communities,” Murray said."

**Advance Titan, Oct. 29**
*UW Oshkosh steps up, joins national ‘It’s On Us’ campaign*

**The Sisterhood**
The Sisterhood is an organization at UW Oshkosh that provides support for women on campus looking to connect with other women socially, academically and professionally.

**Advance Titan, Oct. 1**
*The Sisterhood unifies women*

**Fox Valley Take Back the Night**
Wednesday, October 8th, 2014
UW Oshkosh hosted the 24th annual Fox Cities Take Back the Night in order to raise awareness to students and the public for victims of violence in Reeve Memorial Union on Wednesday.

**Oshkosh Northwestern, Oct. 8**
*Hundreds gather to Take Back The Night*
Several hundred people turned out to show their support Wednesday at the 24th edition of the Fox Valley Take Back the Night, which included a march from the University of Wisconsin-Oshkosh campus down High Avenue and passed Christine Ann Domestic Abuse Services before returning to campus for an art exhibit featuring work by local abuse survivors and allies.

**WBAY-TV, Oct. 8**
*Hundreds march in Oshkosh to 'Take Back the Night'*
On a mission to stop domestic violence, many people took to the street, marching from the University of Wisconsin-Oshkosh to the city's downtown, holding signs and chanting.

**NBC 26, Oct. 8**
*UW Oshkosh Hosts 24th Annual Take Back the Night*
Students and community members came together tonight at UW Oshkosh to fight back against domestic and sexual violence. Tonight's 24th annual Take Back the Night rally and march featured survivors working to empower both men and women to stand up and speak out against the violence.

**Fox 11, Oct. 8**

**UW Oshkosh hosts 'Take Back The Night.**

An event at the University of Oshkosh Wednesday helped empower students and community members. “Take Back the Night” is an event to help to create safe communities and relationships. Survivor speakers talked about the importance of education surrounding domestic and sexual violence.

**Monument Quilt helps grieve, heal**

The Women’s Center contributed to the national Monument Quilt by hosting a workshop on campus. The quilt binds together stories of rape victims and survivors allowing people to grieve and heal as a community.

**Advance Titan**

[http://www.advancetitan.com/news/article_76412408-3ef2-11e4-8a97-001a4bcf6878.html](http://www.advancetitan.com/news/article_76412408-3ef2-11e4-8a97-001a4bcf6878.html)

**Fox Valley display of The Monument Quilt**

**CNN**

August 28, 2014

Quilt project shares rape survivors' stories

"The quilt visited the University of Wisconsin-Oshkosh on August 19, where organizers used fabric to form the words "Not Alone." The Oshkosh visit was coordinated by REACH Counseling and the University of Oshkosh Women's Center."

**UW Oshkosh Today**

August 11, 2014


**Oshkosh Northwestern**

August 12th, 2014

## Appendix B: Flyers for 2014-2015

### Flyer 1: Fall 2014

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rape Memorial Quilt Workshop</strong>&lt;br&gt;Drop by the Women’s Center throughout the day to help make quilt squares with technical and emotional support, for a rape memorial monument quilt. Quilt submission can be seen on display at the Fox Valley Take Back the Night Art Exhibit. If you would like to participate in the quilt workshop as a class, or as a student or community group, please contact the Women’s Center in advance to reserve space and ensure we have enough materials for your group.</td>
<td>September 11th&lt;br&gt;10:00AM-4:00PM&lt;br&gt;Women’s Center</td>
</tr>
<tr>
<td><strong>No Make-Up Monday</strong>&lt;br&gt;Stop by our table in Reeve Concourse to take off your make-up and make a statement about inner beauty. Co-sponsored with Reeve Union Diversity and Inclusion Programs and the Women’s Advocacy Council (WAC)</td>
<td>September 15th&lt;br&gt;11:30AM-1:30PM&lt;br&gt;Reeve Concourse</td>
</tr>
<tr>
<td><strong>Feminist Film Series: How to Lose Your Virginity</strong>&lt;br&gt;What has launched both Purity Balls and porn? What defines a young woman’s morality—and has no medical definition? Welcome to the confounding world of How To Lose Your Virginity, a new documentary by Therese Shechter.&lt;br&gt;Co-sponsored with Reeve Union Diversity and Inclusion Programs and CARE. Booths represented at the Safe Sex Fair inside Planned Parenthood, Women’s Center at UWM, Elia Max, LGBTQ Resource Center, Reeve Union Diversity and Inclusion Programs and CARE.</td>
<td>September 17th&lt;br&gt;5:00PM-8:00PM&lt;br&gt;Fem&lt;br&gt;5:00PM-8:00PM&lt;br&gt;Reeve Theater (307)</td>
</tr>
<tr>
<td><strong>Laci Green’s “RelationsHips?” brought to you by CARE</strong>&lt;br&gt;Laci is a 22-year-old sexuality geek based out of the San Francisco Bay Area. She runs a sex-positive education project called Sex+1 Sex+ consists of a biweekly video series, a weekly live show, daily blogging, university lectures, and a peer education network.</td>
<td>September 22nd&lt;br&gt;6:00PM-7:10PM&lt;br&gt;Reeve Ballroom A/B</td>
</tr>
<tr>
<td><strong>Marga Gomez brought to you by Student Organization of Latinos</strong>&lt;br&gt;Marga Gomez is a Puerto Rican/Cuban-American comedian, playwright, and humorist. She is openly lesbian.&lt;br&gt;Co-sponsored with LGBTQ Resource Center, Women’s Center and Social Justice</td>
<td>October 2nd&lt;br&gt;6:00PM-7:10PM&lt;br&gt;AWC Ballroom</td>
</tr>
<tr>
<td><strong>Fox Valley Take Back the Night</strong>&lt;br&gt;Join us for Fox Valley Take Back the Night and stand against sexual assault, domestic violence, dating violence, sexual abuse and all other forms of sexual violence.&lt;br&gt;Co-sponsored with CARE (Campus for Awareness and Relationship Education), UWM Women’s Center, University Police, Hetty House Domestic Abuse Programs, Childline and Family Abuse Services, Reach Counseling Services, UWO Counseling Center, and UWO RDIC</td>
<td>October 8th&lt;br&gt;5:30PM-8:00PM&lt;br&gt;Reeve Ballroom</td>
</tr>
<tr>
<td><strong>Winona LaDuke brought to you by Inter-Tribal Student Organization</strong>&lt;br&gt;(Anishinabek) is an internationally acclaimed author, curator and activist. LaDuke has devoted her life to protecting the lands and the life ways of native communities.&lt;br&gt;Co-sponsored with Student Organization of Latinos (SOL), Admissions Office, Environment Studies, Social Justice, Women’s Center.</td>
<td>October 9th&lt;br&gt;6:00PM&lt;br&gt;Reeve Theater (307)</td>
</tr>
<tr>
<td><strong>Start Smart Salary Negotiation Workshop</strong>&lt;br&gt;Register online at <a href="http://go.uwm.edu/StartSmart">http://go.uwm.edu/StartSmart</a>&lt;br&gt;Facilitated by: Genevieve Murray and Mai Nhia Xiong&lt;br&gt;Co-sponsored with AAUW, Wages Project, UW Credit Union, Reeve Union Diversity and Inclusion Programs, Career Services, Office of Student Affairs</td>
<td>October 13th&lt;br&gt;5:00PM-6:00PM&lt;br&gt;TLC 4232</td>
</tr>
<tr>
<td><strong>Owning Your Skills: Gendered Language in Professional Communication</strong>&lt;br&gt;Join the Women’s Center and Career Services for a workshop about gendered language in the business world. Are women effectively communicating their successes and accomplishments in their resumes and during interviews? Bring your resume to this workshop and find out!&lt;br&gt;Co-sponsored with Career Services</td>
<td>October 16th&lt;br&gt;5:00PM-7:00PM&lt;br&gt;Women’s Center</td>
</tr>
<tr>
<td><strong>Love Your Body Day/WAC-a-Scale brought to you by Women’s Advocacy Council</strong>&lt;br&gt;Join WAC in the Reeve Mall for an event on loving your body and smashing beauty norms. Get ready to WAC-a-Scale with the Women’s Advocacy Council.</td>
<td>October 16th&lt;br&gt;11:00AM-3:00PM&lt;br&gt;Reeve Mall</td>
</tr>
<tr>
<td><strong>Feminist Film Series: Polytechnique</strong>&lt;br&gt;On Dec. 6, 1989 an enraged gunman wandered the corridors of Montreal’s Ecole Polytechnique and killed 14 women. Marc Lepine separated the men from the women and before opening fire on the classroom of female engineering students he screamed, “I hate feminists.”&lt;br&gt;Co-sponsored with Reeve Union Diversity and Inclusion Programs. There will be a panel discussion afterwards with representatives from various campus departments, including University Police and representatives of the student group CARE.</td>
<td>October 21st&lt;br&gt;6:00PM-8:00PM&lt;br&gt;Reeve Theater (307)</td>
</tr>
<tr>
<td><strong>Panel on Popular Culture: Gender in Horror Films</strong>&lt;br&gt;Panelists include: John Potts, Ashley Lamers, Aaron Jackson, and Brian Kest&lt;br&gt;Facilitated by: Dr. Susan Renning</td>
<td>October 30th&lt;br&gt;5:00PM-7:00PM&lt;br&gt;Sage 1216</td>
</tr>
<tr>
<td><strong>Maysoon Zayid brought to you by Women’s Advocacy Council</strong>&lt;br&gt;Survival of the Unittest: Writer, actor, comedian, Maysoon Zayid is the co-founder of the New York Arab-American Comedy Festival.&lt;br&gt;Co-Sponsors to be announced</td>
<td>November 3rd&lt;br&gt;2:30PM-4:00PM&lt;br&gt;Reeve Theater (307)</td>
</tr>
<tr>
<td><strong>Global Goozle Hangout: Women in Politics</strong>&lt;br&gt;Panelists include: Helen Luryi, Arpita Das, Ashlinn Masland-Sarani</td>
<td>November 4th&lt;br&gt;8:00PM-9:10PM&lt;br&gt;Reeve Ballroom A/B</td>
</tr>
<tr>
<td><strong>Let’s Talk About Sex brought to you by the Sisterhood</strong>&lt;br&gt;Come and get answers to common questions like, how often do you get tested, what’s the best time to raise delicate sexual issues with a new partner, can you be happy without sex, what to do if sex isn’t pleasurable.</td>
<td>November 5th&lt;br&gt;3:30PM-5:00PM&lt;br&gt;Sage 1231</td>
</tr>
<tr>
<td><strong>Feminist Film Series: Mansome</strong>&lt;br&gt;A documentary that explores the question: In the age of man-scaping, metrosexuals, and grooming products galore - what does it mean to be a man?&lt;br&gt;Co-sponsored with Reeve Union Diversity and Inclusion Programs</td>
<td>November 12th&lt;br&gt;6:00PM-8:00PM&lt;br&gt;Reeve Theater</td>
</tr>
</tbody>
</table>
Gender in Horror Films,
Join the Conversation on
October 30th, 6:00PM-
7:30PM, in Sage 1216

Tuesdays
12:00pm to 1:00pm
Women’s Empowerment for
UW Oshkosh Faculty and
Staff. All female-identified
staff and faculty are welcome.
Questions or concerns about
this group? Contact
Elena Petnova, Ph D, at
petnovae@uwosh.edu

Wednesdays
4:00pm-5:00pm
Women’s Advocacy Council
Meetings.
At the Women’s Center
Starting September 10th
Join their Facebook page for
updates and in case the
schedule changes.

Wednesdays
5:00PM-6:00PM
Campus Awareness for
Relationship Education
(CARE) Meetings
At the Women’s Center
Starting September 10th
Join their Facebook page for
updates and in case the
schedule changes.

Wednesdays
5:30PM-6:30PM
The Sisterhood Meetings
Every other Wednesday
Starting September 10th
in Reeve 214

Bi Weekly
12:00PM-1:00PM
Book & Discussion Club Co-
Sponsored with the Veterans
Resource Center, we will read
“When Janey Comes Marching
Home”
At the Women’s Center on Sep 11th (6:20pm),
Oct 9th & 20th; Nov 11th & 20th

Website
The Women’s Center is a
part of Academic Support of
Inclusive Excellence. In
addition to the Women’s
Center, Academic Support of
Inclusive Excellence houses the
LGBTQ Resource Center,
Multicultural Retention
Programs, Native American
Student Services, Student
Support Services, and
Precollege Programs. Visit
us in the Campus Center for
Equity & Diversity at 717
W. Irving Ave.
https://www.uwosh.edu/womenscenter
0928412.1-09625
Flyer 2: Spring 2015

FEMALE GAMES
A Day in the Life of a Gamer

6:00 - 7:30pm at Reeve Ballroom C
Monday, March 16

Gender in Gaming and Nerdy Culture
Panel on Popular Culture:

Spring 2015 Program of Events
Women's Centers

SERVE and LEAD
Professional capacity of women by providing opportunities to connect,

MISSON:

The Women's Center strives to build the personal, academic and

COMMUNITY CENTER FOR DIVERSITY

Wellness and Engagement Center

Gather and Engage

Precollege Programs:
Student Support Services and
Programs, Native American Student Program, Multicultural Student
Program, and LGBTQ Student Support.

Support of Intersectional Experience.

The Women's Center is part of Academic

WISCONSIN
UNIVERSITY OF
OSHKOSH
Important Dates:
- Women's History Month: March 1
- Women's History Month: March 1-31

Women's Center:
- The Women's Center is open from 9 a.m. to 4 p.m., Monday through Friday.
- Location: 1000 East College Ave, Oshkosh, WI 54903

Women's Awareness Week:
- Friday, February 28 - Saturday, March 1
- Women's Center: 10 a.m. - 2 p.m.

Women's Empowerment:
- Women's Center: 10 a.m. - 2 p.m.

Women's Advocacy Council Meetings:
- Second Thursday of each month, 11 a.m. and 1 p.m.
- Location: Room 101, C200

The Strategy:
- To increase awareness and support for women's issues on campus.
- To promote a safe and inclusive environment for all women.
- To address issues of gender equity and empowerment.

Women's Center:
- Location: 1000 East College Ave, Oshkosh, WI 54903
- Hours: 9 a.m. - 4 p.m., Monday through Friday

Women's Empowerment:
- Women's Center: 10 a.m. - 2 p.m.

Women's Advocacy Council Meetings:
- Second Thursday of each month, 11 a.m. and 1 p.m.
- Location: Room 101, C200
## Appendix C: Attendance

### Total Women’s Center Sign-Ins by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Androgynous</th>
<th>Trans</th>
<th>Gender Unspecified</th>
<th>Total</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>172</td>
<td>740</td>
<td>63</td>
<td>6</td>
<td>519</td>
<td>1500</td>
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<tr>
<td>2013-2014</td>
<td>280</td>
<td>1309</td>
<td>21</td>
<td>8</td>
<td>505</td>
<td>2123</td>
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<tr>
<td>2012-2013</td>
<td>100</td>
<td>361</td>
<td>7</td>
<td>-</td>
<td>47</td>
<td>515</td>
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<tr>
<td>2011-2012</td>
<td>40</td>
<td>502</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>542</td>
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</table>

### Total Attendance Comparison by Month and Year for Unduplicated Sign-Ins

<table>
<thead>
<tr>
<th>Year</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>NA</td>
<td>174</td>
<td>98</td>
<td>54</td>
<td>32</td>
<td>64</td>
<td>57</td>
<td>54</td>
<td>28</td>
<td>32</td>
<td>1</td>
<td>475</td>
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</table>

### Total Attendance Comparison by Month

<table>
<thead>
<tr>
<th>Year</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>387</td>
<td>256</td>
<td>197</td>
<td>98</td>
<td>70</td>
<td>147</td>
<td>137</td>
<td>105</td>
<td>45</td>
<td>58</td>
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<tr>
<td>2013-2014</td>
<td>363</td>
<td>406</td>
<td>272</td>
<td>156</td>
<td>72</td>
<td>229</td>
<td>249</td>
<td>233</td>
<td>108</td>
<td>35</td>
<td>38</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>38</td>
<td>32</td>
<td>37</td>
<td>45</td>
<td>7</td>
<td>81</td>
<td>63</td>
<td>113</td>
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<td>12</td>
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<td>2011-2012</td>
<td>78</td>
<td>120</td>
<td>66</td>
<td>40</td>
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<td>75</td>
<td>66</td>
<td>68</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>1</td>
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</table>

### Total Reason for Visit by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Class</th>
<th>Program</th>
<th>Library</th>
<th>Meeting</th>
<th>Computer Lab</th>
<th>Study</th>
<th>Other</th>
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<tr>
<td>2014-2015</td>
<td>236</td>
<td>88</td>
<td>4</td>
<td>480</td>
<td>58</td>
<td>69</td>
<td>437</td>
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<tr>
<td>2013-2014</td>
<td>249</td>
<td>272</td>
<td>36</td>
<td>828</td>
<td>173</td>
<td>156</td>
<td>462</td>
</tr>
<tr>
<td>2012-2013</td>
<td>71</td>
<td>82</td>
<td>N/A</td>
<td>173</td>
<td>8</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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5 As of July 6, 2015  
6 As of July 6, 2015  
7 As of July 6, 2015
### Film Series Total Attendance by Semester

<table>
<thead>
<tr>
<th></th>
<th>Spring '12</th>
<th>Fall '12</th>
<th>Spring '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
<th>Fall '14</th>
<th>Spring '15</th>
<th>Fall '15</th>
<th>Spring '16</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Films shown</td>
<td>13</td>
<td>0</td>
<td>92^8</td>
<td>170^9</td>
<td>113^10</td>
<td>391^11</td>
<td>121^12</td>
<td></td>
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</tbody>
</table>

### Global Google Hangout

<table>
<thead>
<tr>
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<th>Spring '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
<th>Fall '14</th>
<th>Spring '15</th>
<th>Fall '15</th>
<th>Spring '16</th>
<th>Fall '16</th>
<th>Spring '17</th>
</tr>
</thead>
<tbody>
<tr>
<td>60^13</td>
<td>75^14</td>
<td>19^15</td>
<td>77^16</td>
<td>60^17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Walk a Mile in Her Shoes ® Oshkosh

<table>
<thead>
<tr>
<th></th>
<th>Spring '13</th>
<th>Spring '14</th>
<th>Spring '15</th>
<th>Spring '16</th>
<th>Spring '17</th>
<th>Spring '18</th>
<th>Spring '19</th>
<th>Spring '20</th>
<th>Spring '21</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>289</td>
<td>218^18</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

### Start Smart Salary Negotiation Workshops

<table>
<thead>
<tr>
<th></th>
<th>Spring '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
<th>Fall '14</th>
<th>Spring '15</th>
<th>Fall '15</th>
<th>Spring '16</th>
<th>Spring '17</th>
<th>Spring '18</th>
<th>Spring '19</th>
</tr>
</thead>
<tbody>
<tr>
<td>28^19</td>
<td>28^20</td>
<td>20^21</td>
<td>49^22</td>
<td>68^23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Owning Your Skills: Gendered Language in Professional Communication

<table>
<thead>
<tr>
<th></th>
<th>Spring '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
<th>Fall '14</th>
<th>Fall '15</th>
<th>Fall '16</th>
<th>Fall '17</th>
<th>Fall '18</th>
<th>Fall '19</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>26</td>
<td>6</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

8 Films shown: Half the Sky, Miss Representation, and Offside
9 Films shown: Mirrors of Privilege (56 attendees), Bronies (64 attendees), and Girl Rising (50 attendees)
10 Films shown: Silent Choices (56 attendees), Wonder Women (40 attendees, located off-campus at Time Community Theater), and Miss You Can Do It (17 attendees)
11 Films shown: How to Lose Your Virginity (169 attendees), Polytechnique (67 attendees), Mansome (155 attendees)
12 Films shown: Dark Girls (68 attendees), Menstrual Man (53 attendees)
13 This is a total from two events as opposed to one per semester following Spring of 2013
14 Topic: A Conversation with Activists from Syria, Yemon, Iran, and Jordan
15 Topic: Queer Femme
16 Topic: Women in Politics
17 Topic: Women and Religion
18 218 accounted for through registration but actual numbers were probably closer to 250
19 Total of two workshops offered
20 Total of three workshops offered
21 Total of two workshops offered
22 One workshop had thirty people and was advertised across campus. The second workshop had nineteen attendees, and was for a class. This second one was a shortened workshop and facilitators were only given one hour with the students.
23 Total of eight three-hour workshops offered, including two for UW Platteville. Additionally, there was a ten minute overview provided for ten students in a Professional Skills course and a one hour version of the workshop for nineteen students, not included in this count.
<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
<th>Cosponsored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape Memorial Quilt Workshop</td>
<td>78</td>
<td>WAC and Reeve Union Diversity and Inclusion Programs</td>
</tr>
<tr>
<td>No Make-Up Monday</td>
<td>47</td>
<td>WAC and Reeve Union Diversity and Inclusion Programs</td>
</tr>
<tr>
<td>No Make-Up Monday</td>
<td>73</td>
<td>WAC and Reeve Union Diversity and Inclusion Programs</td>
</tr>
<tr>
<td>Elect Her-Campus Women Win</td>
<td>31</td>
<td>Reeve Union Diversity and Inclusion Programs, AAUW, OSA</td>
</tr>
<tr>
<td>The Period Project: Gallery Opening</td>
<td>60</td>
<td>Reeve Union Diversity and Inclusion Programs, Steinhilber Gallery</td>
</tr>
<tr>
<td>Tres Vidas: Workshop</td>
<td>37</td>
<td>Pepsi Fund, Speaker Series, Department of Music, Department of Foreign Language and Literature, Reeve Union Diversity and Inclusion Programs, Department of History</td>
</tr>
<tr>
<td>Tres Vidas</td>
<td>60</td>
<td>Pepsi Fund, Speaker Series, Department of Music, Department of Foreign Language and Literature, Reeve Union Diversity and Inclusion Programs, Department of History</td>
</tr>
<tr>
<td>Charlotte Laws</td>
<td>60</td>
<td>Academic Support of Inclusive Excellence</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Participants</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Winnebago Literacy Council: Rosie the Reader</td>
<td>8/14/2014</td>
<td>30</td>
</tr>
<tr>
<td>International Student Orientation</td>
<td>8/25/2014</td>
<td>25</td>
</tr>
<tr>
<td>New Faculty Orientation</td>
<td>8/28/2014</td>
<td>40</td>
</tr>
<tr>
<td>Taste of Oshkosh</td>
<td>9/2/2014</td>
<td></td>
</tr>
<tr>
<td>Druscilla Scribner - Monument Quilt Lecture</td>
<td>9/10/2014</td>
<td>25</td>
</tr>
<tr>
<td>Emmet Sandberg - Monument Quilt Lecture and Workshop</td>
<td>9/17/2014</td>
<td>51</td>
</tr>
<tr>
<td>Circle K - Literacy</td>
<td>9/23/2014</td>
<td>22</td>
</tr>
<tr>
<td>Jodi Eichler-Levine - Owning Your Skills</td>
<td>9/25/2014</td>
<td>21</td>
</tr>
<tr>
<td>Period Project</td>
<td>9/27/2014</td>
<td>14</td>
</tr>
<tr>
<td>Kathleen Corely Religious Studies - DOMA and Prop 8</td>
<td>10/7/2014</td>
<td>46</td>
</tr>
<tr>
<td>Julie Zuleger: eating disorders and body image</td>
<td>10/14/2014</td>
<td>16</td>
</tr>
<tr>
<td>Mia Nhia and Rich Marshall - 1 hr $tart $mart</td>
<td>11/5/2014</td>
<td>19</td>
</tr>
<tr>
<td>Kathleen Corely Religious Studies</td>
<td>1/13/2015</td>
<td>48</td>
</tr>
<tr>
<td>AAUW Oshkosh Branch guest speaker</td>
<td>1/17/2015</td>
<td>34</td>
</tr>
<tr>
<td>Jodi's class, gender and sport</td>
<td>2/25/2015</td>
<td>22</td>
</tr>
<tr>
<td>Titan Talks</td>
<td>3/17/2015</td>
<td>8 (meant for an online audience; speech was recorded)</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Co-Sponsor</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fox Valley Display of the Monument Quilt</td>
<td>8/18/2014</td>
<td>Reach Counseling Services, Inc., <strong>FORCE: Upsetting Rape Culture</strong>, Women's Center</td>
</tr>
<tr>
<td>Marga Gomez</td>
<td>10/7/2014</td>
<td><strong>SOL</strong>, LGBTQ Resource Center, Women's Center, Social Justice Program</td>
</tr>
<tr>
<td>Fox Valley Take Back the Night</td>
<td>10/8/2014</td>
<td>CARE (Campus for Awareness and Relationship Education), UWO Women's Center, University Police, Harbor House Domestic Abuse Programs, Christine Ann Domestic Abuse Services, Reach Counseling Services, UWO Counseling Center, and UWO ROTC</td>
</tr>
<tr>
<td>Winona LaDuke</td>
<td>10/9/2014</td>
<td><strong>Inter Tribal Student Organization (ITSO)</strong>, Student Organization of Latinos (SOL), Admissions Office, Environment Studies, Social Justice, Women's Center</td>
</tr>
<tr>
<td>Samantha Schroth, Miss Wheelchair Wisconsin 2014</td>
<td>3/3/2015</td>
<td>Reeve Union Diversity and Inclusion Programs, Disability Services</td>
</tr>
<tr>
<td>Kate Bornstein</td>
<td>4/2/2015</td>
<td>LGBTQ Resource Center, African American Studies Program, College of Ed/HS, College of Letters and Science, Department of Geography and Urban Planning, Polk Library, Rainbow Alliance for HOPE, Social Justice Program, Speaker Series, Theatre Department, University Books &amp; More</td>
</tr>
<tr>
<td>Creating Connections</td>
<td>4/7/2015</td>
<td>Women's Center, LGBTQ Resource Center, Multicultural Education Coalition, Reeve Diversity and Inclusion Programs, Student Support Services, the Division of Academic Support of Inclusive Excellence, Career Services</td>
</tr>
<tr>
<td>LGBTQ Ally March</td>
<td>4/15/2015</td>
<td>LGBTQ Resource Center, Rainbow Alliance for HOPE, Women's Center with more to be announced</td>
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</table>

<table>
<thead>
<tr>
<th>Social Media Followers</th>
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</thead>
<tbody>
<tr>
<td><strong>Facebook Date</strong></td>
</tr>
<tr>
<td>6/30/2015</td>
</tr>
<tr>
<td>7/1/2014</td>
</tr>
<tr>
<td>11/12/2012</td>
</tr>
<tr>
<td>7/21/2011</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Twitter Date</strong></th>
<th><strong>Followers</strong></th>
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</thead>
<tbody>
<tr>
<td>6/30/2015</td>
<td>375</td>
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<tr>
<td>7/1/2014</td>
<td>264</td>
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Women’s Advocacy Council Events\(^{24}\)

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Maysoon Zayid</td>
<td>177</td>
</tr>
<tr>
<td>Day without Feminism</td>
<td>30</td>
</tr>
<tr>
<td>The Hunting Ground</td>
<td>170</td>
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<td>WAC-a-Scale</td>
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CARE Events\(^{25}\)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Laci Green – Relationsh!t</td>
<td>309</td>
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The Sisterhood

<table>
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<th>Event</th>
<th>Attendance</th>
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</thead>
<tbody>
<tr>
<td>Let’s Talk About Sex</td>
<td>39</td>
</tr>
<tr>
<td>The Black Woman’s Manifesto</td>
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Stand Up, Titans!: Bystander Intervention

<table>
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<tr>
<th>Date</th>
<th>Co-Sponsors</th>
<th>Participants</th>
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<tbody>
<tr>
<td>4/16/2015</td>
<td>Reeve Union Diversity and Inclusion Programs</td>
<td>8</td>
</tr>
<tr>
<td>4/26/2015</td>
<td>Reeve Union Diversity and Inclusion Programs</td>
<td>12</td>
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<tr>
<td>4/27/2015</td>
<td>Reeve Union Diversity and Inclusion Programs</td>
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<tr>
<td>4/28/2015</td>
<td>Reeve Union Diversity and Inclusion Programs</td>
<td>11</td>
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<tr>
<td>3/15/2015</td>
<td>1 hour training for Fraternity and Sorority Life</td>
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<tr>
<td>11/6/2014</td>
<td>3 hour bystander intervention for James Krueger class</td>
<td>15</td>
</tr>
<tr>
<td>11/12/2014</td>
<td>Audra - 1 hr Bystander Intervention</td>
<td>19</td>
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<tr>
<td>9/27/2014</td>
<td>D&amp;I Conference</td>
<td>18</td>
</tr>
</tbody>
</table>

\(^{24}\) The Director of the Women’s Center is a proud co-advisor for the Women’s Advocacy Council. We are pleased to help them in the organization of events.

\(^{25}\) The Director of the Women’s Center was a co-advisor for CARE during the Fall 2014 term and helped to identify Laci Green as a speaker.
# Appendix D: Teaching Guide for Women’s Center Events

## Fall 2014-Spring 2015 Calendar

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Event Description</th>
<th>USP Connection</th>
<th>Projected Learning Outcomes</th>
<th>Potential Discussion Questions, Suggested Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11(^{th}) 10:00AM-6:30PM Women’s Center</td>
<td>Rape Memorial Quilt Workshop Drop by the Women’s Center throughout the day to help create a safe space for survivors and allies by making quilt squares with technical and emotional support, and in community with one another. Quilt submission can be seen on display at the Fox Valley Take Back the Night Art Exhibit. If you would like to participate in the quilt workshop as a class, or as a student or community group, please contact the Women’s Center in advance to reserve space and ensure we have space.</td>
<td>Civic Learning; Sustainability (social justice)</td>
<td>1) Examine the outcomes of public healing spaces 2) Design a portion of the quilt to draw attention to rape survivors and victims 3) Challenge rape culture 4) Educate students about the impact that sexual violence has on society at large</td>
<td>1) Why does FORCE argue that the Monument Quilt memorial is important? 2) How is this quilt similar and different to the AIDs Memorial Quilt? 3) What actions can we do to make campus safer? The Monument Quilt <a href="#">website</a> Campus Sexual Assault Toolkit The Memorial of Shame (India)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Time</td>
<td>Location</td>
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</tr>
<tr>
<td>September 15th</td>
<td><strong>No Make-Up Monday</strong></td>
<td>11:30AM-1:30PM</td>
<td>Reeve Concourse</td>
<td>Stop by our table in Reeve Concourse to take off your make-up and make a statement about inner beauty. Co-Sponsored with Reeve Union Diversity and Inclusion Programs and WAC. 1) Analyze beauty norms within different cultures 2) Explore new definitions of ‘beauty’ 3) Improve students’ media literacy by examining altered photographs, video. 1) What is ‘beauty’? 2) What impact do social constructions of beauty within Wisconsin have on the people who live here? 3) Is taking off one’s make-up a political act? 4) Is wearing make-up a political act? Can it ever be transgressive? <strong>Sheila Jeffreys, Beauty and Misogyny.</strong> 26 <strong>Lupita Nyong’o’s speech on racism and beauty</strong> <strong>Make-up Free Me (Australia)</strong></td>
</tr>
<tr>
<td>September 17th</td>
<td><em><em>Feminist</em> Film Series: How to Lose Your Virginity</em>*</td>
<td>6:00PM-8:00PM</td>
<td>Reeve Theater</td>
<td>What has launched both Purity Balls and porn? What defines a young woman’s morality—and has no medical definition? Welcome to the 1) Educate students about sexual health and safe practices 2) Connect students to resources on campus 3) Challenge gender constructions that 1) Why might the definition of virginity be controversial? 2) What gender constructions promote ‘rape culture’?</td>
</tr>
</tbody>
</table>
confounding world of *How To Lose Your Virginity*, a new documentary by Therese Shechter.

Co-Sponsored with Reeve Union Diversity and Inclusion Programs

There will also be a safe sex education fair prior to the film. Further information forthcoming.

<table>
<thead>
<tr>
<th>September 25th</th>
<th><strong>Laci Green’s “Relationsh!t” brought to you by CARE</strong></th>
</tr>
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<tbody>
<tr>
<td>6:00PM-7:30PM</td>
<td>A 23-year-old sexuality geek based out of the San Francisco Bay Area. I run a sex positive education project called Sex+. Sex+ consists of a biweekly video series, a weekly live show, daily blogging, university lectures, and a peer education network.</td>
</tr>
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<table>
<thead>
<tr>
<th>First Year Experience; Civic Learning</th>
<th>1) Identify healthy and unhealthy relationships 2) Educate students about sexual health and safe practices 3) Connect students to resources that promote healthy relationships 4) Challenge rape culture</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>1) What are the on-campus resources available to you if you, or anyone you know, is in an unhealthy relationship? 2) What can we do in our own relationships to promote consent and healthy relationships? 3) How can you identify an unhealthy relationship? 4) How can you identify a healthy relationship?</th>
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Student resources, like [CARE](#). [Laci Green’s videos](#).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Details</th>
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<tbody>
<tr>
<td>October 8th</td>
<td><strong>Fox Valley Take Back the Night</strong></td>
<td>Reeve Ballroom</td>
<td>Join us for Fox Valley Take Back the Night and stand against sexual assault, domestic violence, dating violence, sexual abuse and all other forms of sexual violence. Co-Sponsored by: CARE (Campus for Awareness and Relationship Education), UWO Women's Center, University Police, Harbor House Domestic Abuse Programs, Christine Ann Domestic Abuse Services, Reach Counseling Services, UWO Counseling Center, and UWO ROTC</td>
</tr>
</tbody>
</table>
|              | First Year Experience;                                                 |                | 1) Empower students to support everyone’s safety on campus and in the community  
1) Identify gender inequality issues that result in gendered violence  
3) Connect students to resources on campus and in the community that support gender equality and healthy relationships |
|              | Civic Learning; Sustainability (Social Justice)                        |                | 1) What can we, as individuals, do to end gender violence?  
2) What is gendered violence?  
3) What legal policies could be improved to provide better protection against gendered violence? |
|              | **Reach Counseling Services, Inc.**                                   |                |                                                                                                                                                                                                       |
|              | **Christine Ann Domestic Abuse Services, Inc.**                        |                |                                                                                                                                                                                                       |
| October 9th  | **Winona LaDuke brought to you by the Inter-tribal Student Organization (ITSO).** | Reeve Theater  | (Anishinaabe) is an internationally acclaimed author, orator and activist.                                                                                                                                 |
| 6pm          | Civic Learning; Sustainability; Intercultural Knowledge                | (307)          |                                                                                                                                                                                                       |
|              | **End Domestic Abuse Wisconsin** (their webinar recordings may be particularly helpful) |                |                                                                                                                                                                                                       |
|              | **Campus Sexual Assault Toolkit**                                      |                |                                                                                                                                                                                                       |
LaDuke has devoted her life to protecting the lands and the life ways of Native communities. Co-Sponsored with Student Organization of Latinos (SOL), Admissions Office, Environment Studies, Social Justice, and the Women's Center.

| October 13th  
5:00PM-8:00PM  
Sage 4232 |
|---------------------------------------------------------------|
If you are unable to attend any of the $mart Salary Negotiation workshops, but still want the information, please contact the Women's Center at womenscenter@uwosh.edu. There is an online version of the workshop that we can enroll you in.

<table>
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<tr>
<th>$mart Salary Negotiation Workshop</th>
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Register online at [http://goo.gl/1gXs8](http://goo.gl/1gXs8)
Facilitated by: Geneva Murray and Mai Nhia Xiong
Co-Sponsored with: AAUW, Wage Project, UW Credit Union, Diversity and Inclusion Programs, Career Services, Office of Student Affairs, UW Oshkosh

Civic Learning; Sustainability (Social Justice); Intercultural Knowledge (how various types of discrimination impact the wage gap)

1) Provide students with the skills needed to negotiate their first salary
2) Educate students on how to construct a budget and do city cost comparisons
3) Define the wage gap, and how it impacts everyone (not just women)
4) Determine what can be done to combat the wage gap

1) What is the gender wage gap?
2) What is intersectionality?
3) Does the wage gap only concern women?

AAUW’s website on career and workplace issues for women

Alison Griswold, “Paid in Prestige”.

Institute for Women’s Policy Research

AAUW’s website on career and workplace issues for women

Alison Griswold, “Paid in Prestige”.

Institute for Women’s Policy Research
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>October 15th</td>
<td><strong>Owning Your Skills: Gendered Language in Professional Communication</strong></td>
<td>Women’s Center</td>
<td>Join the Women’s Center and Career Services for a workshop about gendered language in the business world. Are women effectively communicating their successes and accomplishments in their resumes and during interviews? Bring your resume to this workshop and find out! Co-sponsored with Career Services.</td>
</tr>
</tbody>
</table>

| | Civic Learning; Sustainability (Social Justice); Intercultural Knowledge (different cultural presentations of confidence) |
| 1) | Provide students with the skills needed to advertise themselves in the workplace |
| 2) | Understand how different presentation styles function within an interview setting |
| 3) | Instruct students how to demonstrate confidence in themselves |

| | 1) | What are different gendered communication styles? |
| 2) | How can you demonstrate confidence during an interview? |
| 3) | What are your skills? |

- The Top 5 Mistakes Women Make in Academic Settings, from The Professor is In.
- Gender free job ads
- Women Urged to stop underselling themselves
- Why It’s Harder for Women to ‘Brag’ about Themselves at Work – And Why We Really Need To
- Not Sorry video
- Ban Bossy video
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Event Details</th>
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| October 16th 11:00AM-3:00PM | **Love Your Body Day/WAC-a-Scale** brought to you by WAC  
Details Forthcoming |

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<tr>
<th>Date and Time</th>
<th>Event Details</th>
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| October 21st 6:00PM-8:00PM | **Feminist* Film Series: Polytechnique**  
On Dec. 6, 1989 an enraged gunman wandered the corridors of Montreal's École Polytechnique and killed 14 women. Marc Lepine, separated the men from the women and before opening fire on the classroom of female engineering students he screamed, "I hate feminists."  
Co-Sponsored with Reeve Union Diversity and Inclusion Programs |

**Civic Learning; Sustainability (Social Justice)**  
1) Invoke discussion on how to foster a safe environment on campus  
2) Examine the link between misogyny and school shootings  
3) Strategize how male allies can work to end gendered violence |

1) Despite significant improvement in women’s equality in the United States, why do some argue that misogyny is involved in many school shootings?  
2) What measures can we take to continue safety on campus?  

http://www.maleallies.org/masvblog/roses-that-grew-from-the-concrete  
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Title</th>
<th>Panelists</th>
<th>Contributions</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30th</td>
<td>6:00PM-7:30PM</td>
<td>Sage 1216</td>
<td>Panel on Popular Culture: Gender in Horror Films</td>
<td>John Pata, Ashley Lamers, Brian Kirst, and Aaron Jackson.</td>
<td>1) Examine the role of popular culture in fostering and deconstructing gender stereotypes</td>
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<td>2) Define the ‘male gaze’</td>
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<td></td>
<td>3) Analyze horror films for representations of gender, race/ethnicity, and sexuality</td>
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<td></td>
<td>1) Why is it important to examine popular culture and the representation of women, people of color, and the LGBTQ community?</td>
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<td>2) Are horror films empowering or disempowering?</td>
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<td>3) What accounts for the shift in horror films to ‘torture porn’?</td>
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<td>4) What are some of the horror film tropes?</td>
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</tr>
</tbody>
</table>

Horror film discussions in [Bitch Magazine](https://bitchmagazine.org/)

Clover, Carol J. (1992), *Men, Women, and Chainsaws*

One of our panelists also runs the blog Big Gay Horror Fan. You can access it online here: [http://www.biggayhorrorfan.com/](http://www.biggayhorrorfan.com/)

| November 3rd 6:30PM-8:00PM Reeve Theater | **Global Google Hangout: Women in Politics**  
Panelists include: Helen Luryi, Arpita Das, and Ashlinn Masland-Sarani. | Civic Learning; Sustainability (Social Justice); Intercultural Knowledge | 1) Identify policies that impact women and gender issues  
2) Examine various ways in which individuals can become involved in policy discussions  
3) Analyze various policies for their implications on issues of gender, race/ethnicity, and sexuality | 1) Why might it be important for women to be involved in politics?  
2) Why are some issues considered “women’s issues”? Do you agree or disagree with this terminology?  

**Arpita Das and the Asian-pacific resource & research centre for women**  
Helen Luryi is the former Policy Associate for Workplace Programs at the National Partnership for Women & Families  
Ashlinn Masland-Sarani is the Policy and Development Director for The Arc of Pennsylvania  

*The Journal of Women, Politics & Policy* includes many articles that you may find interesting to share with your students. If you would like specific suggestions based on your course material, please contact the Women’s Center. We will be happy to help you find the
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Required Co-Sponsorship</th>
<th>Key Questions and Activities</th>
</tr>
</thead>
</table>
| November 4th    | *Maysoon Zayid brought to you by WAC*                                | Reeve Ballroom      | First Year Experience; Civic Learning; Sustainability (Social Justice); Intercultural Knowledge | 1) Consider the role comedy can play in empowering women and individuals living with disabilities  
2) Define intersectionality and use Maysoon’s personal narrative to understand how various identities intersect to form one’s lived experience  
3) Educate students on cerebral palsy  
Maysoon Zayid’s website  
Maysoon Zayid’s TedTalk, “I got 99 problems... palsy is just one...”  
Rolling Stone article “The Funny Side”  
Indulging and Divulging: Exploding Expectation in Stand-Up Comedy by Women of Color  
Laughter the Best Medicine: Muslim Comedians and Social Criticism in Post-9/11 America |
| November 19th   | The Sisterhood hosts a panel discussion entitled “Let’s Talk about Sex” | Sage 1239           | Information forthcoming, or contact The Sisterhood for more information.                | 1) What is masculinity?  
2) How has masculinity changed over time? |
| November 12th   | *Feminist* Film Series: Mansome                                      | Reeve Theater       | First Year Experience                                                                     | 1) Analyze different signifiers of masculinity                                             |
manscaping, metrosexuals, and grooming products galore - what does it mean to be a man?
Co-Sponsored with Reeve Union Diversity and Inclusion Programs

2) Explore new definitions of masculinity
3) Conduct a critical analysis of the film

3) How do presentations of masculinity differ cross-culturally?
4) What are the social meanings attributed to body hair?

The Atlantic, “Body-Image Pressure Increasingly Affects Boys”
“Groomers and Consumers: The Meaning of Male Body Depilation to a Modern Masculinity Body Project” in Men and Masculinities

Spring 2015 Calendar

Can’t attend our events? Call us before you cancel class, as we offer a variety of lectures and workshops as part of course coverage.

<table>
<thead>
<tr>
<th>Date/Time/Place</th>
<th>Event Description</th>
<th>USP Connection</th>
<th>Projected Learning Outcomes</th>
<th>Potential Discussion Questions, Suggested Readings</th>
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</table>
| February 16th         | **No Make-Up Monday**          | First Year Experience; | 4) Analyze beauty norms within different cultures | 5) What is ‘beauty’?  
6) What impact do social constructions of beauty within Wisconsin have on the people who live here?  
7) Is taking off one’s make-up a political act? |
| 11:30AM-1:30PM        | Stop by our table in Reeve Concourse to take off your make-up |                |                             |                                                   |
| Reeve Concourse       |                                |                |                             |                                                   |
and make a statement about inner beauty.
Co-Sponsored with Reeve Union Diversity and Inclusion Programs and WAC

| Civic Learning | 5) Explore new definitions of ‘beauty’
6) Improve students’ media literacy by examining altered photographs, video. | 8) Is wearing make-up a political act? Can it ever be transgressive? Sheila Jeffreys, *Beauty and Misogyny.*
Lupita Nyong’o’s speech on racism and beauty
Make-up Free Me (Australia) |

| February 17th 6:00PM-8:00PM Reeve Theater 307 | Feminist* Film Series: Dark Girls
Has anything really changed since the days of American slavery when dark-skinned Blacks were made to suffer even greater indignities than their lighter skinned counterparts? Ask today’s dark Black woman.
Co-Sponsored with Reeve Union Diversity and Inclusion Programs Facilitated by Tracey Robertson and Jennifer | First Year Experience; Civic Learning; Sustainability (Social Justice); Intercultural Knowledge |

| 1) Identify the origins of colorism |
2) Determine possible solutions that promote equality for everyone |
3) Describe the interrelation between colorism and gender |

| 1) How does the history of slavery and racism correlate with colorism? |
2) What are some possible methods to combat colorism? |

Thompson and Keith, “The Blacker the Berry: Gender, Skin Tone, Self-Esteem, and Self-Efficacy.”
Hunter, “The Persistent Problem of Colorism: Skin Tone, Status, and Inequality.”

For more information about Fit Oshkosh, please check out their Facebook page. Fit Oshkosh provides racial literacy workshops.

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27 It may be helpful to know about Jeffreys thoughts on transgender individuals before assigning any of her readings; there are many criticisms of her in this regard.
<table>
<thead>
<tr>
<th>Chandler of Fit Oshkosh</th>
<th>Civic Learning; First Year Experien ce</th>
<th>Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run.</th>
</tr>
</thead>
</table>
| February 21st 1:00PM-5:00PM Sage 1210 | Elect Her-Campus Women Win! Brought to Oshkosh by the AAUW, Running Start, and the Women’s Center, this program is to emphasize the importance of women running for office. Nominate a student to attend, or register to attend, at the Women’s Center’s Elect Her page. Co-sponsored by Reeve Union Diversity & Inclusion Programs and the Oshkosh Student Association. Those who attend Elect Her may be eligible for a scholarship to attend the National Conference for College Women Leaders, courtesy of the Oshkosh Branch of the AAUW and the Office of the Chancellor at UW Oshkosh. Please | Suggested Readings: 
Elect Her website (AAUW)  
You can read about our keynote speaker, Representative Zamarripa, here. |
| Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run. | Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run. | Suggested Readings: 
Elect Her website (AAUW)  
You can read about our keynote speaker, Representative Zamarripa, here. |
| Civic Learning; First Year Experien ce | Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run. | Suggested Readings: 
Elect Her website (AAUW)  
You can read about our keynote speaker, Representative Zamarripa, here. |
| 1) Identify the steps to run for student office  
2) Analyze the gendered issues that face women who run for government  
3) Articulate a media strategy for a campaign  
4) Create a campaign platform | Exercise. Have students design their own political campaign: identify the issues that are important to them; strategize a media campaign; predict how opponents and journalists may address their political run. | Suggested Readings: 
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</table>
| March 2nd  | 11:00AM-2:00PM | **Day without Feminism brought to you by WAC**  
Join the Women’s Advocacy Council and find out what feminism means to our campus  
Co-sponsored with the Women’s Center                                                                                                                   | Civic Learning; Sustainability (Social Justice)  
1) Define feminism  
2) Recognize key historical moments in the history of women’s rights  
3) Determine an issue that is important to you, as it relates to women’s rights (while thinking broadly about the intersections of sexism, racism, classism, etc.) |
|            |                | **Day without Feminism Website**  
**Suggested Discussion Questions:**  
1) What is your initial reaction to the word “feminism”?  
2) What is the definition of feminism?  
3) What are the different issues that feminists seek to address?  
**Exercises:**  
1) Have your students look into the Polk Library Archives to see the history of women at UW Oshkosh – or have them examine this online exhibit entitled “Flaming Love: The Sexual Revolution Arrives at UW Oshkosh.”  
2) Have your students research a current social movement and analysis its effectiveness, inclusiveness and potential political impact. This would also be an opportunity to talk about intersectionality, and what movements address issues like gender and racism. For example, this reading may be helpful: “[The Price of Our Blood: Why Ferguson Is a Reproductive Justice Issue](http://www.mwa2015.com)” by Katherine Cross. |
| March 3rd  | 6:00PM-7:00PM | **Samantha Schroth, Miss Wheelchair Wisconsin 2014, brought to you by**  
Samantha Schroth, Miss Wheelchair Wisconsin 2014, brought to you by Civic Learning;  
Civic Learning;  
1) Identify advocacy tools to support  
**Suggested Readings about Samantha Schroth:**  
Sam's blog: [http://samschroth.wordpress.com](http://samschroth.wordpress.com)  
**Suggested readings regarding disability and advocacy:** |
Reeve Theater (307)

**Reeve Union’s Diversity and Inclusion Programs**
Co-sponsored with Disability Services/Dean of Students, and the Women’s Center
Join us as we celebrate Women’s History Month with Samantha Schroth and the theme “Weaving the Stories of Women’s Lives.”

According to the National Women’s History Project, the theme this year focuses on “Accounts of the lives of individual women [which] are critically important because they reveal exceptionally strong role models who share a more expansive vision of what a woman can do.”

Samantha Schroth will share her personal journey, as well as provide students with opportunities for sustainable (Social Justice) thinking.

2) Consider the theme of Women’s History Month, “Weaving the Stories of Women’s Lives,” and why personal stories, like Samantha Schroth’s, are important.

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<thead>
<tr>
<th>March 4(^{th}) 6:00PM-8:00PM</th>
<th><strong>The Period Project, Gallery Opening and Lecture</strong> Co-sponsored with: Reeve Union Diversity and Inclusion Programs and the Steinhilber Gallery in Reeve</th>
<th>Civic Learning; Sustainability (Social Justice, Economic, Environmental); Intercultural Knowledge</th>
</tr>
</thead>
</table>

You can also make an appointment for your class or student group to have a guided tour of the art exhibit during the month of March by contacting the Women's Center at (920)424-0963 or emailing us at womenscenter@uwosh.edu

| Details for Learning Outcomes are available at [The Period Project](#). |

<p>| 1) Why are discussions about menstruation important? 2) How are stereotypes about menstruators used to justify exclusion from public life? 3) What can we do to improve the experience of transmen in health care services related to menstruation? 4) What similarities and differences emerge in our own cultural understanding of menstruation and the experiences of menstruators globally? |</p>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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</thead>
</table>
| March 5th  | 3:30PM-6:30PM | Reeve 305*   | **$tart $mart Salary Negotiation Workshop**
Register online at http://goo.gl/1gXs8
Facilitated by M. Geneva Murray and Chelsey Cegielski
Co-Sponsored with AAUW, Wage Project, UW Credit Union, Reeve Union Diversity and Inclusion Programs, Career Services, Office of Student Affairs |
|            |               |              | Civic Learning; Sustainability (Social Justice); Intercultural Knowledge (how various types of discrimination impact the wage gap) |
|            |               |              | 1) Provide students with the skills needed to negotiate their first salary        |
|            |               |              | 2) Educate students on how to construct a budget and do city cost comparisons      |
|            |               |              | 3) Define the wage gap, and how it impacts everyone (not just women)              |
|            |               |              | 4) Determine what can be done to combat the wage gap                                |
| March 10   | 11:30AM-1:00PM| Reeve Theater (307) | **Global Google Hangout: Women and Religion**
Join us for our second google hangout of the 2014-2015 academic year. This panel will focus on women's experiences in religion. Currently, our confirmed speakers have Civic Learning; Sustainability (Social Justice); Intercultural Knowledge (how various types of discrimination impact the wage gap) |
|            |               |              | 1) Educate students about various cultural interpretations of religious texts     |
|            |               |              | 2) Identify ways in which religion can be                                          |
|            |               |              | 1) What is the gender wage gap?                                                   |
|            |               |              | 2) What is intersectionality?                                                      |
|            |               |              | 3) Does the wage gap only concern women?                                           |

AAUW’s website on career and workplace issues for women
Alison Griswold, “Paid in Prestige”
Institute for Women’s Policy Research

Exercise: Asks students about the various religions that they are familiar with. How do they perceive these religions as treating women? Is it the religion itself, or the cultural interpretation of the religion, that shapes some people’s expectations of women’s behaviors?

If you would like to choose one religion to examine, in regards to the different ways it is interpreted, you could share various articles that look at the religion from multiple facets. One example of this is the case
connections to the Christian faith, Islam, Buddhism, Atheism, and Post-Christianity

Biographies for the speakers will be updated to the Women’s Center website as they become available. Because of privacy concerns, this panel will not be recorded as part of our educational video series, so please attend in person.

Co-Sponsored with the Women's Advocacy Council

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March 11th 6.00PM-8:00PM Reeve Theater (307)

**Feminist* Film Series: Menstrual Man**

*Menstrual Man* is a documentary film about a man in India who worked tirelessly to improve women’s access to affordable hygiene products, creating economic opportunities for women and Islam, and looking at the rhetoric used by the protest group Femen against Islam and Muslim women who challenge the view that Islam is bad for women.

**Muslim women against Femen**

Femen (there is nudity on this website)

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<table>
<thead>
<tr>
<th>Knowledge</th>
<th>1) Educate students about the experience of menstruating women in India.</th>
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<tbody>
<tr>
<td></td>
<td>2) Provide concrete examples of intersectional experiences.</td>
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<tr>
<td>3)</td>
<td>Understand that one particular act may be seen as empowering or disempowerin g depending on that person’s viewpoints – interpretations of religion are not universal.</td>
</tr>
</tbody>
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1) Why is cross-cultural understanding of health practices important?
2) What are your responses to Muruganantham’s business model?
3) How is intersectionality demonstrated in the film?
4) Are there areas in the United States in which access to menstrual products is limited?
<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>Women in rural areas along the way. Co-Sponsored with: Reeve Union</td>
<td></td>
<td>3) Demonstrate the impact that access to sanitary pads can have on women. 4) Consider the business model used by Arunachalam Muruganantham, and its role in empowering women in the area.</td>
</tr>
<tr>
<td>Diversity and Inclusions Programs</td>
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<tr>
<td>Civic Learning</td>
<td></td>
<td>1) Educate students about the issues surrounding GamerGate 2) Discuss the importance of inclusion in gaming and nerd culture 3) Evaluate the status of women in this subculture</td>
</tr>
<tr>
<td>Panel on Popular Culture: Gender in Gaming and Nerd Culture</td>
<td>Reeve Ballroom C</td>
<td>More information, including speaker bios, forthcoming</td>
</tr>
<tr>
<td>Co-sponsors forthcoming</td>
<td></td>
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</table>
| March 18th | **Tres Vidas Workshop**  
This interactive workshop is hosted by the Core Ensemble, with verbal introductions to vignettes from the lives of Mexican painter Frida Kahlo, Salvadoran peasant activist Rufina Amaya and Argentinean poet Alfonsina Storni. As audience demographics change and technology touches the ways in which people experience art, chamber ensembles are seeking new ways to engage audiences. Core Ensemble members discuss their vision of chamber works of the future, citing examples from their own repertoire such as *Tres Vidas*. Discussion will center on the process of creating the new genre of chamber music. | 4) Demonstrate media literacy  
1) Investigate creative educational tools  
2) Examine the social and cultural issues of the three Latina women that Tres Vidas focus on. **Tres Vidas website**  
Additionally, visit Polk Library to find readings on Frida Kahlo, Rufina Amaya and Alfonsina Storni. |
theatre as well as social and cultural issues explored in each work. A question and answer period with the performers will conclude the program. Please join us for the full performance of Tres Vidas following the workshop, 6:00pm-7:30pm in the AC West Music Hall on March 18th. Co-Sponsored with: Pepsi Fund, Speaker Series, Department of Music, Reeve Union Diversity and Inclusion Programs, and the Department of Foreign Language and Literature. More co-sponsors forthcoming.

| March 18th 6:00PM-7:30PM | AC (N103) Music Hall | Tres Vidas | A chamber music theatre work for singing actress and trio (cello, piano and percussion) based on the lives of three legendary Latin American Women: | Intercultural Knowledge | 1) Educate students about Latina women in history 2) Examine the use of theater as a method for education | Tres Vidas website | Additionally, visit Polk Library to find readings on Frida Kahlo, Rufina Amaya and Alfonsina Storni. |
Mexican painter Frida Kahlo, Salvadoran peasant activist Rufina Amaya and Argentinean poet Alfonsina Storni. Text is by Marjorie Agosín. The show features a wide stylistic range of music, including popular and folk songs of Mexico, El Salvador and Argentina, vocal and instrumental tangos by Carlos Gardel and Astor Piazzolla and new music written especially for the Core Ensemble by Osvaldo Golijov, Orlando Garcia, Pablo Ortiz and Manuel DeMurga.

(http://www.coreensemble.com/)

Co-Sponsored with: Pepsi Fund, Speaker Series, Department of Music, Reeve Union Diversity and Inclusion Programs, and the Department of Foreign Language and
<table>
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<tr>
<th>Literature. More co-sponsors forthcoming.</th>
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| April 2\textsuperscript{nd} 7:00PM Sage 1214 | **Kate Bornstein – *Men, Women and the Rest of Us Brought to you by the LGBTQ Resource Center***  
> “This is my autobiographical signature piece, my most personal stories, my favorite comic and dramatic monologues. An entertaining introduction to the notion of sex and gender beyond the binary - as well as a deeply moving affirmation of spirit for sex-and-gender outlaws. If you don’t mind the f-word every now and then, the show is even child-friendly. Campuses and conferences alike have chosen this piece for both celebrating and increasing the | For more information about this event, please contact the LGBTQ Resource Center |
awareness of trans identities.”

Co-sponsors include: African American Studies Program, College of ED/HS, College of Letters and Science, Department of Geography and Urban Planning, Polk Library, Rainbow Alliance for HOPE, Social Justice Program, Speaker Series, Theater Department, University Books & More, and the Women’s Center.

| April 9th 6:30PM-8:00PM Reeve Ballroom | **Charlotte Laws-The Erin Brockovich of Revenge Porn** In January 2012, after unreleased nude photos of her daughter, Kayla, were posted on the internet, Laws contacted the FBI. This lead to an investigation of Hunter Moore who ran the revenge porn website Is Anyone Up? Laws determined a | Civic Learning; Sustainability (social justice) | 1) Identify tools that can be used to advocate for legal changes 2) Connect students to resources on campus, like the Sexual Assault Victim Advocate 3) Examine the role that social |

*The Guardian, “Charlotte Laws’ fight with Hunter Moore, the internet’s revenge porn king”*

[End Revenge Porn](#) website
April 16th 3:00PM-6:00PM Sage 4224 Register to attend

**Bystander Intervention Workshop**

In October 2014, UW Oshkosh announced that it was joining the “It’s on us campaign” spearheaded by the White House to end sexual assault on college campuses. The It’s On Us campaign calls on us to stand up and stop violence. We are “to identify situations in which sexual assault may occur; to intervene in situations where consent has not or cannot be given; to create an environment in which sexual assault is unacceptable and survivors are supported.”

The Bystander Intervention Workshops, Civic Learning; Sustainability (social justice)

1) Identify tenants of rape culture and rape myths, and have the ability to counter both in conversation and in daily life.

2) Familiarity with the pervasiveness of sexual and domestic violence.

3) Develop an understanding of why some stay in abusive relationships.

There are numerous resources online that will help you develop your bystander intervention skills. These include:

- White Ribbon Campaign, http://www.whiteribbon.ca/
- KnowYourPower, http://www.know-your-power.org/
- It’s on Us, http://itsonus.org/

These online resources are specific to gender violence, but you can use your bystander intervention skills to combat racism, homophobia, transphobia, classism, bullying - and so much more!

Practicing your bystander intervention skills is an important part of feeling comfortable and confident in speaking out. We suggest getting involved with a variety of groups and programming on campus that focuses on equality issues.
developed by Reeve Union's Diversity and Inclusion Programs and the UW Oshkosh Women's Center, will help students develop the tools that they need to understand and practice the It's On Us pledge. Don’t be a silent bystander; learn how to intervene safely.


4) Ascertain the difference between a healthy and an unhealthy relationship
5) Define consent
6) Identify situations in which bystander intervention is needed
7) Develop confidence in safe, bystander intervention strategies
8) Apply the knowledge developed on sexual assault and domestic violence to intervention strategies that address homophobia, racism, etc.
9) Improve knowledge of how to

Contact the LGBTQ Resource Center to find out more about S.A.F.E. training and being an ally to the LGBTQ community. You can reach them at (920) 424-3465 or [lgbtqcenter@uwosh.edu](mailto:lgbtqcenter@uwosh.edu). You can even ask for a training for any of your student groups!

Get involved with the student group CARE. They focus on building healthy relationships and ending rape culture. You can reach them at [care@uwosh.edu](mailto:care@uwosh.edu).

Get involved with the student group WAC. The Women’s Advocacy Council works towards supporting gender equity on campus and in the community. Email them at [wac@uwosh.edu](mailto:wac@uwosh.edu) or check the Student Organizations section of the Women’s Center’s website for more information.

Go to events with Reeve Union’s Diversity and Inclusion Programs, UW Oshkosh’s Women’s Center, LGBTQ Resource Center, Multicultural Retention Programs. Listen to speakers who share your experience, or who have experiences completely different to yours. Think about how we can use the vast knowledge and diversity on this campus to always strive to be more inclusive.
<table>
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<th>Event</th>
<th>Date and Time</th>
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<th>Organizer(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>$tart $mart Salary Negotiation Workshop</strong></td>
<td>April 22nd, 5:00PM-8:00PM, Reeve 201*</td>
<td>Civic Learning; Sustainability (Social Justice); Intercultural Knowledge (how various types of discrimination impact the wage gap)</td>
<td>Angela Victor and Danielle Jones</td>
<td>1) Provide students with the skills needed to negotiate their first salary 2) Educate students on how to construct a budget and do city cost comparisons 3) Define the wage gap, and how it impacts everyone (not just women) 4) Determine what can be done to combat the wage gap</td>
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<tr>
<td><strong>Bystander Intervention Workshop</strong></td>
<td>April 26th, 5:00PM-8:00PM, Reeve 215</td>
<td>Civic Learning; Sustainability</td>
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<td>1) Identify tenants of rape culture and rape myths, and</td>
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<td>Social Justice</td>
<td>Have the ability to counter both in conversation and in daily life</td>
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<tr>
<td>Bystander Intervention Workshops, developed by Reeve Union's Diversity and Inclusion Programs and the UW Oshkosh Women's Center, will help students develop the tools that they need to understand and practice the It's On Us pledge. Don't be a silent bystander; learn how to intervene safely.</td>
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<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
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<tbody>
<tr>
<td>1) Familiarity with the pervasiveness of sexual and domestic violence</td>
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<tr>
<td>3) Develop an understanding of why some stay in abusive relationships</td>
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<tr>
<td>4) Ascertain the difference between a healthy and an unhealthy relationship</td>
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<td>6) Identify situations in which bystander intervention is needed</td>
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<tr>
<td>7) Develop confidence in</td>
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<tr>
<th>Online Resources</th>
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<tbody>
<tr>
<td>KnowYourPower, <a href="http://www.know-your-power.org/">http://www.know-your-power.org/</a></td>
</tr>
<tr>
<td>It's on Us, <a href="http://itsonus.org/">http://itsonus.org/</a></td>
</tr>
</tbody>
</table>

These online resources are specific to gender violence, but you can use your bystander intervention skills to combat racism, homophobia, transphobia, classism, bullying - and so much more!

**Practicing** your bystander intervention skills is an important part of feeling comfortable and confident in speaking out. We suggest getting involved with a variety of groups and programming on campus that focuses on equality issues.

Contact the LGBTQ Resource Center to find out more about S.A.F.E. training and being an ally to the LGBTQ community. You can reach them at (920) 424-3465 or lgbtqcenter@uwosh.edu. You can even ask for a training for any of your student groups!

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Get involved with the student group WAC. The Women’s Advocacy Council works towards supporting gender equity on campus and in the community. Email them at

8) Apply the knowledge developed on sexual assault and domestic violence to intervention strategies that address homophobia, racism, etc.

9) Improve knowledge of how to support survivors of gender violence

April 27th
5:00-8:00PM
Reeve 215
Register to attend

**Bystander Intervention Workshop**

In October 2014, UW Oshkosh announced that it was joining the “It’s on us campaign” spearheaded by the White House to end sexual assault on college campuses. The It’s safe, bystander intervention strategies

Civic Learning; Sustainability (social justice)

1) Identify tenants of rape culture and rape myths, and have the ability to counter both in conversation

wac@uwosh.edu or check the Student Organizations section of the Women’s Center’s website for more information.

Go to events with Reeve Union’s Diversity and Inclusion Programs, UW Oshkosh’s Women’s Center, LGBTQ Resource Center, Multicultural Retention Programs. Listen to speakers who share your experience, or who have experiences completely different to yours. Think about how we can use the vast knowledge and diversity on this campus to always strive to be more inclusive.

There are numerous resources online that will help you develop your bystander intervention skills. These include:

- White Ribbon Campaign, [http://www.whiteribbon.ca/](http://www.whiteribbon.ca/)
- Not Alone: Together Against Sexual Violence, [https://www.notalone.gov](https://www.notalone.gov)
On Us campaign calls on us to stand up and stop violence. We are “to identify situations in which sexual assault may occur; to intervene in situations where consent has not or cannot be given; to create an environment in which sexual assault is unacceptable and survivors are supported.”

The Bystander Intervention Workshops, developed by Reeve Union’s Diversity and Inclusion Programs and the UW Oshkosh Women’s Center, will help students develop the tools that they need to understand and practice the It’s On Us pledge. Don’t be a silent bystander; learn how to intervene safely.


- Familiarity with the pervasiveness of sexual and domestic violence
- Develop an understanding of why some stay in abusive relationships
- Ascertain the difference between a healthy and an unhealthy relationship
- Define consent
- Identify situations in which bystander intervention is needed
- Develop confidence in safe, bystander intervention strategies

KnowYourPower, [http://www.know-your-power.org/](http://www.know-your-power.org/)

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| &nbsp; | 8) Apply the knowledge developed on sexual assault and domestic violence to intervention strategies that address homophobia, racism, etc. |
| &nbsp; | 9) Improve knowledge of how to support survivors of gender violence |
| &nbsp; | Center, LGBTQ Resource Center, Multicultural Retention Programs. Listen to speakers who share your experience, or who have experiences completely different to yours. Think about how we can use the vast knowledge and diversity on this campus to always strive to be more inclusive. |

| April 28th 5:00-8:00PM | **Bystander Intervention Workshop** |
| &nbsp; | In October 2014, UW Oshkosh announced that it was joining the “It’s on us campaign” spearheaded by the White House to end sexual assault on college campuses. The It’s On Us campaign calls on us to stand up and stop violence. We are “to identify situations in Civic Learning; Sustainability (social justice) |
| &nbsp; | 1) Identify tenants of rape culture and rape myths, and have the ability to counter both in conversation and in daily life |
| &nbsp; | 2) Familiarity with the There are numerous resources online that will help you develop your bystander intervention skills. These include: |
| &nbsp; | White Ribbon Campaign, http://www.whiteribbon.ca/ |
| &nbsp; | Red Flag Campaign, http://www.theredflagcampaign.org/ |
| &nbsp; | KnowYourPower, http://www.know-your-power.org/ |

Register to attend
which sexual assault may occur; to intervene in situations where consent has not or cannot be given; to create an environment in which sexual assault is unacceptable and survivors are supported.”

The Bystander Intervention Workshops, developed by Reeve Union’s Diversity and Inclusion Programs and the UW Oshkosh Women's Center, will help students develop the tools that they need to understand and practice the It's On Us pledge. Don’t be a silent bystander; learn how to intervene safely.


<table>
<thead>
<tr>
<th>Pervasiveness of sexual and domestic violence</th>
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<tr>
<td>3) Develop an understanding of why some stay in abusive relationships</td>
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<td>6) Identify situations in which bystander intervention is needed</td>
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<td>7) Develop confidence in safe, bystander intervention strategies</td>
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<tr>
<td>8) Apply the knowledge developed on sexual assault and domestic</td>
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It’s on Us, [http://itsonus.org/](http://itsonus.org/)

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<table>
<thead>
<tr>
<th>May 6(^{th})</th>
<th>Walk a Mile in Her Shoes® Oshkosh</th>
<th>Civic Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30PM-7:00PM</td>
<td>The International Men’s March to Stop Rape, Sexual Assault &amp; Gender Violence</td>
<td>1) Empower students to support everyone’s safety on campus and in the community</td>
<td>1) What can we, as individuals, do to end gender violence?</td>
</tr>
<tr>
<td>Reeve Ballroom</td>
<td><a href="http://www.walkamileinshershoes.org">www.walkamileinshershoes.org</a></td>
<td>2) Identify gender inequality issues that result in gendered violence</td>
<td>2) What is gendered violence?</td>
</tr>
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<td>Participation is free, but we encourage donations to support Christine Ann Domestic Abuse Services and Reach Counseling. Please visit <a href="http://www.uwosh.edu/womenscenter">http://www.uwosh.edu/womenscenter</a> for more information. Prizes will be awarded!</td>
<td>3) Connect students to resources on campus and in the community that support gender equality</td>
<td>3) What legal policies could be improved to provide better protection against gendered violence?</td>
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<td>4) What can male allies do to help end gendered violence?</td>
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Reach Counseling Services, Inc.  
Christine Ann Domestic Abuse Services, Inc.  
Campus Sexual Assault Toolkit  
UW Oshkosh’s It’s on Us page  
The LGBTQ Resource Center explains how to be respectful while participating in Walk a Mile here at Oshkosh
and healthy relationships
Appendix E: The Period Project

Written By M. Geneva Murray, PhD, and Danielle Jones

“The worst part is that we've gotten so used to not talking about it, we just sort of accept it and we perpetuate the silence. We forget that silence around a subject strongly suggests there is something 'wrong' or 'shameful' about it. It doesn't dawn on us that when we tell girls and women that a fundamental part of being female is shameful, we obliterate their desire to truly know, protect and love their body” (Bogue, 2013).

Description:

The Period Project, or the Menstruation Art Exhibit, will be comprised of art depicting menstruation, including artist’s stories, experiences, and artistic interpretations, during the month of March 2015 as part of Women’s History Month. A call for art will be made to all UWO community members, and selected art will be showcased in the Reeve Art Gallery.

The art gallery was chosen as a teaching tool for The Period Project because of the varied learning outcomes that the collaborators desire. The art gallery will allow for multi-media displays, as well as art submissions that reflect society’s views on menstruation, and summaries of the educational content that we wish viewers to synthesize with the artwork. Art, as a medium, allows for new collaborations between the Women’s Center, Reeve’s Diversity and Inclusion Programs, and the Steinhilber Art Gallery at UWO. Additionally, research has shown that the use of Art and the Humanities with medical students at the University of California Irvine has been beneficial in increasing empathy between patient and doctor (Shapiro & Rucker, 2003). The use of art on UW Oshkosh’s campus to talk about biological and social issues will hopefully have a similar impact on our students in nursing and the sciences. Lastly, the art gallery project builds on menstrual art exhibits that have already occurred worldwide. While some include Menstrala (Vartanian, 2013), or art made with menstrual blood, another, hosted by WaterAid Nepal entitled “Dropping in on Development” (Chhaupadi: Let's break the silence, 2011), is more like what the Period Project would align with, focusing on the political and social issues that relate to menstruation. In “Dropping in on Development” an art installation was created to demonstrate
what a chhaupadi traditionally looks like, as well as some of the wildlife women have to face when isolated. While The Period Project will not host Menstrala, part of the multi-media exhibit could include video of Cloths, which follows the opening of a Menstrala exhibit in Chile (Vartanian, 2013).

While the once flowery, blue liquid, commercials advertising feminine hygiene products in the United States have begun to change, and new representations of the “Camp Gyno” have emerged, there are still “three specific menstrual taboos (concealment, activity, and communication)” (White, 2012, p. np) – which can be demonstrated in the earlier feminine hygiene product commercials. Each taboo relates to the ways in which society in the United States has classified menstruation as a stigmatized activity. Concealment is the idea that menstruation “should be hidden and kept secret” (see, for example, commercials that use metaphors such as women running through fields of flowers, or tampon wrappers that were made to be discreet and the online advice columns that help one learn to hide her unwrapping of a tampon in the bathroom):

> Sometimes it seems Superman has an easier time pulling off a quick change in a phone booth than a girl who’s looking to change her tampon in the middle of a school day. If it’s not the fear of the telltale crinkle, it’s the paranoia that someone will see you palm a product on your way to the stall. Well, have no fear; we’re here to help. With the right products and some good sound advice, using tampons can be silent and discreet. (Using Tampons, 2013).

Additionally, taboo “activity” limit women’s physical movements when menstruating and “communication” prevents an open and honest dialogue about menses. The taboo about virginity loss can also relate to hesitancy to use tampons, and will help our students to understand the various restrictions placed on women worldwide in order to protect their virginity.

Stigmatization of menstruation can lead to self-consciousness of menstruators, lower self-esteem, and the use of PMS as a form of “behavioral self-policing that allows them to distance themselves from their embodied selves in an effort to retain their femininity” (Johnston-Robledo & Chrisler, 2011). Various studies have also noted that menstruators who experience shame about menstruation are more likely to take sexual risks than those who see menstruation as
normal and natural (Johnston-Robledo & Chrisler, 2011). As university staff, it is important that we not only educate students on sexual health and well-being, but also address the self-esteem issues that can perpetuate risky behavior.

Aside from internalized shame, the stigma associated with menstruation has been used to justify women’s exclusion from public participation. In the United States, PMS has been used to explain why a woman should never be president (see, for example, the March 10, 2008 episode of The O’Reilly Factor with Bill O’Reilly and guest Marc Rudov)\(^{28}\). It has been used to behaviorally police women, where someone may argue that the woman has no right to be upset, but is on their period and therefore just emotional. Akin to calling a woman a “bitch”, this rhetoric is used to undermine women’s anger and to enforce appropriate femininity. Historically, in the United States, menstruation has been used as an excuse to exclude women from combat situations. Internationally, there are some countries where feminine hygiene products are still not readily available to lower-income households, because of affordability or sanitary concerns.

Learning Objectives:

1) **Sustainability** – It is estimated that the average woman throws away 250-300 pounds of feminine hygiene products in her lifetime (Stein & Kim, 2009). For many years, feminine hygiene products have been disposable; however, there is a current movement to find more environmentally friendly options. These alternatives are gaining visibility in a media culture that generally is sending the message that feminine care products should be kept quiet and discreet. Eco-friendly products range from organic disposables to reusable items, and may include cloth pads or mooncups. Interestingly, many of these eco-friendly options have been around since before the disposable versions arrived on the market. In addition to the environmental benefits, there is concern that even though feminine hygiene products expose users to a very limited amount of dioxins, the impact these dioxins have when entering someone’s body through the vaginal entry, specifically, is unknown.

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\(^{28}\) Marc Rudov on "the downside" of a woman president: "You mean besides the PMS and the mood swings, right?" , 2008. Available online: http://mediamatters.org/research/2008/03/11/marc-rudov-on-the-downside-of-a-woman-president/142850
2) **Intercultural Knowledge**- While some cultures hide or treat menstruation as a bad thing (e.g., in some cultures menstruating women are not permitted in churches, and in regions of Nepal some still practice chhaupadi where the women are isolated from others who are not menstruating and can lead to perpetrators of rape having easier access to potential victims, as well as sanitary linked illnesses, and death from exposure to the elements and wildlife), others view the menarche as a time for celebration (e.g., south Indian girls receive presents). Alongside the art showcased in this exhibit, there will be historical and cultural descriptions of menstruation customs and hygiene practices.

3) **Civic Engagement** - Internationally, women have various levels of access to feminine hygiene products. This is related to cost, ease of manufacturing, access to clean water, and taboos that still exist regarding menstruation. To this end, the project will introduce students to opportunities to support greater access to feminine hygiene products through participation in Lunapads Pads4Girls program, which distributes free feminine hygiene products to women and girls in areas where it is not readily available, and Arunachalam Muruganantham’s innovative business in India, where he created a machine that made affordable sanitary napkins and started empowering women entrepreneurs to use it.

4) **Women’s History** – Drawing from the book *The Curse: A Cultural History of Menstruation*, by Janice Delaney, Mary Jane Lupton, and Emily Toth (1988), the exhibit will include information about how menstruation has been viewed throughout history. Also included in the exhibit will be a video display showing how marketing strategies for feminine hygiene products have changed in the United States in the last fifty years, with an analysis on what that says about how society has viewed women’s bodies.

5) **Trans* Inclusion and healthcare discussions** – According to Rachlin, Green and Lombardi (2008), FTM individuals may avoid preventative care (like gynecological exams) for fear of discrimination from their physicians. A particular concern in this regard is that some studies have indicated that those who use testosterone in the long term may be at risk of developing polycystic ovary syndrome (PCOS). Gynecological care is needed for trans men who still have their
ovaries, and a shift in culture may help them feel more comfortable in seeking care. Changing the language that one uses to describe individuals who menstruate from “women who menstruate” or “women” to “menstruaters” or other more gender inclusive phrasing could help in indicating a society that is working to prevent trans discrimination from excluding FTM individuals from access to healthcare. Additionally, Brill and Pepper (2008) note that puberty can be an incredibly difficult time for transgender youth, as the discomfort with their body may grow with physical changes. For example, they quote a parent of a FTM teen as saying:

> *when she got her period two things happened that showed us something was very wrong. The first was that she got very depressed. She wouldn’t come out of her room - wouldn’t talk to us. It was really scary. The second thing that worried us was that when she had her period, she acted as if she didn’t have it. She would not use any feminine products. That was so weird we took her to the doctor. At first none of us knew what was going on. But over the next six months we all realized that she was transgender* (p. 65).
Works Cited

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Using Tampons. (2013, 8 1). Retrieved 8 6, 2014, from BeingGirl.com:
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http://hyperallergic.com/74107/calm-down-menstual-blood-art-isnt-a-big-deal/
Appendix F: Button Designs for Walk a Mile in Her Shoes® Oshkosh
Appendix G: Analysis of Stand Up, Titans!

Stand Up, Titans! is a bystander intervention workshop created through collaboration between the Women’s Center and Reeve Union’s Diversity and Inclusion Programs. The workshop is divided into three parts, targeting different key components of effective bystander intervention training. During the first section, participants utilize clickers (anonymized) to respond to a series of questions regarding the extent of sexual and domestic violence. Facilitators utilize these questions to articulate reasons as to why participants should invest in ending violence, and create an understanding of rape culture as a continuum – encouraging participants to investigate their own misconceptions of rape and domestic violence, as well as how they may have, unknowingly, contributed to rape culture. The second section familiarizes participants with bystander intervention strategies, providing examples and discussing the importance of utilizing a strategy that is safe. The third and final section is a role play activity, where participants try out different strategies, and facilitators, as well as other participants, provide them with feedback. These role plays also allow for a discussion of bystander intervention as a transferrable skill, which can be applied to other topics, such as racism, homophobia, transphobia, etc. This analysis of the program will begin with a survey of some of the current literature on bystander intervention, explaining the development of the workshop. Following this, I will turn to a qualitative analysis, from a small sample size, of our “test workshop,” and end with the quantitative analysis of whether or not the workshop met expected objectives.

Building the Workshop

Latané and Darley’s (1970) five-stage model for an individual to develop their bystander intervention is: (1) notice the problem; (2) believe that intervention is needed; (3) take responsibility for intervention; (4) know how to intervene; (5) intervene. The training was designed with this in mind, but additionally incorporated the “common components of bystander intervention” described by The White House Task Force to Protect Students from Sexual Assault, including: (1) awareness; (2) sense of responsibility; (3) perceptions of norms; (4) weighing pros and cons; (5) confidence; (6) building skills; (7)

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29 The workshop was created by M. Geneva Murray, PhD, Brittany Magrady (graduate student Professional Counseling, intern with Reeve Union’s Diversity and Inclusion Programs), Danielle Jones, MA, Eliza Farrow (program assistant at the Women’s Center), and Marie Birenbaum (intern with the Women’s Center). Initial content was created by Dr. Murray and Ms. Magrady, based on the research compiled by Dr. Murray from her Violence Prevention Education Certification Training through Green Dot and her educational background in Women’s Studies. Ms. Jones helped to fine-tune the content, utilizing her knowledge as a prior Domestic Violence Advocate, at Turning Point of Lehigh Valley, and delivery style from her participation as a SAFE trainer and Community Advisor Training Facilitator for Behind Closed Doors. Ms. Farrow did the graphic design element of the workshop. Ms. Birenbaum collected rape myths and began the process of responding to them for the rape myth table. A committee was formed to help evaluate the workshop as it developed, which included Jennifer Chandler, PhD (FIT Oshkosh, community member), Jennifer Haese, J.D. (Assistant Dean of Students). Information regarding the trial workshop assessment, and a three hour video of the workshop, was also provided to Ameerah McBride, JD (Campus Title IX Coordinator) and Katie Huskey (Sexual Assault Victim Advocate), although neither could attend committee meetings.
context. A number of these overlap with the five-stage model, but several of them are particular to the delivery of bystander intervention training, not just content.

For example, the method to addressing (1) and (2) from the five-stage model are heavily intertwined in the Stand Up, Titans! workshop, and also address (1) and (3) from the common components of bystander intervention. Perceptions of norms, in particular, focuses on the increased awareness needed of others’ support for intervention. In this way, it’s highlighting not just that there is a problem where intervention is needed, but others are likely to support the decision to intervene. We meet these objectives with twenty slides in the workshop that utilizes clickers, compatible with the Audience Response System. These slides ask participants about the rate of sexual violence against women and men, highlights some of the components of rape culture that perpetuate a society that dismisses sexual violence as an important issue that requires individual intervention, addresses rape myths, the definition of consent, and provides a space for men and women to identify as allies against sexual and domestic violence. The clickers are utilized so that participants will not fear participation, as they are anonymized, and the facilitators use the responses to build positive peer pressure to act, by challenging the perception that inaction should be the norm, and/or to gauge where more educational discussion should be facilitated. Consent is addressed in three different ways. Firstly, through a deconstruction of stereotypes, participants are encouraged to think about who can be raped (anyone). Secondly, three different scenarios are provided in which respondents determine whether or not consent was given. The three scenarios are as follows:

1. Matt decides that he wants to have sex with Don, because they have been together for a long time. Don is nervous and feels pressured by Matt, but doesn’t want to disappoint him. He doesn’t say no when Matt tries to have sex with him. Is this consent?
2. Maura is extremely drunk at a party. Kevin has always had a crush on Maura and decides to ask her to go upstairs to a bedroom with him. She follows him and goes much further sexually with Kevin than she ever had. Was Maura able to give consent?
3. Becca is in town visiting and meets Polly for the first time when they are out at a bar. They flirt all night, go home together, and both verbally agree to have sex. They both enjoy it and feel great afterwards. Becca tries to get in touch with Polly the following day but Polly doesn’t reply. Becca feels sad that she can’t get in touch. Did Becca consent to have sex with Polly?

Thirdly, a Laci Green video entitled “Consent 101” is shown, which demonstrates how consent can be given, retracted, and when it cannot legally be given. Following this, a table of rape myths (available upon request) and possible ways to respond to rape myths is discussed amongst participants.30 Not only does this continue to assist participants in identifying the problem, but it also is the start of addressing how to intervene, awareness, confidence and skills building.

Building a (2) sense of responsibility in individuals occurs in several ways. Firstly, facilitators discuss sexual and domestic violence cases that have occurred recently in Wisconsin and the Fox Valley area. This is done to assure students that sexual violence is not something that only happens elsewhere, but occurs in their communities. The rape myth table is also utilized to disrupt victim blaming or

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30 This was added following the trial workshops in response to feedback from participants.
stereotypes that would place the onus on victims rather than perpetrators, bystanders, or society in general. Lastly, this is addressed in the discussion of reasons as to why individuals may choose not to act. Facilitators use the example of a witness from the Steubenville case, who said, in response to why he didn’t act when the unconscious woman was raped: “It wasn't violent. I didn't know exactly what rape was. I always pictured it as forcing someone.” This discussion elaborates on the importance of awareness and personal responsibility to act.

Facilitators also use this opportunity to discuss healthy and unhealthy relationship features, by using the Equality and Respect, and Power and Control, wheels in Dating Relationships. This is one step in improving participants awareness of situations in which they may need to act (like contacting campus police or the Dean of Students) and risk reduction for students to learn what behaviors to avoid. The images of these wheels were taken from UW Oshkosh’s CARE website, so that facilitators can also begin introducing various resources on campus for more information. This is followed up with a handout entitled “Continuing Your Development” which lists online resources, campus groups and departments, and contact information for the Campus Victim Advocate, Counseling Center, Dean of Students, and Campus Police. During the training, we encourage participants to take out their cell phones and enter the number for campus police. We also provide contact information for several off-campus resources, including the Oshkosh Police Department, Christine Ann Domestic Abuse Services, Inc., and Reach Counseling Services, Inc.

In synopsis, when designing the workshop, the creators determined nine learning objectives that should be met by the end of the three hours. These are as follows:

1) Identify tenants of rape culture and rape myths, and have the ability to counter both in conversation and in daily life
2) Familiarity with the pervasiveness of sexual and domestic violence
3) Develop an understanding of why some stay in abusive relationships
4) Ascertaining the difference between a healthy and an unhealthy relationship
5) Define consent
6) Identify situations in which bystander intervention is needed
7) Develop confidence in safe bystander intervention strategies
8) Apply the knowledge developed on sexual assault and domestic violence to intervention strategies that address homophobia, racism, etc.
9) Improve knowledge of how to support survivors of gender violence, and resources on campus and in the community.

Söchting, Fairbrother and Koch (2004) note that educational programs that challenge rape supportive attitudes may not be effective in the long-term, but that short term successes are seen as potentially being greater with an interactive format. The role play was designed so that students could have this interaction, and would afford them the opportunity to build skills and confidence by practicing their bystander intervention strategies. As there has not been a longitudinal study on Stand Up, Titans!, we cannot yet address this concern. However, we did include goals sheets, the White Ribbon Campaign handout, and the handout with further resources (“Continuing Your Development”), to encourage
participants to think about the long-term investment of their skills. Additionally, we can look to the studies of Ahrens, Rich and Ullman (2011) and Coker, et al (2011), to provide a guide as to whether or not our program is including some of the key components that they recommend for successful bystander intervention programs. In a three month post survey for an interactive bystander intervention training, called “interACT”, Ahrens, Rich and Ullman (2011) “suggest that bystander intervention programs may continue to have an effect over time, particularly for participants with lower initial beliefs about the efficacy of bystander interventions and weaker initial intentions to engage in bystander intervention” (771). Like interACT, Stand Up, Titans! does not provide “one perfect solution” through the interactive demonstration, but encourages participants to think about the various ways that they can act affectively “in a similar real-life scenario” (762).

In Coker et al.’s examination of the Green Dot program, they discuss that while their SEEDS program has higher rates of active bystander intervention, their fifty minute “motivational speech provided to students, school leaders, faculty, and administrators to introduce the concept of active bystander behaviors and build the audience’s commitment to prevention” has some benefits in that there is “significantly more actual active bystander behaviors and more observed bystander behaviors when compared with students receiving no intervention” (790). Similarly, while the full three hour Stand Up, Titans! program is the preferred program among developers because of the ability to address all five steps in the intervention model, the creators of the program did also develop a one hour teaser session, built on many of the same premises as the Green Dot motivational speech:

The purpose of this speech was to help students find their connection to dating and sexual violence, build awareness of the problem of dating and sexual violence on college campuses, present a bystander intervention as a manageable and simple activity, persuade and motivate students to get involved in prevention (Coker et al. 781).

The teaser session was developed as a way to offer an introduction to bystander intervention that could be easily implemented into any course on campus, but will be pitched to Quest I course instructors, in particular. The teaser session begins with a discussion about how we all want rape to end, following Katz’s (2006) suggestion that men be spoken to as potential allies, not perpetrators, to improve their willingness to participate in education programs on sexual violence. The teaser session also utilizes the news items to help students recognize their connection to dating and sexual violence, a discussion of consent (using three stories, differing from those used in the workshop, where participants determine

31 If Stand Up, Titans! is continued, this also provides evidence for the need to produce a marketing campaign around bystander intervention, which can be developed as part of this program, and demonstrates the need for other prevention and education programs on sexual and domestic violence to continue across campus.

32 The three stories are as follows: (1) Dave and Melanie are hooking up and Melanie wants to have sex, while Dave does not. Melanie is very persistent and Dave says, “let’s slow down, I don’t know if I’m ready for this.” Melanie says, “I can see you have an erection and I know you want to have sex, so come on let’s just do it!” Melanie winds up having sex with Dave. Did he consent? (2) Sullivan and Carrie have been together for over 6 months and are going to prom together. They decide to have sex with each other for the first time on prom night. After the dance, they go back to their hotel room, but at the last minute Carrie decides she is not ready to have sex. She tells Sullivan how she feels, but he says that she promised
if consent was given, and the Laci Green video), and an overview of bystander intervention. In order to encourage students to think about their confidence level, and to expand their ideas of when bystander intervention is needed, we include four videos that were created with the help of Information Technologies, students on campus, and Chief LeMire. The first video shown has a man pushing a screaming woman into the back of the car. Two other videos show street harassment, with one video including a bystander who checks in with the victim of the harassment and advertises the use of the blue light buttons on campus, with Chief LeMire demonstrating how to use them. The final video is of a house party, where a drunk woman goes into a bedroom, and is quickly followed by one man, whose friend guards the door. At the end of the final video, Chief LeMire steps onto the screen and asks the viewer what they would do if they saw this happening. These videos are used to get students to invest in the idea of bystander intervention, and to sign up for the three hour workshop. However, we also hope that if they do not participate in the workshop, that there will still be a benefit, as what Coker et al. determined with Green Dot’s fifty-minute presentation.

Overview of workshops offered

One hour trial workshops were held on September 27, 2014, with seventeen attendees, and on November 12, 2014, with nineteen attendees. One teaser session was given upon request by Fraternity and Sorority Life, with three participants. The participants for these sessions were given an evaluation following the workshop. Following the first one hour trial workshop, two additional statements were added to the Likert Scale: “This workshop increased my confidence in bystander intervention”; “I now feel confident in practicing bystander intervention strategies” (see Table A).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend future Women’s Center events to friends</td>
<td>26</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt comfortable asking questions and/or participating</td>
<td>18</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

and that it wasn’t fair to break her promise. She doesn’t say anything else and lets Sullivan have sex with her. Did she consent? (3) Pat and Sydney have been together for over a year, are in love, and have discussed the possibility of having sex with each other. Sydney invites Pat over and says, “I feel like I’m ready to have sex, are you?” Pat also feels ready and says, “yes.” Did Sidney and Pat consent to sex?

33 All videos can be viewed at this link: https://www.kaltura.com/tiny/8o0o9
34 This was held as part of the Student Diversity and Leadership Conference.
35 This was held as course coverage for a Social Work class.
I found the facilitator/panelists to be engaging  & 30 & 5 &  &  \\
This workshop increased my confidence in bystander intervention$^{36}$  & 9 & 9 &  &  \\
I now feel confident in practicing bystander intervention strategies$^{37}$  & 4 & 14 &  &  \\

The trial one hour workshops felt too pressed for time, which didn’t allow, as one participant said, “enough time to talk”. While reviews were positive, facilitators did not feel that all learning outcomes were met, or that there was enough time for the role play activity. Thus, the one hour trial workshop was revamped to become a one hour teaser session, where the same learning outcomes were not attempted to be met, and the three hour workshop was created.

A trial three hour workshop was conducted on November 6, 2014, for Dr. James Krueger’s Quest III course, which sixteen students chose to attend in order to help meet their service hours. Thirteen of the student participants wrote a paper in which they discussed whether or not the prescribed learning outcomes were met, and offering any suggestions for improvement. All students also completed a review form, and were asked to complete a pre and post workshop survey, which is the shortened Illinois Rape Myth Acceptance Scale. This survey demonstrates if there is a change amongst participants in rape myth acceptance following the workshop. While the Green Dot Program does not focus on rape myths, Coker et al. (2011) believes that their bystander intervention training still fosters a sense of investment in action amongst participants even without addressing rape myths. Stand Up, Titans!, however, does spend time on rape myths as a way to ensure that personal accountability is shifted to the individuals participating, rather than putting the blame for violence onto victims. In student responses to the learning outcomes, two wished to know more about rape myths, one noting that this would enable them to “have the ability to counter ones that we were unsure of when we hear them”. This indicates a possible benefit to the rape myth discussion, in that it could encourage a disruption of a culture that places blame on the victim, rather than focusing on situations in which rape or domestic violence is seen as an immediate threat. For example, one student explained how they “realized […] that a lot of the scenarios happen in front of my eyes everyday and I didn’t say one thing, which is very upsetting. Also after this workshop, being in public I am more aware of my surroundings and confidence as well.” Another connected with the information to say that it created “the big picture on what

$^{36}$ This question was added after the April 16th workshop.
$^{37}$ This question was added after the April 16th workshop.
happens out in this country and world with sexual assaults and domestic violence, it really made me think that this stuff isn’t a joke, it’s real”. It was also seen to allow, at least, one student, to connect with the presentation on a personal level, saying that the discussion of statistics and information regarding rape culture “hit home” and “[kept] us connected to the presentation.” Another student similarly stated that it was “a good way to make it more personal”.

The rape myth discussion also helped to frame situations in which participants should intervene, and this was similarly found in the coverage of the definition of consent. Eleven participants wrote that consent was clearly defined in the presentation, with eight of those participants highlighting the Laci Green video as being a crucial part of their increasing awareness of consent. It’s important to note that consent is not only discussed in this one video during the presentation, but is threaded through the entire presentation, noted by one participant who said “both of you guys went over a couple situations on how to use consent without looking like a goof” and another wrote that the discussion of consent was “done very well”. Two respondents specifically stated that they didn’t know that marital rape was possible prior to this workshop, with one saying “Learning this new piece of information helped me realize that even if you are tied together by papers, it is still fine to not consent to sex and not be, per say [sic], at fault”.

Ten of eleven respondents found that the workshop helped them to identify situations in which bystander intervention is needed. The interactive role play was found to help participants think about how to intervene safely, and built confidence by having the facilitators perform as the potential victim and the potential perpetrator. All but one respondent felt more confidence in safe bystander intervention strategies, and noted that they needed to practice more, but did not suggest that anything could have been done during the workshop to help improve their confidence. One respondent in particular found that their participation “even in practice, really helped me see myself helping others that way”.

Responses to the clicker survey, which asked the sixteen participants to rate their confidence in bystander intervention strategies at the start of the workshop and at the end, demonstrate that participants did gain more confidence (see comparisons in Table B).

<table>
<thead>
<tr>
<th>Table B (n=16)</th>
<th>How confident are you with your strategies...</th>
<th>Percent Pre workshop</th>
<th>Percent Post workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>18.75%</td>
<td>6.25%</td>
<td></td>
</tr>
<tr>
<td>Fairly confident</td>
<td>43.75%</td>
<td>6.25%</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td>31.25%</td>
<td>31.25%</td>
<td></td>
</tr>
<tr>
<td>Very Confident</td>
<td>0.00%</td>
<td>25.00%</td>
<td></td>
</tr>
<tr>
<td>Extremely Confident</td>
<td>6.25%</td>
<td>31.25%</td>
<td></td>
</tr>
</tbody>
</table>
Additionally, there was a statistically significant (at a P value of .045) decrease in participants’ acceptance of rape myths following the workshop. Although the continued acceptance of particular rape myths, demonstrated in the post-workshop survey seemed fairly random, there were a few that emerged that facilitators decided to address more in future three hour workshops.

1. When girls get raped, it’s often because the way they said ‘no’ was unclear.
2. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex.
3. When guys rape, it is usually because of their strong desire for sex.
4. Rape happens when a guy’s sex drive goes out of control.
5. If both people are drunk, it can’t be rape.
6. A lot of times, girls who say they were raped agreed to have sex and then regret it.
7. A lot of times, girls who say they were raped often led the guy on and then had regrets.

Following feedback, slight changes were made for the following three hour workshops on April 16, April 26, April 27, and April 28. Two additional questions were added to the Likert Scale, seen in Table A, and a rape myth table, with responses to rape myths, was created to include in participants’ packets after the workshop on April 16th. On April 16th, the facilitators tried to just spend more time on the rape myth discussion, but found that participants felt too much time was spent on that, and it detracted from the time that could be spent on the role play. Otherwise, the workshop, and the content (other than updating the news stories), remained the same. Thus, the following quantitative analysis and discussion includes the teaser workshop and the four following three hour workshops.

**Analysis**

Prior to the April 16th, April 27th, and April 28th workshops, participants were asked how confident they were with their bystander intervention strategies. The following table shows the results.

<table>
<thead>
<tr>
<th>Table C (n=45)</th>
<th>How confident are you with your strategies…</th>
<th>Percent Pre workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Percent Pre workshop</strong></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
<td>31.11%</td>
</tr>
<tr>
<td>Fairly confident</td>
<td></td>
<td>33.33%</td>
</tr>
<tr>
<td>Confident</td>
<td></td>
<td>24.44%</td>
</tr>
<tr>
<td>Very Confident</td>
<td></td>
<td>8.89%</td>
</tr>
<tr>
<td>Extremely Confident</td>
<td></td>
<td>2.22%</td>
</tr>
</tbody>
</table>

38 On April 26th, there was a problem with the technology used to capture this information, so it is not included here.
The following table (Table D) is an aggregate of the general review forms from November 6th, April 16th, April 26th, April 27th and April 28th. We see from the survey, that all but one participant had an increase in confidence, and all but one agree or strongly agree that they now feel confident in practicing their bystander intervention strategies.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend future Women’s Center events to friends</td>
<td>43</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt comfortable asking questions and/or participating</td>
<td>43</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I found the facilitator/panelists to be engaging</td>
<td>57</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This workshop increased my confidence in bystander intervention</td>
<td>27</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I now feel confident in practicing bystander intervention strategies</td>
<td>20</td>
<td>19</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The data from the April 2015 pre and post workshop surveys on rape myth acceptance shows a statistically significant decrease in the acceptance of rape myths (see below). It’s important to note that this data is only reflective of individuals who filled out both a pre and a post workshop survey, as some individuals only attended for the last hour of the program and were not there for the discussion of rape myths. Additionally, one survey, completed on April 27th, was excluded because it was a statistical anomaly. So while fifty-eight participants attended the three hour workshops, the pre and post evaluation is representative of forty respondents.

39 Additional comments included on the form are in Appendix G1. General comments taken from student papers following the trial run on November 6th are included in Appendix G2.
40 This question was added following the workshop on April 16th.
41 This question was added following the workshop on April 16th.
Statistically significant reduction in rape myth beliefs with a p value of .000.

Conclusion

There is evidence to suggest that the Stand Up, Titans! workshop helps to decrease participants’ acceptance of rape myths, and increases their confidence in safely intervening. However, long-term research should be completed, which will require following up with past participants. If Stand Up, Titans! continues, that follow-up will be conducted in Fall 2015. Additionally, a marketing campaign should be created to advertise the workshop, and to promote bystander intervention in general. This could be done in collaboration with the UMatter team, if there is interest from them. Of course, for this to be a sustainable program, there needs to be additional trainers for the workshops. Danielle Jones and Geneva Murray anticipate providing two-day training to facilitators, with the aim of having one faculty/staff member paired with one student leader for each workshop. The training would familiarize facilitators with the content of the workshops, but will also work with facilitators to ensure that delivery of the material is appropriate. The goal is to have facilitators from across campus, so that while this workshop was created by the Women’s Center and Reeve Union’s Diversity and Inclusion Programs, it becomes an integrated part of the campus culture in all areas.
Works Cited


Appendix G1: Additional comments on reviews from April 16th, April 27th, April 28th, and November 6th

What would you like to see at the Women’s Center? [responses are only included below if they were specific to the bystander intervention workshop]

1. I think you guys need to make it more known to the campus that your service is available- I don’t think that is spelled right 😊
2. I am just starting to get involved and look forward to more events to help my advocacy skills
3. Programs for men who wish to be allies (Though I’m sure many/all programs could serve that purpose)
4. Make this mandatory
5. These event to continue or to be repeated
6. Keep doing what you are doing. Events, talks, workshops, etc
7. I love the events going on now
8. How we can take preventative measures towards rape.
9. More events with Dr Murray!
10. Events more like this that train people how to act in certain situations.
11. Everything I have seen is spot on!
12. More events like these
13. More of these same classes
14. I liked the open attitude, maybe more adverts for this program
15. I think this should be part of odyssey days!
16. Anything that can educate about these issues
17. More helpful classes like this one.

Additional Comments

1. Loved the enthusiasm. Felt very comfortable. Not like I was being judged for not knowing
2. I loved this workshop! This is something that all people should be educated on
3. Extremely long! Possible way to cut down?
4. 😊
5. I’m really glad standing intervention is discussed safe ways to intervene
6. Everyone should receive this information
7. Thank you
8. Thank you!!
9. Awesome! Thanks for doing this on a Sunday night!
10. Very informative workshop
11. Really good, enthusiastic time
12. I thought it was very great and engaging
13. Amazing program well integrated fast paced, intense and impactful
14. I thought this was very informative and it kept me interested the whole time
15. Very well done, put together and presented
Your commitment to motivate us to participate had me engaged more and wanting to stay.

I would tell the presenters were knowledgable and passionate about the topic which helped me to engage. The bystander intervention workshop and other programs I have attended through the women’s center help to talk what can be difficult topics and makes them into engaging, meaningful, and even fun discussion. I look forward to more workshops and events!

I really enjoyed this workshop. It was very eye-opening.

Really informational and effective session.

I thought this was a very informative and informational workshop. I would recommend others to also attend this workshop.

Role playing was very helpful and fun!

Definitely engaging and continually asking for diverse, different perspectives, especially with role playing 😊.

This was really cool and informational!

Love the two facilitators, they made it fun and very enjoyable.

Would love to see more of them two.

This presentation brought a light to a shady subject that we now have been enlightened on.

It was good.

Very eye-opening and informative, I’d recommend to anyone.

Very fun and interesting! I loved the energy and engagement of the presenters.

Very well done.

Great stuff! Helped me feel confident in my strategies.

This was seriously helpful! 😊

Great overall job. Very informative.

It was fun and good experience.

You guys knew what you were talking about, but also made it fun. Thanks.
Appendix G2: General Feedback from Student Papers Written for 3 hour trial run on November 6th

“The instructors made it fun and enjoying for the three hours. With there [sic] awesome attitude I had no problem staying energized for 3 hours” (1)

“What I realized is that a lot of the scenarios happen in front of my eyes everyday and I didn’t say one thing, which is very upsetting. Also after this workshop, being in public I am more aware of my surroundings and confidence as well.” (1)

“I honestly had no idea what this was going to be about, and I was just going after it for the hours, but after sitting through the workshop, and getting the big picture on what happens out in this country and world with sexual assaults and domestic violence, it really made me think that this stuff isn’t a joke, it’s real” (2)

“Recommend going over less scenarios, and focus more on how to handle and deal with gender violence” (2)

“I wish that we could of done different was to take these scenarios more seriously [...] I liked how half the class time was learning about how to handle situations, and then the other half of the class was putting these skills to the test.” (2)

“when I first walked through the door, if you would of asked me on how to be a good bystander and what some of the steps to take to stop this hate, I would of looked at you with a blank stare because I would of have no clue. But at the end of the workshop, I felt pretty good about myself on how to be a better bystander and stop this nonsense in a safe way. This workshop was put on by 2 cool individuals who as bad as it sounds, made it fun to learn and always kept you entertained.” (2)

“Part of me says I hope I never have to use these skills, but the other part waits for moments like that to happen so I can use these skills, then look back and think that I learned all that in the workshop I had to take for school” (2).

“I personally do not know as much as I should when it comes to those topics, and it seemed that you were the perfect people to teach others about it and how to handle violent situations with the addition of racism or homophobia” (3)

“Overall, I felt as though the program was a success, at least for me personally. I came in not the training knowing very little about the actual techniques that were involved when intervening, and throughout the session, Dr. Murray emphasized times in which each technique would be most appropriate and times when other techniques may work better” (4)

“I left with a much greater knowledge of how bystander intervention takes place, and when it is appropriate to intervene personally” (4)

Would have done less surveys at the start [rape myth acceptance] (4)
“When walking into the bystander training, I felt as though I knew a lot but wasn’t fully aware. I soon learned that I didn’t know as much as I had thought. Walking out of the training class, I knew a lot more than before and felt rather confident in myself ...] The role play really helped me get the understanding I needed” (5).

“overall, besides a minor few tweaks that need to be addressed, I think that the bystander training was a definite success. I would recommend it to others as it was very helpful and I learned tons of new knowledge. My confidence was increased and I know that I will make a great bystander, if that moment ever arises” (5).

Would like more role play (6).

“I think of the most valuable tools that this training has is novelty, and an ability to surprise people” (6)

“When I came to the intervention, I had no confidence in my intervention abilities, along with not understanding what all of those abilities were. I left with a toolkit of the basic ways to intervene, not all of them physical. I think it was a great class, and has potential to help people become much better bystanders” (6).

Worried that some are uncomfortable with the role play; role play felt rushed (7)

“I feel I am a lot more comfortable confronting someone in a bad relationship. I think we learned many ways to act appropriately” liked clickers (7)

“Before the workshop I would say I was not confident at all just because I never thought about intervention before. However, after see all the information we seen and the examples we got I feel as if I would be able to safely and effectively intervene in a situation that need intervention” (7).

“Overall, I left the intervention feeling a little more confident on how to address someone who is being crude towards woman and isn’t being appropriate” (7).

“When attending the 3-hour session on bystander intervention, I found that I left feeling a lot more confident on how to approach a domestic violence situation as a bystander. I think this intervention did a great job at including students and giving situations that we could actually relate to.” Wants more skits, less statistics. (8)

Suggestions from respondent #9: “rape was defined too early in the presentation, which took away from the group discussion on rape myths later on. Wait to define rape.; Find a way to promote discussion. I’m not a huge fan of incentives, but perhaps if you pass out mini pieces of candy if someone responds to a question, that always gets the crowd a bit more excited”. Wants a discussion of Masks Off following the showing of it. Have more time for Q&A.

“I wish you would have addressed race more and situations that were less domestic violence, but more like a fight between random people like an argument escalating to a fight, or helping during a disaster” (10).
“I do feel more confident with my bystander intervention strategies thanks to this workshop” “before the workshop I felt kind of confident but after I felt very confident” (10).

“I feel something that should be addressed more is how the legal system can play a role towards a bystander, and DV/IPV. What about situations with married couples, should we intervene in the same way as we would towards an unmarried couple? What are the limits to which we can intervene?” (11).

“Going to this workshop, I felt pretty confident, but leaving the workshop I felt the same confidence. The workshop didn’t change my confidence, because I felt that it mainly informed me of how to intervene and it wasn’t really wasn’t a confidence-boosting workshop.” (11)

“At the beginning of the workshop, I thought I had a pretty good idea of what it was going to be about, but then as they started talking, I realized that I was not educated a lot by it. At the end I felt that I understood it a lot better than I thought I did before. It was a great workshop to go to. The only suggestion I can make is maybe do not tell the groups what situation they are doing so they have a sense to be aware of what could pop up in their life. Other than that, I cannot stress enough on how great the workshop was” (12).

“this bystander intervention was a really productive use of my time” (13)

“I felt as if I had definitely increased my overall knowledge on this subject immensely. All of the topics that were supposed to be covered were definitely covered during the workshop. Dr. Murray and her assistant Brittany did a wonderful job of conveying their knowledge of these issues over to all of us” “this workshop should be continued to run on campus and anyone who has questions about these topics should definitely attend!” (13)

Respondent 14 did not frame it as in learning objectives, so is summarized here: liked statistic, liked the role playing (to an extent). Found the lecture boring and thought not everyone felt comfortable in the role play. “I was not extremely confident coming into this workshop with the confidence in bystander intervention, but I felt more confident when I was done, so that was good”. To improve, make lecture not boring, and be more serious, and don’t force people to do role play.
Appendix H: Sample Feedback

Owning Your Skills

LOVED IT!

Dr. Murray was fantastic, very helpful, approachable, and thought provoking.

Global Google Hangout

Hearing voices from women in politics around the world was very powerful. To see actual examples of change being made in a variety of different ways was truly inspiring. Activism can take many forms and I am always looking for ways to learn about them. The women’s center does an excellent job of providing opportunities to do so.

Awesome listening to the panelists from around the world and hearing their points of views on very important topics that is happening all around us.

This was by far the best experience I’ve had so far in college – educationally.

I think this is such a great program and you as an instructor are just so involved and caring. It seems like an open and accepting event/programs.

Great use of technology to bring together a diverse group of voices on this fascinating topic.

As someone who was raised with very limited religion influence and information, the speakers made me want to learn more about religion, especially Islam.

Wonderful discussion!

The facilitators are awesome! Great programs! The panelists offered a good array of opinions.

Cool event. It was inspiring to hear from such educated women discussing religion and the respect they all had for each other even if opinions were wrong.

Panels on Popular Culture

One of the coolest programs I’ve been to in a while

Good event, I think more students would have been able to relate if more current films were reference.

This was a very engaging discussion. I will be looking at horror films with a more discerning eye. Fantastic panel, great discussions, the facilitator was top notch.
This panel was extremely insightful and enlightened me on issues this culture and how it impacts women.

As an adult male, this was a very informative presentation. Great variety of presenters. I hope to attend more presentations like this! I mute most games because I dislike other attitudes.

Loved distinction between sexy and objectification as well as male power fantasy in costuming. Aurora rocked, Tony was GREAT! Addressed “what about Menn?” GTA is SATIRE!

**Charlotte Laws**
Great speaker, wonderful information. Engaging and relatable towards our age group and extremely informative.

I only wish more people would attend this event to gain the knowledge from something as awesome as this. Events like this don’t always happen.

I really enjoyed the speaker tonight, she was very informative and motivating. I learned a great deal tonight.

**Laci Green**
One word: Awesome.

Its relevant to the world and fun to participate in.

I found this to be a wonderfully informative talk.

Loved the presentation!

Laci Green was great! Bring her back every year!

Very well done. This woman deserves a trophy.

**Feminist* Film Series**
Continually going to these events and especially The Hunting Ground events makes me feel more validated and heard, and understood. Great events and a great center to go to.

Super good video! Shocking that some cultures are so far behind.

I thought the film was insightful and made me more open to listen to and understand different opinions.

Great educational + funny film. Safe sex condoms + dental dam demonstrations were useful.
I like that a lot of the events/films focus on males. I like that more guys are getting involved with the Women’s Center.

You all are a blessing on this campus. Finally, I feel safe, comfortable and loved because of all that you do.

I learned a lot about my race.

The movie “Dark Girls” was a very interesting film that gives a new perspective on what darker girls feel about themselves.

Film was very informative – I learned a lot, esp. about colorism & racism w/I race.

Always an inspiring experience

**Maysoon Zayid**

Great speaker, inclusive, great view points, informative

She was amazing!! Very engaging don’t remember the last time I laughed this hard but still learned so much

I LOVED THIS

**Walk a Mile in Her Shoes® Oshkosh**

I enjoyed seeing such a diverse group of people including people who you might not expect at an event like this.

Ow! But inspiring!

I love how WAM has grown into this amazing event on campus.

**$tart $mart**

Excellent, went from knowing nothing on the subject to being fairly confident within an hour.

The presentation was very informative and kept me interested!

This class was very beneficial. No one ever teaches these skills, this class did.

This was a wonderful workshop and it should be a requirement for all seniors

This workshop was extremely informative + beneficial. The presenters were very knowledgeable, relatable, + relavent [sic]. I only wish more students would take advantage of this opportunity.

Enjoyed the social interaction between the presenters and myself! Fun and engaging speakers! Helped me start to think about my future career
[The following was sent via email from UW Platteville] Geneva, one of the women students who participated in the Start Smart workshop just came by to tell me that she successfully negotiated a $5000 increase in her salary offer! Thanks so much for sharing your knowledge with our students. It paid off big time for this particular student.

Monument Quilt Workshop and Guest Lectures
Thank you for the eye opening program.

Thank you so much for the great experience. It was very eye opening and I’m glad we went. You’re a great and motivational speaker!

Thanks for teaching us about rape culture. Your presentation was great and inspiring.

Thank you for sharing such a moving and empowering presentation! I hope everyone can go through this one day to learn the effects and education [sic] themselves!

Thank you for a very eye opening presentation. You did a fantastic job conveying the importance of the information!

This project was eye opening and inspiring.

The facilitator did a great job and showed a true passion to pass on the message of rape culture very inspiring.

Monique Caradine: The Black Woman’s Manifesto
This was a really good program. Very powerful!

She was a wonderful, inspiration speaker. Would love to see her here on campus again. Thank you for bringing her here

The Period Project
Love the inclusion and recognition of trans members, impoverished/homeless and other cultures

I need to come to more events! This is so educational

What Would You Like to See at the Women’s Center?
Documentaries

I would be interesting to see more events related to the internet/electronics- i.e. women in gaming society

Sex positive event

Funding for full time director and staff

More about sexual assault
I would like to see more involvement with culture like this one.

More events pertaining to different ethnicities in the U.S. during our generation.

Continued body positivity. More sex educational films.

I haven’t gone to any other events, so I don’t know exactly what is covered. But I would love to see things covered about sexual abuse, or abuse in general, and how to avoid it, how to feel safe, tell tale signs of abuse in relationships.

Men speakers talking about how to end violence about speaking.

Guest speakers.

Support in rape and sexual assault [x3 at the Monument Quilt workshop]

Pepper spray.

More professional development programs.

Activities that are more advertised and are catered to more diverse populations at the Univ.

A new location would be great!

in a different location so more students are aware of the building

more programs and awareness of it

more fun all inclusive engaging events

clearer signs that lead to the center

More advertising.

More male instruction on how to treat equality through women’s experience and to make equality between men and women.

More ally-inclusive events and trainings.

More male training to teach and know how to express the emotion’s without turning violence and verbal abuse.

More broadcasting of events.
More comedians

More speakers