



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” -Margaret Mead

**WILL Senior Capstone Project
WGS 496 – SPRING 2014
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Comprehensive Plan: Establishing an LGBT Center at The College of New Jersey

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” -Margaret Mead

Introduction

On college campuses, a variety of centers are established. These centers recognize the diversity of the student population and enrich students’ experiences as they highlight the contributions each population makes to society. In the 1980’s, college campuses began to establish gay and lesbian centers. Quickly after, in the 1990’s many more universities began to follow suit. The focus of these centers soon broadened to include bisexual individuals, as well as transsexual, transgendered, queer, and questioning individuals too. Today, it is very common for major universities to have an LGBT center on their campus.

Our Vision

Definitions

LGBT Center: a space dedicated to the study and well-being of lesbian, gay, bisexual, transgender, transsexual, and questioning people and their allies. It promotes social justice for a marginalized community and aides in the awareness of their culture and history. Such a center will serve as an academic, social, and safe space.

Academic space: a space dedicated to studying, researching, and promoting awareness of the culture, theory, and history of a specific group of people.

Social space: a space that serves to build community through clubs, organizations, and events.

Safe space: a space that serves to provide support and resources to ensure students’ physical and mental well-being.

Mission Statement

The College of New Jersey’s LGBT center will serve as an academic, social, and safe space for the entire campus community by:

1. Providing a school sanctioned safe space at the College of New Jersey for lesbian, gay, bisexual, transgender, questioning students and their allies. By implementing this kind of space,

TCNJ will act as an ally with the LGBT community and stand in solidarity against harassment, homophobia, and bullying that may occur on campus. This space will provide counseling and services for LGBT students to come out, explore their feelings as an LGBT person, find help with harassment, and simply be free to be who they are.

2. *Providing an academic space for students to learn about the LGBT community and partake in its culture.* The LGBT center will establish TCNJ as an institution that is committed to LGBT studies. With TCNJ's development of an LGBT minor (under the WGS major) by Dr. Nelson Rodriguez, the college will need an academic space that is conducive to this field of study. The center will provide educational resources for students on the LGBT community. Also, guest speakers and events related to LGBT issues would take place in this center.

3. *Providing a social center for students who are under the LGBT umbrella and their allies.* The LGBT center would create an open, accepting atmosphere for LGBT students and their allies, allowing new friendships and bonds to form in a healthy, safe environment. The center will encourage TCNJ's current LGBT clubs and new LGBT related clubs to form on campus, and provide a space for them to meet and hold events.

Target Market

The LGBT Center will provide an academic space where Dr. Nelson Rodriguez and other professors of the Women and Gender Studies department will be able to teach classes to all TCNJ students, to promote awareness of the LGBT community, as well as its history and its culture. In addition, the LGBT Center will serve as a social space where the TCNJ LGBT community, their allies, and the outside community can gather to enjoy guest speakers, events and programming. The LGBT Center will also serve as a sanctioned safe space which will allow LGBT students, faculty, and allies to stand unified against harassment, homophobia, and bullying. Counseling services and resources will be available to all students and faculty who are struggling with aspects of their sexuality and/or gender. Overall, the LGBT Center will serve as an inclusive community for lesbian, gay, bisexual, transgender, transsexual, and questioning students, faculty, their allies.

What Needs Do These Services Meet?

Academic- TCNJ is currently developing an LGBT minor under Dr. Nelson Rodriguez. With this development, TCNJ's academic awareness of the LGBT community will flourish, and this center will supplement this learning in a positive, healthy way. This space could also provide guest speakers, events, workshops, etc. for students to engage with. Beyond having events and being an educational resource center, we have hopes that this center's presence will improve the academic lives of LGBT students on campus. Statistically, LGBT students are more likely have poor grades and drop out of school- an establishment of the such will improve campus climate, including academic spheres.

Safe Space- TCNJ's LGBT Center would function as a school sanctioned safe space. Members of the LGBT community face harassment are more likely to be harassed and bullied. Although some of TCNJ's faculty and staff have "Safe Zone" training, there is not a school supported space on campus. TCNJ needs to let it be known that they are an ally with the LGBT community, and will not tolerate harassment, bullying, or ignorance of any kind. This space will be one that allows individuals to be who they are without fear- every member of our campus deserves that.

Social- The construction of an LGBT center at TCNJ would create an open, accepting, safe social space. LGBT clubs and organizations and clubs will meet her comfortably, as well as hold events. Currently, PRISM, TCNJ's main LGBT club, has 150 members, and its space in the student center is not able to handle the size of their meetings. This space will allow for the development of more LGBT based clubs, and provide a space for them to meet and function. LGBT members and their allies will have a free space to meet and form bonds with other students that share a common interest.

Laws and Regulations

THE COLLEGE OF NEW JERSEY POLICY PROHIBITING DISCRIMINATION IN THE WORKPLACE/EDUCATIONAL ENVIRONMENT

College of New Jersey is committed to providing its current and prospective employees and students with a workplace/educational environment free from prohibited discrimination or harassment. Under this Policy, forms of employment discrimination or harassment based upon the following protected categories are prohibited and will not be tolerated: race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

http://ogc.pages.tcnj.edu/files/2011/03/TCNJ_Discrimination_Policy_2008.pdf

NEW JERSEY STATE POLICY PROHIBITING DISCRIMINATION, HARASSMENT OR HOSTILE ENVIRONMENTS IN THE WORKPLACE AND PROCEDURES FOR INTERNAL COMPLAINTS ALLEGING DISCRIMINATION, HARASSMENT OR HOSTILE ENVIRONMENTS IN THE WORKPLACE

NJ State Police are required to sign an Acknowledgement of Receipt, every employee is required to read and become familiar with the “New Jersey State Policy Prohibiting Discrimination, Harassment or Hostile Environments in the Workplace” (Policy) and the “Procedures for Internal Complaints Alleging Discrimination, Harassment or Hostile Environments in the Workplace” (Procedures).

New Jersey: HARASSMENT, INTIMIDATION & BULLYING (HIB)

New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of HIB in schools.

Provided below are information and resources to aid schools in the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB and the adoption of effective HIB reporting procedures.

<http://www.state.nj.us/education/students/safety/behavior/hib/>

Federal Legislation: Transgender

HRC works to educate the public on issues that transgender people face, from widespread discrimination and hate violence, to the complex process of getting appropriate identity documents, to finding culturally competent healthcare providers, and family and parenting issues, and to advocate for their full inclusion and equality.

<http://www.hrc.org/issues/transgender>

Federal Legislation: Safe Schools Improvement Act

Bullying and harassment of students who are, or are perceived to be, lesbian, gay, bisexual or transgender (LGBT) is widespread. While current federal law provides important support to promote school safety, it does not comprehensively and expressly focus on issues of bullying or harassment, and in no way addresses the challenges faced by LGBT youth in our nation’s schools.

<http://www.hrc.org/issues/pages/federal-legislation>

American Civil Liberties Union: Basic Rights and Liberties

The ACLU works to ensure that LGBT people have equal opportunity to participate fully in civil society. No LGBT person should experience discrimination in employment, housing, or in businesses and public places, or the suppression of their free expression or privacy rights. The ACLU seeks new laws against discrimination in states and at the federal level, and resists all attempts to weaken the impact of existing nondiscrimination laws. With the repeal of “Don’t Ask, Don’t Tell,” our current federal priority is passage of the Employment Non-Discrimination Act.

<https://www.aclu.org/lgbt-rights>

How Will This Center Benefit The College of New Jersey?

1. *It would enable The College of New Jersey to compete with other prominent universities in the state, such as Princeton and Rutgers University, and bring TCNJ up to par with these schools of higher learning.*

Rutgers and Princeton University have both made Campus Pride’s Top 25 list of LGBT friendly schools. The College of New Jersey can follow their footsteps where LGBT students from communities throughout the state can find a safe haven against discrimination and bigotry. By having this center at TCNJ, it will undoubtedly attract new applicants in the LGBT realm. The College of New Jersey is bound to benefit from these new applications with the additional financial income that is derived from tuitions, applications fees, meal plans and other financial factors that take into account when first year students reside on campus.

2. *The College of New Jersey would improve their campus climate by having a school-sanctioned safe place.*

By improving the campus climate results, it will place TCNJ ahead of their surrounding competition. Our goal for The College of New Jersey should be to create a model for diversity and inclusion in higher education. Inclusiveness and diversity are powerful concepts that foster trust and allow students, faculty, and staff reach their full potential.

3. *It would positively impact the social image of The College of New Jersey.*

It is no surprise that social issues have always existed for the LGBT community; however huge societal changes have happened in the past few months. For example, the most prominent change is that 17 states have now legalized same sex marriages. By placing an LGBT center on campus it would socially benefit The College of New Jersey by providing an image of change and equality. This will prove that TCNJ stands side by side with the LGBT community, once again creating a more positive image for prospective student.

Required Supplies and Resources

Open Access Computer Lab Should have:

- Three or more personal computers
 - One printer
- Storage for computer supplies

Other Spaces (include but are not limited to: Social area, classroom area, and mentoring area):

- Office furniture should include workstations (desk), desk chairs, side chairs, work tables, bookcases, bulletin boards, lateral files, and computer workstations with chairs.
 - 2 or more couches
- Classroom area should include desks to comfortably host 50 or more students.

Office Equipment:

- Fax machine
- Telephones
- Photocopy machine
- Overhead projector, with connectivity to campus LAN

Membership:

- Campus Pride and Consortium of Higher Education LGBT Resource Professionals
Membership- \$175

Resources

- Library of printed materials
 - Videos
 - CD-ROMs
 - Multimedia
 - Books

**Proposed Actual Budget: Under Discussion*

Facilities

Our future LGBT center should represent a setting in which all students and faculty members feel welcomed and a sense of belonging. Ideally we would appreciate a setting on campus where everyone knows of its location. We would like the LGBT center to stand out and become a staple of the university's campus. Inside the center we would like to get the best use out of the space available. The desired space should be large enough to hold social events, guest speakers, workshops, and seminars. TCNJ faculty members should be able to have space to conduct classes and provide academic enrichment. The classroom area should consist of all the amenities any other class would provide including desks, chairs, projectors, and computers. More important than any desks or chairs, our utmost concern is that anyone who finds their way to the LGBT center feels comfortable. This area should be regarded as a safe space where students

regardless of their sexual orientation can be heard and not judged. A private space for counseling is essential for students seeking support. The social issues that the LGBT community faces can be very difficult. Without the proper support system these issues can be overwhelming. We would like to provide that support system to college students who need it most.

Staffing Requirement

The Center will be partially managed by a full and part time staff, as well as by volunteer members of the LGBT campus community under adequate professional administrative support from the Women and Gender studies department, especially Dr. Nelson Rodriguez.

How the LGBT Center Will Be Implemented

The LGBT center will be implemented by cooperation between The College of New Jersey's administrators, The Department of Women's and Gender Studies, and our class. The first step was to contact TCNJ's administrators, which has already been done. Once TCNJ decides on the space that they are going to give for the LGBT center, we will need to fundraise for what will be in the center, including furniture, computers, resources, etc.

Once the center's space is solidified, the center will need advertising; the campus community will need to be informed about the center and its services. The components will need to get moving at this point. The center will begin by being run by part time volunteers, and eventually move to having a paid staff. Staff will be mostly students, and the center will be supervised by Dr. Nelson Rodriguez. Our class' main goal is to set the framework for when the center is built, ensuring success for the center.

Committees

Funding Committee: Betsy Blumenthal, Carrie Hornberger, Catherine Inoa, Rose Samonski,
Jessica Scardino

- The Funding Committee will be responsible for composing letters for grants and to potential sponsors. In addition, they will keep the other committees aware of the available budget, and monitor their expenses.
- Mission Statement: The mission of the Pride Center Funding Committee is to develop an effective fundraising plan that supports the financial foundation for the implementation of the Center. Further, we pledge to develop a grantseeking proposal that will act as the starting point for the Center's grantseeking efforts.

Handbook Committee: Laura Alshamie, Christina Guentert

- The Handbook Committee will be responsible for compiling, drafting, editing, finalizing, and publishing the Handbook for Women's Leadership and Social Change Spring 2014.

Campus Relations Committee: Caitlin Connolly, Amanda Parks, Victoria Swift, Lauren Wescott

- The Campus Relations committee will be responsible for continuing to meet with The College of New Jersey officials such as—Amy Hecht, the Vice President of Student Affairs; Tim Asher, the Director of Student Activities; Seth Zolin, the Brower Student Center Manager; Mark Celentana, Director of Counseling and Psychological Services; & other TCNJ personnel to discuss and coordinate the potential location, budget, staff, service, and resources for the LGBT Center. The Campus Relations Committee will also meet with current TCNJ LGBT clubs (PRISM & ISLA) and other students to discuss what they would like to see out of this center, as well as plan tentative future events to be held in the center.
- Mission Statement: The Campus Relations Committee is committed to community outreach at The College of New Jersey. We hope to be a liaison between the class, student organizations, individual students, faculty/ staff, and administrators. A general goal of the PRIDE Center is to be as inclusive to all of TCNJ as possible, and campus relations is the committee to ensure that happens.

Design Committee: Sarah Briguglio, Stephanie Cervino, Elizabeth Kamel, Samantha Pena,
Sanjna Sanghvi

- The Design Committee will be responsible for planning the floor plan and décor of the physical space of the LGBT Center. They will work closely with the Funding Committee

in planning a budget for all necessary purchases. They will also design a webpage, as well as flyer and informational pamphlets to be distributed to current TCNJ students, letting the community know an LGBT Center is soon to be established at TCNJ.

- **Mission Statement:** Our goal this semester is to successfully design the layout of the online virtual TCNJ Pride Center Resource via WordPress. As the design committee we hope to make the online center as inviting and attractive for students to explore. Our hope is to include a variety of different campus, national and international resources for the LGBTQ community. By providing an accessible and convenient online platform for students, we hope to be creating a safer, friendlier and educated campus community. The design committee will also facilitate the correspondence between TCNJ Library and the capstone class donation for providing more LGBTQ * books and media resources. Additions to the school Library will grant the WGS496 Capstone to create a lasting footprint.

Public Relations Committee: Amanda Castro, Caitlin Cisek, Alonah Gill, Lauren Kaplan

- The Public Relations Committee will be responsible for reaching out to the outside community to promote awareness of TCNJ's LGBT Center. Examples of organizations they will contact include Campus Pride as well as Consortium of Higher Education LGBT Resource Professionals. They will create informational pamphlets and/or flyers to be sent out to such organizations, as well as prospective students.

Timeline

January 29, 2014

- PRISM meetings held in Decker lounge because room in Student Center basement is too small.(information provided by a classmate in WGS 342 who is an active member of PRISM)
- Identified helpful resources: Jackie Taylor, Amy Hecht

January 30, 2014

- Found out about PRISM and how they operate
- Identified areas of strength and weakness within PRISM
- Discussed SafeZone Training

February 6, 2014

- Met in SSB Atrium—Lauren, Amanda, Catherine, & Victoria.
- Emailed Debby from LGBT Center
- Emailed Provost

February 7, 2014

- Provost's secretary responded! Meeting with Provost at 10:30 on Friday, February 14, 2014.

February 12, 2014

- Constructed proposal to present to the Provost
 - Compared to other colleges
 - Explained why TCNJ needs an LGBT center
 - Academic space—LGBT minor & sexuality classes
 - Social space—guest speakers & events
 - Safe space—counseling and responses to violence

February 14, 2014

- Met with Provost Taylor. Went FANTASTIC!!
 - Supportive of idea and understands necessity of a center
 - Provided personal background & experience
- TCNJ will designate a temp space for LGBT center in Stud?
 - Tentative permanent space
 - Advised us to look at Villanova and add 150 member of PRISM to proposal, & meet with Amy Hecht.
 - After meeting—emailed Amy & Nichole to schedule a meeting.

February 21, 2014

- Confirmed meeting with Amy for February 28th, at 11:15-11:45 PM

March 7, 2014

- Meeting with Amy Hecht:
- Permanent Space:
 - PRISM and LGBTQ Center given the same amount of space. 400 sq. ft each.
 - Possible connection between PRISM space and LGBTQ Center
 - Spill out space where shared copier and lounge furniture will be training room, more like a classroom, where LGBTQ related classes could be taught out of another large room with bleachers and large projection equipment.
 - Temp space: Forcina. Former Kidsbridge Space. Kidsbridge is now in a different location. Their lease was up and TCNJ Finally had to ask them to leave. Their new location is close to campus. We will have to inform people of this and assure them that Kidsbridge is in good standing.
 - This space was supposed to be used for office space, but Amy is willing to let us have it until the Stud is finished with renovations.
 - Perhaps this entire space is not needed. It will be hard to transition from a large space in Forcina to a smaller space in the Student Center.
 - Agreed that it might be better to incorporate a divider for the space. Space would be closer to the size of the room in the student center, and still will be able to provide office space needed for others.
 - Amy and Admin will handle staffing. But we will first have our center ran by volunteers.
 - Want us to focus on funding.
 - After Spring Break, Amy will reach out to Provost Taylor, so they can walk the Forcina Space and discuss options.
 - Carrie Tillet— committee for diversity.

March 8, 2014

- Meeting with some e-board members from PRISM.
- Look into training that was done for Women's Center. Found in their handbook.
- Switch name to LGBTQ Center so it is more inclusive. Or consider another name all together.
 - Gave proposal for gender inclusive housing
 - April 1st- Safer space training education workshops. Doing this with Dean Pase. 2 hour intro session and then ask for feedback before implementing 6 hour training.
 - Gender neutral bathrooms.
 - Trying to start coalition with WGS minded organizations.
- Suggestions: avoid use of "safe space"—can be false and met with a resistance. Use "safer" space.

March 20, 2014

- PRISM members (Megan, Disha, Ryan) came to class to inquire about project
- Created Qualtrics survey to assess needs of community

March 25, 2014

- Reached out to Gary the owner of Mama Flora's Restaurant about fundraiser
- Created donation webpage: *Crowdrise.com/Pridecenter*
- Reached out to *The Signal* to see if they would be willing to write about TCNJ PRIDE Center

March 26, 2014

- Confirmed that Mama Flora's Restaurant will sponsor a dinner on April 10 between the hours of 4-9. The center will receive 20% of the total. Customer must present the flyer for the donation to help the project.

March 27, 2014

- Reached out to the WILL program and waiting for a call back from Tammy
- Interested in having a bake sale
- Need a table at the STUD
- Reaching out to the local business in New Hope, interested in "canning" in front of local business
- Email sent to Rutgers LGBT Center

April 1, 2014

- Email sent to *Unbound* publication pitching story about TCNJ PRIDE Center
- Email sent to *Her Campus* pitching story about TCNJ PRIDE Center

April 4, 2014

- Meeting with Sadia Tahir from Diversity University
- Spoke about featuring us in her upcoming newsletter

April 7, 2014

- Meeting with Ryan Farnkopf and Julie Howe (PRISM advisors)
- Discussed relations with PRISM and how to move forward with organization/ project

April 8, 2014

- Interview with Sadia Tahir for article in Diversity University
- Open Forum in Library Auditorium

April 10, 2014

- Informed by administration that there would be no space for physical PRIDE Center
- Created petition for creation of space for PRIDE Center
- Decided on Virtual PRIDE Center as next step

April 12, 2014

- Canning in Lambertville

April 14, 2014

- Met as a group to discuss the letter that should be sent to departments in order to compile an Ally list
- Simple Qualtrics was created for Allies to fill out
- Bake Sale-Day 1

April 16, 2014

- Meeting with Dean of Library, Taras Pavlovsky to coordinate book donation
 - Sanjna and Sarah met him at 3:30pm on 04/16/14
 - Taras informed us that will be able to...
 - Donate funds to the library which can be specified to be spent on LGBTQ related books.
 - Make a list of books/media we deem appropriate/beneficial to promote LGBTQ education
 - Review our suggested book list with the WGS library, Linda Dempf. Dr. Dempf is aware of the current LGBTQ related books/media in the library so she will be able to best judge which books will be good to buy
 - Place a seal inside the books purchased with our money that states the Spring 2014 WGS 496 class made this contribution
 - Mr. Pavlovsky informed us we will have to facilitate a meeting with Jim Spencer in order to donate our funds directly to the library.
 - A deed needs to be written in order to channel our class donation to specifically the WGS librarian funds
 - Mr. Pavlovsky also sent out an email to Linda Dempf and Jim Spencer later that day to inform those individuals of our plans.

April 18, 2014

- Bake Sale-Day 2
- Virtual PRIDE Center Website launch: <http://pridecenter.pages.tcnj.edu/>

April 21, 2014

- Meeting with WGS and Media Librarian Dr. Linda Dempf
 - Sanjna and Sarah met her at 3:30pm on 04/21/14

- Dr. Dempf enthusiastically informed us the following:
 - She will consider the LGBTQ* books and media titles we suggest to her, and will attempt her best to purchase everything on the list
 - She will coordinate the arrangement of book plates that indicate this book/DVD was made possible through a gift from the Spring 2014 WGS 496 class
- As a result of this meeting the WGS 496 Class needs to
 - Compile a comprehensive list of all titles we would like
 - Write a brief statement for the book plate
- Bake Sale-Day 3

April 28, 2014

- Virtual Pride Center Opening Ceremony
- Link to Prezi:
http://prezi.com/r97_t10jae4_/virtual-pride-center/?utm_campaign=share&utm_medium=copy

Qualtrics Survey Text

1. Do you identify under the LGBPTTQQIIAA+ umbrella? (This includes allies as well)
 2. What is your sexual orientation? (Heterosexual, gay, bisexual, etc.)
 3. What is your gender?
 4. Do you have friends or peers on the TCNJ Campus that identify under the LGBPTTQQIIAA+ umbrella?
 5. On scale of 1-4 in terms of the support they offer to the Queer community.
6. Do you feel as if TCNJ's LGBPTTQQIIAA+ community would benefit from a school sanctioned resource center? (A center is an institutionalized location on campus that will serve as a safe, academic/social space for all LGBPTTQQIIAA students and student organizations)
7. Do you feel that TCNJ's LGBPTTQQIIAA+ resources are inclusive of all student intersectionalities? (Intersectionalities are the aspects of someone's identity, such as gender, race, class, sexual orientation, etc. For example, a black gay man.)
8. OPTIONAL: Do you think there is anything TCNJ can do to improve the community for Queer students and their allies? If so, explain below.
9. OPTIONAL: Do you have any comments regarding the questions above? If so, please share here.

Introduction

In order to establish an LGBTQ Center at The College of New Jersey, research on what needs it would meet had to be done. While other colleges have had centers for their LGBTQ community and other diverse communities, this is a new frontier for TCNJ. Currently, TCNJ has one large LGBTQ club and a few smaller ones. The argument for this center's construction is that The College itself is not doing enough for this community. This survey sought to illuminate the need for TCNJ to have a center for its LGBTQ community.

Results

As stated in the introduction, the main goal of this survey was to illuminate the need for an LGBTQ Center on The College of New Jersey's campus. It is important to note that participants of this survey were not told what the goal of it would accumulate to (trying to build a center). The email given to them simply stated we wanted to evaluate the campus climate for LGBTQ people. The survey, out less than a week, has generated 127 responses. All results are completely anonymous. Results of our survey showed the following statistics:

- 91% of students polled said that TCNJ would benefit from having a LGBTQ Center.
- 69% of students polled said that they identify under the LGBPTTQQIIAA+ umbrella (this includes allies).
- 95% of students polled said they have a friend or peer that identifies under the LGBPTTQQIIAA+ umbrella.
- 46% of students polled said that TCNJ's LGBPTTQQIIAA+ resources are not inclusive of all intersectionalities.

Summary of Research

Our research shows a clear acceptance of a LGBTQ center on TCNJ's campus, with 91% of participants saying it would be beneficial. Also, nearly seventy percent of students identified under the umbrella; that is a significant target market for the center. Beyond that striking statistic, 95% of the students polled said that they know someone under the umbrella as well. That is almost every single participant under the umbrella knowing somebody who could benefit from a space such as an LGBTQ Center.

46% of students polled said that TCNJ's resources for the community are not inclusive of all intersectionalities. Although this percentage may seem small, it is still almost half of the population polled that feels like they are not represented in the community. Beyond TCNJ, the LGBTQ movement has been under fire recently for not including diverse people. It has been called a "white gay" movement. Acknowledging race, class, religion, etc. within the LGBTQ community is essential. It cannot be a monolithic movement at all times. Currently at TCNJ,

there are only a few organizations for LGBTQ peoples, and one that is largely well known. A concern for needing the center on campus is that when one large organization speaks for the entire LGBTQ community, it can become problematic. The center would allow for other clubs and interest groups to form and develop their own voices to add to what is already in TCNJ's narrative.

Being an academic space, this center would allow for students to become more educated on LGBTQ culture, issues, etc. Education is truly the path to acceptance. Most respondents to the survey identified as heterosexual; a center could allow for these students who want to be more active allies to become a true part of a community that is already so diverse.

Although our responses were generally positive toward the idea of having a center, there were some answers that were against having a center. One respondent wrote "TCNJ already has a school-sanctioned LGBTQ center so what would make this different?" and "With the qualitative research question such as, 'Do you feel this center would be beneficial?' it omits the notion that this need may already be fulfilled." However, the same respondent also said in another section that asked what TCNJ could provide for the community, "provide a scholarship, a reception, more classes, institutionalized LGBTQ faculty training, LGBTQ coordinator". A center like this would allow for a LGBTQ coordinator and generally improve the campus' awareness of LGBTQ issues. Currently, the space student organizations have does not have those components. This center would discourage institutionalized heteronormativity and improve faculty's awareness. Also, a center like this would promote academic classes, and fuel the study of the community. Although a student organization can do a lot to improve campus, this center has the potential to be something much larger than that.

Overall, the results show that TCNJ's community is ready to take a step forward into being a more safe and diverse institution, especially for the LGBTQ community. We are ready for the change and for TCNJ to acknowledge what the students are asking for.

Open Forum Notes 4/8/14

- 1) What do you need for the space to make it safe?
 - Advocacy and Education
 - Prism work with ResLife, we could work in tandem with them.
 - Talk with students to find out what they need. Don't just assume.
 - Hire LGBTQ staff, people who are on staff part of the community, so they can relate personally.
 - Job opportunities, scholarships, keep people updates

- 2) Medical and Psychological needs
 - Caps, last year had LGBTQ group, completely unprepared to talk to Trans individuals.
 - Advocates that fight for trans medical needs, medical care not adequate
 - Pap smear scary for trans people
 - Scary for Trans people
 - Talk through how processes work, how to get referrals for hormones, surgery

- 3) Social needs
 - Spaces for people to lounge, study
 - activities

- 4) Staff
 - ***Must train staff well.
 - Train people in crisis intervention
 - Understand all sexuality/sexual orientation issues
 - Make sure people don't have assumptions about pronouns

- 5) Construction
 - When creating space, make sure you have gender neutral bathrooms

- 6) What space could go grow into, in terms of going above and beyond, going beyond academic resource center.
 - Can have a library, research done and papers by a selective group of students. If a student does not know they are oppressed systematically, can see how their identity relates to academic pursuit or passion.
 - 2nd, many opportunities in Trenton, LGBTQ people looking for help. Mentoring an LGBT student in the high school. Getting them connected, guy is connected with a lot of people, council members.

- 7) Acronyms
 - Are you prepared to address all these things? Or you going to be able to provide the support for HIV positive individuals?
 - Acronym is a quibble, every changing, every extending.
 - Use LGBTQ*(inclusive or other things)

8) Networking

- Allied professors or students.
- Housing major issue, if you get kicked out of your housing, problem with gender neutral housing, can't go anymore.

9) Intersectionality

- Club specializes in intersectionality, make sure you be careful, wouldn't go to Union latina, b/c feel uncomfortable b/c trans, minority within a minority. If all the staff is white, some may not feel welcome
- EOF program is working to get peer mentoring program. Could reach out to them, bring them to the Center as well.
- Circle of Compassion
- Bonner

Notes on Working With the Administration

The administration at any institution is an intricate system. It is important that you meet with and get confirmations from the appropriate administrators to move your project forward.

Also, remember to take accurate notes through all meetings. Although it can be challenging, when working within an institutional system, it is essential to have patience and understanding.

In spite of some difficulties in implementing the original concept of a physical LGBTQ* space on campus, we developed a virtual space. Being flexible with our vision eventually led us to a successful project.

Fundraising for Pride Center Summary

1. Crowdrise Funding: \$140.00

2. Mama Flora's: \$200.00

3. Bake Sales: \$193.97

4. Other Donations: \$20.00

Total: \$ 553.97

Glossary

Affirmed female: Someone who identifies as female but was not labeled female at birth.

Affirmed male: Someone who identifies as male but was not labeled male at birth.

Anatomical sex: The physical structure of one's body that usually makes a person male or female. It is often used to refer to the sex that someone was labeled at birth, since people are usually labeled male or female due to the appearance of their genitalia.

Androgynous: An androgynous person has a 'gender expression' and/or 'identity' that blends the stereotypically male or female traits.

Asexual: An asexual person does not have romantic attractions toward people of any sex or gender.

Autogynephilia: See transvestic fetishism

Berdache: A pejorative term that was once used to describe gender-variant people, often in North American aboriginal cultures. It is a French word that has origins in terms like 'sex slave' and 'submissive boys.'

Bigender: People who identify as both men and women, neither, or somewhere in between the classical two sexes.

Bisexual: A bisexual person is attracted to men and women.

Bottom Surgery/Lower Surgery: Includes any number of genital surgeries that a transperson might undergo.

Breast Augmentation (Mammoplasty): Surgery in which breasts are constructed or breast tissue is added, usually by implants.

Chest Surgery: This can refer to mammoplasty, but usually refers to female-to-male procedures (see top surgery).

Cisgender: People who are cisgender are not transgender; their gender identity matches up with the sex they were assigned at birth. The vast majority of people are cisgender.

Coming Out: The short form of 'coming out of the closet,' which originally referred to the act of revealing one's sexual orientation. It is now more widely used to refer to revealing anything that someone has been hiding. Many people use it to talk about revealing their trans identity.

Don't Ask, Don't Tell: A policy first implemented in 1993 stating that gay, lesbian, and bisexual troops were unable to serve openly in the United States Military. The name of the policy refers to the rule that no one could ask service members if they were gay or bisexual and no gay or bisexual service members should tell anyone if they had a sexual orientation other than heterosexual. This policy was repealed in September 2011.

Double-Incision Mastectomy with Male Chest Reconstruction: A type of top surgery for transmen in which breast tissue is removed via two incisions below the breasts. Then a male-looking chest is constructed (nipples are resized and placed in a typically male position). There are also natal males who have this surgery for a medical condition in which they have more breast tissue than the average male, called gynecomastia.

Drag Kings: Women who dress up as and impersonate men, usually for entertainment. The term ‘drag’ is thought to have originated as an acronym for ‘DRessed As a Girl,’ specifically because queens existed before drag kings.

Drag Queens: Men who dress up as and impersonate women, usually for entertainment.

Dyke: A word that has historically been used to refer to lesbians derogatorily, but which is often used now within the lesbian community in a positive manner.

Employment Nondiscrimination Act: (ENDA) An act introduced in the United States Congress, which has not yet passed, that includes sexual orientation and gender identity in federal employment nondiscrimination policies.

Faggot: A word that has historically been used to refer to gay men derogatorily.

Female-to-Male: (FTM, F2M) Transgender people who are assigned female at birth transition to live as men.

Gatekeeper: In the context of transgenderism, this term refers specifically to doctors and therapists who hold the power to prescribe hormones and/or surgery in the transition process.

Gay: The preferred word to refer to homosexual men and often homosexual women as well.

Gender: The ‘behavioral, cultural, or psychological traits typically associated with one sex. However, gender may include the behavioral, cultural, or psychological traits associated with the sex one is assigned at birth (for someone who is not transgender), the opposite sex (for someone who is transgender), or anywhere in between.

Gender-Affirming Surgery: Any one of many surgeries that may affirm a transperson’s gender identity. This can include genital, facial reconstruction, chest, or other surgeries. Gender-affirming surgery may be referred to as ‘sex change,’ though this is an outdated and largely incorrect term.

Gender Binary: The notion that there are only two sexes and genders: male and female.

Gender Dysphoria: The feeling that one’s gender does not match the sex that was assigned at birth, leaving the person unhappy with the assigned sex (and usually his or her body). Transsexual people often suffer from gender dysphoria unless or until they transition.

Gender Expression: The external representation of one’s gender identity, usually expressed through feminine or masculine behaviors and signals such as clothing, hair, movement, voice, or body characteristics.

Genderqueer: A term that describes people who feel that they are in between male and female and/or are neither male or female, or reject the gender binary altogether. It is a term that should only be used when a person self-identifies as such.

Gender Role: A set of duties and/or lifestyle that is common to one gender or sex. Historically, a typical gender role for a man would be to work and be the breadwinner, while a woman’s role would be to take care of the home and children. Gender roles are constantly changing in American society.

Gender Reassignment Surgery (GRS): Specifically, the genital part of gender affirming surgery. This may include metoidioplasty, phalloplasty, vaginoplasty, or a number of other procedures.

GLBT (or LGBT): Gay, lesbian, bisexual, or transgender (the order may be switched). There may be additional letters such as Q (queer or questioning), I (intersex), and A (allies).

Harry Benjamin International Gender Dysphoria Association: The earlier name of the World Professional Association for Transgender Health (WPATH). It was named for Dr. Harry Benjamin, who was known as the ‘father of transsexualism.’

Hermaphrodite: A pejorative term no longer in use that referred to someone who had both typically male and female tissue. See intersex and disorders of sex development (DSD).

Heteronormative: A society in which heterosexuality is the norm; in some cases it is considered the only acceptable sexuality. The United States is considered a heteronormative society.

Heterosexual: A person who is primarily attracted to people of the opposite sex (see *straight*).

Homosexual: A person who is primarily attracted to people of the same sex (see *gay*).

Hysterectomy: The removal of the uterus, sometimes along with the ovaries, fallopian tubes, and cervix. This is a common surgery for FTMs.

International Classification of Diseases (ICD): A diagnostic manual for physical and mental health conditions, maintained by the World Health Organization, that includes statistics and information on worldwide health issues.

International Journal of Transgenderism: Scholarly, peer-reviewed journal of the World Professional Association for Transgender Health (WPATH).

Intersex: A person born with some atypical biological characteristics that are both male and female. This can manifest itself in ambiguous genitalia, development of secondary sex characteristics that are inconsistent with genitalia, atypical chromosomes (XXY or XYY, for example), or in many other ways that are different from the classic development of a male or female. Intersex people used to be called hermaphrodites, which now is considered a pejorative term. The term ‘disorders of sex development’ is now favored by intersex people in many circles.

Kinsey Scale: A scale of sexual orientation developed by Dr. Alfred Kinsey. It ranges from 0-6, 0 being completely heterosexual and 6 being completely homosexual. Kinsey argues that many people fall between 0 and 6, not only on 0 or 6.

Lesbian: A woman who is attracted to other women. Some women prefer the adjective gay to the noun lesbian, and vice versa.

Male-to-Female: (MTF or M2F) A transgender person who was assigned male at birth and transitioned to live as a woman.

Metoidioplasty: A bottom surgery procedure for an FTM whereby the clitoris, which has been enlarged by testosterone, is released so that it extends out farther, resembling a small penis. The urethra can be extended and rerouted through the new penis so that urinating in a standing position is possible.

Metrosexual: A term that describes straight men whose gender expression is more feminine than that of the stereotypical straight man.

Natal Sex: The sex that someone was labeled with at birth, usually based on appearance of external genitalia.

Non-Op: A term for transgender people who do not have any surgery as part of their transition.

Oophorectomy: The removal of the ovaries often performed as part of a hysterectomy for an FTM.

Orchiectomy: The removal of the testicles, a procedure for an MTF that is done in conjunction with or independent of a vaginoplasty.

Pansexual: A person who is attracted to people of any and all genders.

Paraphilia: A pattern of recurring sexually arousing mental imagery or behavior that involves unusual and especially socially unacceptable sexual practices.

Pass: A transperson who can pass is perceived to be the gender that he or she feels that he or she is. For example, a female-to-male transperson who passes is perceived by the public as being just like any other man.

Periareolar (or keyhole) Surgery: A type of top surgery for an FTM in which an incision is made around the nipple and breast tissue is removed.

Phalloplasty: An FTM bottom surgery procedure in which a penis is constructed using skin from another site on the body (abdomen or forearm, for example). If the skin donor site is the forearm, a penis is constructed with a “tube-in-tube-technique” while the skin is still attached to the arm. It is then moved to the pubic area. Often a phalloplasty is accompanied by the closing of the vagina, extension of the urethra through the new penis so that the person may urinate while standing, and creation of a scrotum with testicular implants inside. The completion of a phalloplasty usually includes multiple surgeries.

Pre-Op: A term for transgender people who have not yet had surgery as part of their transition but who plan to in the future.

Queer: A catchall word for those who are gay, lesbian, bisexual, transgender, questioning their sexuality, or who do not fit into the heterosexual or male-female binary world. Many people are still sensitive about the word, and it is most often used by younger generations because it has such a negative history.

Reparative Therapy: A type of psychotherapy designed to keep a transperson in the sex and gender that was assigned at birth. This is highly controversial and often damaging to the person. The term is also applied to a type of psychotherapy designed to make a gay or bisexual person heterosexual.

Sex: Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures. But sex can also mean intersex, or someone with a disorder of sex development who is not categorized as specifically male or female. Sex is not fully explained by its dictionary definition. According to some people, organs and structures do not dictate sex just as they do not

dictate gender. For example, if someone asked a female-to-male transgender person what sex he was, he would likely respond male, regardless of the fact that he might still have typically female organs. So, if someone feels that he is a man (gender), he would likely also consider himself male (sex).

Sex Change: A commonly used but usually incorrect term for gender-affirming surgery.

Sex Reassignment Surgery: See gender-affirming surgery.

Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People: A document maintained by the World Professional Association for Transgender Health. These standards, sometimes known as the Harry Benjamin Standards of Care, were written mainly for medical and mental health professionals. They are currently in their seventh version since the first printing in 1979. The Standards of Care are not binding by law but they are the closest thing to a universal standard that exists for trans health care.

Stealth: A term for a transperson who lives as the gender that he or she transitioned to and does not reveal his or her transgender status.

Stonewall: On June 28, 1969, police raided the Stonewall Inn, a ‘gay bar’ in Manhattan’s Greenwich Village neighborhood. These types of raids on LGBT bars were commonplace, but this time the patrons of Stonewall fought back, and chaos ensued. Stonewall became the name of a movement that jumpstarted organized LGBT rights in America.

T: A term for testosterone used in the FTM community. It may also refer to the tern transgender in LGBT.

Top Surgery: Surgery that an FTM may undergo to have a male-looking chest. See double-incision mastectomy and Periareolar.

Trachea Shave: A procedure in which an MTF has her Adam’s apple reduced to look more feminine. This is a component of facial feminization surgery.

Tranny: A usually derogatory term for a transgender person. Although some transpeople use this word positively, many do not find it acceptable.

Transgender: Today, an umbrella term for many different identities. People who are transgender have a gender identity, sex, and/or gender expression that does not line up with the sex they were labeled with at birth.

Transgenderism: The non-form of transgender (adjective).

Transition: The process that some transgender people undergo to live as the gender and/or sex that they feel they are, rather than the sex they were assigned at birth.

Transman: See female-to-male

Transsexual: A person who identifies as the opposite sex of that which he or she was assigned at birth. Most transsexual people, but not all, take hormones and/or have surgery to change their appearance.

Transvestic Fetishism: A condition listed as a disorder in the Diagnostic and Statistical Manual of Mental Disorders-IV-TR in which a man dresses in women’s clothing, usually for the sake of sexual arousal. This diagnosis will likely be changed in the fifth version of the manual.

Transwoman: See male-to-female.

Two Spirit: Some people use this term for LGBT identities in North American native or aboriginal people on a broad spectrum, while some use it to refer only to those on the transgender or gender-nonconforming spectrum. This is in large part because contemporary Western culture is so different from most aboriginal cultures that it is not always effective, or even possible, to make a direct comparison between the two.

Vaginoplasty: An MTF bottom surgery procedure in which a vagina is created out of penile skin. In most cases the penile skin is essentially turned inside out to form the lining of the new vagina.

World's Professional for Transgender Health: The governing body of the WPATH Standards of Care. It was originally named the Harry Benjamin International Gender Dysphoria Association. WPATH is made up of medical doctors, psychologists, social workers, counselors, and other helping professionals who work with transpeople. It also publishes the International Journal of Transgenderism on a quarterly basis.

Useful LGBTQIA* Resources

Watchdog/Legal Organizations:

Gay & Lesbian Advocates and Defenders (GLAD); (617) 426-1350; www.glad.org

Gay & Lesbian Alliance Against Defamation (GLAAD); (323) 933-2240 and (212) 629-3322; www.glaad.org

Human Rights Campaign, Transgender Issues; (800) 777-4723;
www.hrc.org/issues/transgender.asp

National Center for Lesbian Rights; (415) 392-6257; www.nclrights.org

National Center for Transgender Equality; (202) 903-0112; www.transequality.org

National Gay and Lesbian Task Force; (202) 393-5177; www.nglft.org

Servicemembers Legal Defense Network; (202) 328-3244; www.sldn.org

Transgender Law and Policy Institute; www.transgenderlaw.org

Transgender Legal Defense and Education Fund; (646) 862-9396;

www.transgenderlegal.org

Health-Related Organizations:

American Medical Association, GLBT Advisory Committee;

www.ama-assn.org/ama/pub/about-ama/our-people/member-group-sections/glb-t-advisory-committee.shtml

American Psychological Association, LGBT Concerns; www.apa.org/pi/lgbt/index.aspx

National Association of Social Workers (NASW), GLBT Issues;

www.socialworkers.org/diversity/new/glb-t.asp

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling;

www.algbtic.org

World Professional Association for Transgender Health (WPATH); www.wpath.org

Youth Specific:

Camp Aranu'tiq; (617) 467-5830; www.camparanutiq.org

Gay, Lesbian, and Straight Education Network (GLSEN); (212) 727-0135; www.glsen.org

Gender Odyssey Family; www.genderosysseyfamily.org

Gender Spectrum; (510) 567-3977; www.genderspectrum.org

Trans Youth Equality Foundation; (207) 478-4087; www.transyouthequality.org

TransYouth Family Allies (TYFA); (888) 462-8932; www.imatyfa.org

Trevor Project; (310) 271-8845 {office}; (866) 488-7386 {suicide hotline};

www.thetrevorproject.org

YES Institute; (305) 663-7195; www.yesinstitute.org

Nationwide Support-Based Organizations:

FTM International; (877)-267-1440; www.ftmi.org
 Parents, Families, and Friends of Lesbians and Gays (PFLAG); (202) 467-8180;
www.pflag.org
 Renaissance Transgender Association; www.ren.org
 TransFamily; (216) 691-4357 {Emergency Resource Hotline}; www.transfamily.org
 Transgender American Veterans Association; www.tavausa.org
 American Psychological Association, LGBT Concerns; www.apa.org/pi/lgbt/index.aspx
 National Association of Social Workers (NASW), GLBT Issues;
www.socialworkers.org/diversity/new/glbtc.asp
 Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling;
www.algbtic.org
 World Professional Association for Transgender Health (WPATH); www.wpath.org
 World Professional Association for Transgender Health (WPATH); www.wpath.org
 Youth Specific:
 Camp Aranu'tiq; (617) 467-5830; www.camparanutiq.org
 Gay, Lesbian, and Straight Education Network (GLSEN); (212) 727-0135; www.glsen.org
 Gender Odyssey Family; www.genderosysseyfamily.org
 Gender Spectrum; (510) 567-3977; www.genderspectrum.org
 Trans Youth Equality Foundation; (207) 478-4087; www.transyouthequality.org
 TransYouth Family Allies (TYFA); (888) 462-8932; www.imatyfa.org
 Trevor Project; (310) 271-8845 {office}; (866) 488-7386 {suicide hotline};
www.thetrevorproject.org
 YES Institute; (305) 663-7195; www.yesinstitute.org

Letter to Rutgers LGBT Center

Dear Center for Social Justice Education and LGBT Communities,

On behalf of the Women's and Gender Studies capstone at The College of New Jersey, I would like to inform Rutgers University of a new development occurring on TCNJ's campus. Our class is working together to establish the PRIDE Center on our campus, which is essentially a space designed for lesbian, gay, bisexual, transgender, and questioning people and their allies.

Just to give you some background information: The PRIDE Center is not only a social space intended to build and promote community among and between the LGBTQIAP+ and larger TCNJ community, but also an educational space. It is a learning center that will not only have computers, books, and other resources that can be accessed and borrowed, but also will be available for WGS professors to host their classes there. LGBTQIAP+ on-campus organizations will be able to utilize the space to hold meetings and events. Most importantly, it will be a school-sanctioned safe space that will allow anyone to enter without fear of harassment or bullying.

Currently, the PRIDE Center has a temporary space. It will be moved to a space being built in our Student Center which, as of now, is estimated to be completed by 2017. The Center is not currently open as we are still working to accrue the necessary funds to get new equipment and furnishings.

However, the temporary space for the Center will be up and running by the end of the semester.

We would greatly appreciate any support your Center for Social Justice Education and LGBT Communities could give in promoting a strong public image for TCNJ's PRIDE Center.

If you have any questions, comments, or concerns, please feel free to contact me at cisekc1@tcnj.edu. Thank you for your time.

Email to Stephanie Agresti and Devon Ziminski from *Her Campus* (they are editors-in-chief) asking if they can direct us to a staff member who can write a story about the Center on their publication:

Samantha Pena

April 1, 2014 5:17 PM

To: stephanieagresti@hercampus.com, devonziminski@hercampus.com Cc: Alonah Gill, Caitlin Cisek, Amanda Castro
WGS Capstone Class to establish an LGBTQ Center

Dear Stephanie and Devon,

On behalf of the WGS 496 Women's Leadership and Social Change class, I would like to let you know of a new development on campus that a staff member from *Her Campus* might be interested in writing about. Our class is working together to establish the PRIDE Center on campus, which is essentially a space targeted for lesbian, gay, bisexual, transgender, transsexual, and questioning people and their allies.

The PRIDE Center is not only an educational but also a social space intended to build community among and between the LGBTQIAP+ and larger TCNJ community. It is a learning center that will have computers, books, and other resources on LGBTQIA culture, history and theory that people can use, peruse, and borrow. It is also a space that LGBTQIAP+ organizations on-campus can utilize as a place to socialize and to hold their meetings and events. Most importantly, however, it will be a school-sanctioned safe space that will allow anyone to enter without fear of harassment or bullying.

Currently, the PRIDE Center has a temporary space in Forcina Hall. We are still working to get a permanent space in the new Student Center that is yet to be built. The Center is not open as of yet, since we are still working on accruing the necessary funds to get new equipment and furnishings. However, we would like to let your staff know about this new space, because we want the campus to know that it is a Center that will be established (even if it's just in the temporary space) by the end of the semester.

Please let me know if *Her Campus* might be interested in publishing a story about The PRIDE Center, and if so, can you direct me to the appropriate staff writer or editor? Thank you very much!

Best,
Samantha Pena

Email to *Unbound* publication pitching a story about the Center on 4/1

Samantha Pena

April 1, 2014 5:21 PM

To: unbound@tcnj.edu Cc: Alonah Gill, Amanda Castro, Caitlin Cisek
WGS Capstone Class to establish an LGBTQ Center

2

Dear *Unbound* Staff,

On behalf of the WGS 496 Women's Leadership and Social Change class, I would like to let you know of a new development on campus that a staff member from *Unbound* might be interested in writing about. Our class is working together to establish the PRIDE Center on campus, which is essentially a space targeted for lesbian, gay, bisexual, transgender, transsexual, and questioning people and their allies.

The PRIDE Center is not only an educational but also a social space intended to build community among and between the LGBTQIAP+ and larger TCNJ community. It is a learning center that will have computers, books, and other resources on LGBTQIA culture, history and theory that people can use, peruse, and borrow. It is also a space that LGBTQIAP+ organizations on-campus can utilize as a place to socialize and to hold their meetings and events. Most importantly, however, it will be a school-sanctioned safe space that will allow anyone to enter without fear of harassment or bullying.

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Please let me know if *Unbound* might be interested in publishing a story about The PRIDE Center, and if so, can you direct me to the appropriate staff writer or editor? Thank you very much!

Best,
Samantha Pena

Email correspondences with *The Signal* (signal@tcnj.edu) asking if they can write a story about the Center

Samantha Pena
To: signal@tcnj.edu

March 25, 2014 4:52 PM
[Hide Details](#)
Sent - TCNJ

Dear Signal Editor,

On behalf of the WGS 496 Women's Leadership and Social Change class, I would like to let you know of a new development on campus that a staff member from *The Signal* might be interested in writing about. Our class is working together to establish the PRIDE Center on campus, which is essentially a space targeted for lesbian, gay, bisexual, transgender, transsexual, and questioning people and their allies.

The PRIDE Center is not only an educational but also a social space intended to build community among and between the LGBTQIAP+ and larger TCNJ community. It is a learning center that will have computers, books, and other resources on LGBTQIA culture, history and theory that people can use, peruse, and borrow. It is also a space that LGBTQIAP+ organizations on-campus can utilize as a place to socialize and to hold their meetings and events. Most importantly, however, it will be a school-sanctioned safe space that will allow anyone to enter without fear of harassment or bullying.

Currently, the PRIDE Center has a temporary space in Forcina Hall. We are still working to get a permanent space in the new Student Center that is yet to be built. The Center is not open as of yet, since we are still working on accruing the necessary funds to get new equipment and furnishings. However, we would like to let your staff know about this new space, because we want the campus to know that it is a Center that will be established (even if it's just in the temporary space) by the end of the semester.

Please let me know if *The Signal* might be interested in publishing a story about The PRIDE Center, and if so, can you direct me to the appropriate staff writer or editor? Thank you very much!

Best,
Samantha Pena

Colleen Murphy
To: Samantha Pena <penam3@tcnj.edu>
Signal story

March 27, 2014 7:28 PM
[Hide Details](#)

1

Hi Samantha!
Thank you reaching out to *The Signal*.
I am the Features Editor, and I am definitely interested in getting a writer to cover that. I think it is something the campus should know about.

We give out stories on Sunday night, so hopefully someone will take it then. If not, I can always write it!

Also, is it alright if I pass along your information to the writer so he or she can get more information?

Thanks again,
Colleen

Samantha Pena
 To: Colleen Murphy
 Re: Signal story

March 28, 2014 7:47 PM
[Hide Details](#)
 Sent - TCNJ

Hi Colleen,

Fantastic! Thanks for responding! Yes, absolutely. Please feel free to pass along my information. I check my email regularly.

Best,
 Sam

Email correspondence with Olivia Rizzo (*The Signal* Features writer)

Olivia Rizzo
 To: Samantha Pena <penam3@tcnj.edu>
 PRIDE Center

April 1, 2014 11:39 AM

Hello Sam Pena,

My name is Olivia Rizzo and I am writing to you on behalf of The Signal. We would love to learn more about the PRIDE Center and have information about it featured in the paper. Is there a good time for you we can meet within the next two days or so you can further explain the goals of the center and perhaps answer some questions?

Thank you,
 Olivia Rizzo

Samantha Pena
 To: Olivia Rizzo
 Re: PRIDE Center

April 1, 2014 5:00 PM

Sent - TCNJ

Hi Olivia,

My schedule is pretty hectic. However, I AM free this Wednesday around 6 and Thursday before 11:30. Do those timeframes work for you?

Please let me know and thanks for reaching out to me!

Best,
 Sam

Olivia Rizzo
 To: Samantha Pena <penam3@tcnj.edu>
 Re: PRIDE Center

April 1, 2014 5:41 PM

2

Unfortunately those time do not work very well for me (I have a tight schedule this week too!). Do you think you would be able to answer some questions over email?

Olivia

Samantha Pena <penam3@tcnj.edu>

To: Olivia Rizzo Cc: Samantha Pena <penam3@tcnj.edu>

Re: PRIDE Center

April 1, 2014 5:43 PM

All Mail - TCNJ



Hi Olivia,

Yes absolutely! Email might be best since I intern three times a week so I'm hardly on campus.

Thanks again!

Sam

Olivia Rizzo

To: Samantha Pena <penam3@tcnj.edu>

Re: PRIDE Center

April 2, 2014 1:53 PM

4

What are the goals you have the PRIDE Center? What do you hope the Center will be able to provide for TCNJ students and the TCNJ community?

What inspired the creation of the PRIDE Center?

Are there certain hours the center is open? When in Forciena is the PRIDE Center located?

Why do you feel it's so important for students to be able to utilize a safe space like the PRIDE Center?

What do you hope the educational aspects of the PRIDE Center will be? How will people be able to learn more about the LGBTQIAP+ community by using the center?

What social aspects do you hope the PRIDE Center will be able to achieve? What topics are students meant to discuss in the space?

How do you think the PRIDE Center will be able to advance the TCNJ community?

What can students do to get the most out of using the PRIDE Center as a resource?

Thanks for taking the time to answer all of these questions! I will let you know if I need anymore information. Feel free to tell me anything else you feel is important about the PRIDE Center. It sounds like a really great space.

Olivia Rizzo

Interview questions and answers about the Center with Olivia Rizzo (*Signal* Writer)

Samantha Pena

April 2, 2014 8:44 PM

To: Olivia Rizzo Cc: Alonah Gill

Re: PRIDE Center

Sent - TCNJ

Hi Olivia,

Below are the answers to your questions. Again, thanks so much for taking the time to write this article and for being so accommodating with my schedule! Please feel free to reach out to me if you have any further questions.

In addition, when will this article be published in *The Signal*?

Best,
Sam

What are the goals you have the PRIDE Center? What do you hope the Center will be able to provide for TCNJ students and the TCNJ community?

Currently, we do not have a school-sanctioned center that serves the LGBTQIAP+ community, and we feel that this is a gap at TCNJ. Because the PRIDE Center will be school-sanctioned, it will show that TCNJ stands in solidarity against any form harassment, homophobia, and bullying that may occur on campus, and we think this will ultimately foster a more inclusive atmosphere for current and future students. The PRIDE Center will essentially be an academic, social, and ultimately a safe space for the LGBTQIAP+ community. The Center will promote awareness and will build community for and between the lesbian, gay, bisexual, transgender, transsexual, questioning people, and their allied community. We hope that the Center will be an inclusive space that will provide the entire TCNJ community a safe space to socialize with each other and with other groups on campus.

What inspired the creation of the PRIDE Center?

Well, the PRIDE Center is actually the capstone project for class, "Women's Leadership and Social Change." So the initial idea was created by five girls: Amanda Castro, Catherine Inoa, Rose Samonsi, Victoria Swift, and Lauren Wescott. Please feel free to contact any of them for more information about how the Center began, but it essentially started back in January when they were conversing with Dr. Nelson Rodriguez, a professor in the WGS department, who mentioned the need for an LGBT Center at TCNJ. From there, the girls started researching LGBT Centers and found that my colleges and universities actually have LGBT Centers on their campus, and so they started looking into the possibility of establishing one here at TCNJ.

Are there certain hours the center is open? When in Forciena is the PRIDE Center located?

We currently do not have hours as of yet, since the Center will not be open until the end of the semester. We are still fundraising to furnish our Center with couches, books, supplies, computers, and other things we want in the Center. We will have a room in Forciena within the next couple of weeks, although again, as of right now, we're waiting on confirmation from the administration about where we can set up.

Why do you feel it's so important for students to be able to utilize a safe space like the PRIDE Center?

Aside from the fact that it is a right that every person, no matter gender or sexual orientation, feels safe in every situation/space, New Jersey has also always been a leader in establishing strong policies and rules to prevent, mediate, and report any instance of harassment, intimidation, and bullying on schools and campuses. We think that establishing a safe space like the PRIDE Center is particularly important on the TCNJ campus, because it is integral that every student feels that there is a space that will allow them to be who they are without any fear. We hope that in the future, the PRIDE Center will function as such a space, where students of any gender or sexuality can come to the Center and live freely. Every individual on this campus deserves that.

What do you hope the educational aspects of the PRIDE Center will be? How will people be able to learn more about the LGBTQIAP+ community by using the center?

As I stated above, we are fundraising to buy things like: computers, a printer, office furniture, fax machine, phones, photocopy machine, a library of books on gender and sexuality, and videos/films. With these items, we hope that people will use our center as an educational resource that will supplement the learning of issues of gender and sexuality in a positive and healthy way. We also hope that in the future, we will not only co-sponsor with other LGBTQ student groups on-campus but will also host our own events with guest speakers and workshops to foster out-of-the-class learning.

What social aspects do you hope the PRIDE Center will be able to achieve? What topics are students meant to discuss in the space?

We want the Center to have an inclusive and accepting atmosphere, and it will be open to any member on campus who will abide by the rules of the Center, which will mainly be respecting every single person for who they are. We want this Center to truly be a safe and social environment, where every person who falls under the LGBTQIAP+ umbrella can get to know and hopefully befriend one another. We also encourage TCNJ's current LGBTQ clubs to use the center as a space to have meetings and/or hold their events. When we say we want this to be a social space for everyone, we mean it.

How do you think the PRIDE Center will be able to advance the TCNJ community?

On a practical level, we think that the PRIDE Center will serve as a competitive asset to the market value of TCNJ as an institution, especially since other institutions (to name a few, Rutgers and Princeton) have LGBT Centers on their campus. Having this center at TCNJ will thus undoubtedly attract new applicants, particularly those who fall under the LGBTQIAP+ umbrella. This Center will show current and future students that TCNJ is a community open to change and equality. On a more important and personal level, the PRIDE Center will make TCNJ more diverse and inclusive of every member of society, no matter how that person self-identifies. So the PRIDE Center can really make TCNJ's image more positive and inclusive.

What can students do to get the most out of using the PRIDE Center as a resource?

Students can do a wide variety of things to get the most out of the PRIDE Center, but it depends on their frame of mind. The PRIDE Center is open to every student and every organization, so long as that student or organization is respectful. For student leaders (students on e-boards of organizations), they can reach out to the PRIDE Center to see if they would like to host their meetings or events on campus and even if they want to potentially co-sponsor an event. For students taking WGS, trans, or queer studies classes or even if they're just interested in learning more about the topic, they can make use of the library we will have in the Center. For TCNJ faculty members, they can use the Center as a resource as well - perhaps to host a class on queer and/or trans studies. We also hope to have a full and part time staff, as well as volunteers, to be in the Center at all times for anyone who needs help and/or just wants to have a conversation. So really, the Center is open for everyone who is willing to have an open conversation.

Donation Letter



PRIDE Center
The College of New Jersey

PRIDEcenter.tcnj@gmail.com

To Whom It May Concern,

This semester, the Women and Gender Studies department's capstone "Women's Leadership and Social Change" has set out to establish an LGBTQ Center on The College of New Jersey's Campus. The acronym LGBTQ stands for Lesbian, Gay, Bisexual, Transgender, and Questioning/ Queer. Today, it is common for colleges to offer LGBTQ centers for their students to socialize, educate themselves, and have a safe space to be who they are.

That is why we have set out for TCNJ to follow in other college's footsteps with this most important project. Many students who fall under the LGBTQ umbrella will face issues such as harassment, low self-esteem, poor performance in school, etc. Establishing a center of this type would help TCNJ take a step toward supporting this community in a positive way by promoting a safe atmosphere, encouraging social groups to form, and dedicating itself to educating about the LGBTQ community. All students and faculty on campus would benefit from this center's resources. The center will provide a safe environment, resources and it will create a more inclusive community.

Of course, this vision will not be possible without funding. We are asking for donations of any sum to help achieve our goal of making our college a more equal, safe place. Donations would go to furnishing the center, obtaining resources like books and movies, and other expenses. In addition to monetary donations, we are also in need of the following:

Wish List

- Office Supplies (printer paper, Sharpies, dry erase markers, pens)
- Computers
- Couches
- Women and Gender related books
- Movies and Documentaries (preferably related to WGS)
- Overhead Projector
- Large Table
- Coffee Table
- Bookshelves


We look forward to hearing from you! Please make checks out to TCNJ Foundation WILL.

Sincerely,

The Women of Leadership and Social Change 2014
The College of New Jersey
Department of Women's and Gender Studies

Pride Center Opening Ceremony Event Confirmation

file:///C:/Users/will/Downloads/Event%20Confirmation-26925%20(1).pdf



Brower Student Center
 2000 Pennington Road
 BSC 230
 Ewing NJ 08628
 609-771-2466 / 609-637-5012

Event Confirmation

Group	Reservation: 26925	
Carrie Beth Hornberger Women in Leadership & Learning	Event Name:	Women in Leadership & Learning Opening Ceremony for Pride Center
	Status:	Confirmed
	Phone:	908-391-6341
	Email Address:	hornbec1@tcnj.edu
	Event Type:	Student - Banquet / Reception
	Event Coordinator:	clife
	Estimated Attendance:	0

Bookings / Details	Quantity	Price	Amount
<i>Below is your detailed event confirmation. Additional time may have been added to your initial reservation to ensure the necessary set up time for your event. Event start and end times have been scheduled as you initially requested. If you have any questions or concerns, please contact the Event Coordinator listed above or email: stureq@tcnj.edu.</i>			
Monday, April 28, 2014			
1:00 PM - 2:00 PM Women in Leadership & Learning Opening Ceremony for Pride Center (Confirmed) Education Building 115 - GPC			
Academic Classroom (As-is) for 145			
Describe Setup / Requirements:			
Your event has been scheduled in an ACADEMIC CLASSROOM which will be provided in the standard classroom set up. Please make sure that all classrooms are left in the condition in which they were provided.			

12:37 PM
4/22/2014

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The Virtual Pride Center is coming to TCNJ

Sadia Tahir

The Virtual TCNJ Pride Center will be a virtual resource center for all students, particularly those under the queer umbrella. Its creators are members of a Women and Gender Studies capstone course. The need to establish the Virtual TCNJ Pride Center stemmed from the necessity to diffuse some of the institutionalized heteronormativity at TCNJ and the fact that there is no school-sanctioned center here. One student says, "All of the peer institutions have a center like this, a safe space for all LGBTQ and allies, so we feel that TCNJ should have one as well. Lauren Wescott, one of the creators of the Virtual Pride Center said, "The most important thing about this center is that it will be safe. It's important for individuals to know that it is there and that TCNJ is supporting them."

It will also serve as an academic resource as well as a resource for all student organizations. Catering to intersectionality, this Center will provide a broader space for individuals with intersecting identities of race, religion, ethnicity, and sexual orientation. Victoria Swift added, "We have a list of resources in the immediate Ewing area,

as well as resources in Princeton, and New Brunswick." The Virtual Pride Center will also be donating money to the library so that books, DVDs, and other materials that focus on the LGBTQ community, can be provided as a resource for TCNJ students.

This center has received excellent support from Ms. Mary Lynn Hopps, Director of the Women in Learning and Leadership program here at TCNJ. Members of the capstone group also administered a survey which resulted in over 90% of respondents wanting to have a physical space for the Pride Center (the capstone's previous goal). In their attempts to establish the Virtual Pride Center, Swift discusses some of the challenges the groups has faced. "I think some people are a little resistant to change, but that's always anticipated. We know that this needed and we will keep pursuing it. Our hope is that with more campus outreach, we will be able to diffuse any hostility anyone may have towards this center." The Virtual Pride Center will go live at the end of this semester. The books and materials will be put in place in the library by Fall 2014.

Opinion

This Spring, the Women and Gender Studies' Activist Capstone decided on doing a project to benefit the LGBTQ* community. After voting, they decided to pursue the endeavor of getting an LGBTQ* Center-- called "The PRIDE Center"-- onto campus. In New Jersey, many universities already have such a space: among others, Rowan University has an "Office of Multicultural Affairs," Montclair University has an "LGBTQ Center" and Rutgers University has a "Center for Social Justice Education and LGBT Communities." Yet, The College of New Jersey does not have one. So, this dedicated group of individuals decided that the face of the LGBTQ* community at TCNJ needed to progress.

However, where they were initially met with agreement and support, they are struggling to make these changes. They were told that due to funding and space issues, this project could move forward. Saddened, but not defeated, the group decided to circulate a petition to get the space. In the interim, they decided to create a Virtual Pride center, where LGBTQ* students can at least get resources and information.

This is where the "PRIDE Center Supporters" come in. Started modestly as a Facebook group to put together ideas, the group boomed overnight, with over 200 members joining in 24 hours. It has extended to include a tumblr where users can post their own testimonials (in text, photo or video format) as to why TCNJ needs the PRIDE Center.

One of the testimonials said:

"I am a female bisexual student at TCNJ, and as a member of the LGBTQ community, I feel that PRISM is not an optimal environment for the discussion of issues relevant to the LGBTQ community. TCNJ needs a safe, accepting environment for those with marginalized sexualities to convene and promote change, and I firmly believe that this organization has the potential to accomplish this end. TCNJ's communities need to have a larger impact on social issues, and the stagnant complacency must not be allowed to become an accepted norm amongst these groups. We need to be less involved with furthering ally agendas and more involved with examining LGBTQ issues on and around campus, as well as defining for ourselves what it means to be part of this community."

If you would like to contribute, you can join the "PRIDE Center Supporters" group on facebook and submit a testimonial on the tumblr page!

Facebook group: tinyurl.com/PRIDEcentersupporters
tumblr page: wewantapridecenter.tumblr.com

-Remy Lourenco

The Voice of the Free Syrian Children

Maria Spinosi

The Eurasia/Middle East Society hosted The Voice of the Free Syrian Children on April 14. The organization brought in Malek Jandali, a globally renowned Syrian-American composer and pianist. He performed a concert with Professor Alsaïdi; they played beautifully on the oud and piano. The evening started with a video of one of his pieces being played in the background representing the current situation in Syria. It was then followed by him joining his brother, Professor Alsaïdi, who was playing the oud. They demonstrated the oldest notation of music, which originated in Syria. Each of the pieces that he had

performed had a sense of purpose to them and all directly reflected the state of Syria in present day, especially in regards to his children. For one of the pieces, he told the audience to close their eyes and imagine their freedom and family. Then as the song progressed, it became more hurried and frantic to represent how the children in Syria were not able to experience the same freedom and love for their families. Following the concert, Malek Jandali, who is also the winner of the Gusi International Peace Prize, also spoke about the current situation in Syria as well as ways in which people can help contribute to the cause.