



P.O.P: People on Policy Podcast

WGS 496 Capstone

Spring 2019

Sarah Chang, Rebecca Conn, Samantha Franz, Gigi Garrity, Maureen Haque, Tyler Hubbert, Jenna MacDonald, Isabella Mancuso, Kai Mangino, Katherine Reese, Allison Smith, & Anjali Thakker

With Instructor Mary Lynn Hopps

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Introduction

This year's Women in Learning and Leadership (WILL) Capstone class at The College of New Jersey (TCNJ) focused on TCNJ campus policy. We created our activism project as a campus wide initiative that included five podcast series with the fifth podcast being recorded as a live event.

We wanted to educate individuals about the inner working of campus policy, so they may be informed of how decisions are made at TCNJ. Oftentimes, when students are a part of a system like a college campus, it is easy to become isolated and confused when transparency surrounding key policy decisions is not at the forefront of the academic experience. To combat this, our project focused on four areas of campus policy: Gender, Sustainability, Race, and Ability. We examined policy from the perspective of professors, administrative staff, and students to gain a holistic understanding of how TCNJ can do better.

Mission Statement

Through this activism project we hope to increase awareness of the policies that are in place at TCNJ. These policies impact the lives of students and faculty members and there are areas that can be improved to make TCNJ a more positive campus environment. We want students to be aware that they have agency on this campus, and provide them with accurate, researched information so they may make informed decisions about their well-being and the livelihood of their fellow peers. By having a series of podcasts released across five weeks, we hope to encourage open dialogue around TCNJ policy so students can discuss how this can be an inclusive and invigorating environment for everyone. week of diverse events, we hope to have an open dialogue and educate students about the reality of others.

Meet the Capstone

Here are all of the wonderful women who collaborated on the WGS 496 Capstone!

Sarah Chang: Sarah is a senior Visual Arts major with a specialization in Graphic Design and minors in Marketing and Women's, Gender, and Sexuality Studies. Sarah appreciated taking part in this capstone, in which her research went towards producing P.O.P's race podcast.

Rebecca Conn: Rebecca is a senior Mathematics major with minors in Finance and Women's, Gender and Sexuality Studies. Her favorite (and only) podcast is Off Book: The Improvised Musical.

Samantha Franz: Samantha is a senior Communications Studies and English double major with a minor in WGSS. She is the President of All College Theatre and a self-proclaimed podcast addict (she is currently subscribed to 146). Her favorite podcasts are My Favorite Murder, Guys We Fucked: The Anti-Slut Shaming Podcast, and Myths and Legends.

Gigi Garrity: Gigi is a senior Finance major with minors in Psychology and Women's, Gender and Sexuality Studies. Her favorite podcast is Dear Hank and John.

Maureen Haque: Maureen is a senior Biology major with minors in Women's, Gender, and Sexuality Studies and Public Health. Her favorite podcast is Flash Forward by Rose Eveleth.

Tyler Hubbert: Tyler is a senior English major with a minor in women's, gender, and sexuality studies and a self designed major in publishing. Her favorite podcast is "Why Won't You Date Me?" with Nicole Byer.

Jenna MacDonald: Jenna is a junior History and Secondary Education major with a Women's, Gender, and Sexuality Studies minor. Her favorite podcast is Girls Gotta Eat.

Isabella Mancuso: Isabella is a junior Art History and Women's, Gender, and Sexuality Studies double major. Her favorite podcast is Binge Mode: Harry Potter.

Kai Mangino: Kai is a senior Psychology major with a Clinical/Counseling Specialization, she also has a minor in Women's, Gender, and Sexuality Studies along with a concentration in Social Justice. She enjoys advocating for juvenile justice initiatives and completing jigsaw puzzles.

Katherine Reese: Katherine is a senior Special Education and Women's, Gender, and Sexuality Studies double major, as well as a member of WILL. Her favorite podcast is TedEd.

Allison Smith: Allison is a senior chemistry major with minors in French and Women's, Gender and Sexuality Studies. Her favorite podcast is Skimm This.

Anjali Thakker: Anjali is a senior political science major with minors in environmental studies and women's, gender and sexuality studies. Her favorite podcast is Ologies.

Target Population

The target population of this WGS 496 capstone project is the TCNJ campus, including both the student body as well as professors, faculty, and staff. We would like for our podcasts to be transparent sources of knowledge and experience for the current and future TCNJ community. By revealing the complexities of our current situation on policy usage at TCNJ, we would like to encourage future change by updating and carefully evaluating policies in terms of best use and practice. Additionally, we would like faculty and students to be equally engaged in conversing about policy and encourage campus-wide conversations about how policy can be improved, especially in the domains of race, gender, abilities, mental health, and environment.

Capstone Research

Sarah Chang: For her research, Sarah analyzed how the TCNJ diversity and inclusion statement aligns the policy, which does or does not support their statement. In addition, she examined the college's new Bias Response Team and its outline, which also included policies that support this new initiative. Sarah also looked in to the history and current tension of Bias Response Teams.

Rebecca Conn: For her research, Rebecca looked into how housing policy and gender policy intersect. The policies, or sometimes lack of policy, can help or hinder student housing. Gender inclusive housing and sexual assault survivor reassignment change a student's experience.

Samantha Franz: Samantha's research focus explored the gaps in mental health policy on campus as compared to other universities. She focused on the school's supposed compliance with the Madison Holleran Suicide Prevention Act and the lack of explicit mental health policy on campus.

Gigi Garrity: Gigi's research focus included an investigation of Title IX and AVI Policy. After she examined TCNJ's information, she compared the colleges policies to other universities and other pieces of data that relates to the effects of Title IX and AVI Policy. She interviewed Chelsea Jacoby and Jordan Draper, Title IX Coordinator and Dean of Students about our policy, how it serves our students, and the impact of Secretary DeVos's new change to alternative resolutions with incidents involving Title IX.

Maureen Haque: For her research focus, Maureen investigated disability policy through the specific lens of accessible technology (AT) on college campuses, both at TCNJ and surrounding New Jersey public institutions. AT in the 21st century represents a potentially powerful tool to promote equity between able-bodied populations and the incredibly diverse and heterogeneous 'disabled' population. However, despite the knowledge that AT can be a powerful tool in education, many colleges, such as TCNJ, lack the AT necessary for students with disability to succeed in the classroom. TCNJ policies and funding need to include AT in all classrooms to promote a more socially just, supportive environment for

students so that students are not required to be the sole advocates for their own education.

Tyler Hubbert: For her research Tyler investigated how policy regarding race impacted TCNJ students. Specifically, she wanted to know how other schools in the state were approaching the issue and how that in turn impacted students. During this process, she looked into policies at institutions such as Princeton University and Rutgers University in order to see how these policies compared to those at TCNJ. The second part of Tyler's research involved speaking to students to get a better sense of what they knew in regards to policy and whether or not they saw TCNJ's current policies as effective or not.

Jenna MacDonald: For her research, Jenna focused primarily on the new revisions being made to Title IX Policy under Secretary for the Department of Education, Betsy DeVos. A majority of the changes to the policy will leave many students at federally funded college and universities with a lack of options and resources when reported cases of sexual misconduct. In addition to looking at federal policy, she also found a glimpse of hope within TCNJ's own Title IX policy, which provides students with the alternative resolution option, that will hopefully help to make up for this feeling of hopelessness that many of these national changes will bring to campus communities.

Isabella Mancuso: For her research focus, Isabella looked into TCNJ's non-discrimination policy in comparison to nearby college's. Specifically, whether gender identity and sexual orientation were being protected. The first version of the policy did an adequate job of providing protection for those identities, but it was replaced by a revised policy that did absolutely nothing to prevent discrimination of those bases.

Kai Mangino: For her research focus, Kai investigated how mental health on TCNJ's campus functions. She specifically focused on CAPS, the services they provide, and areas that need to be improved according to student feedback. She also looked into policy at Princeton University and spoke with a CAPS Peer Educator to better understand their role. She also explored the relationship between the psychology department and CAPS to clear up any misunderstandings around their relationship.

Katherine Reese: For her research focus, Katherine investigated all the aspects of TCNJ policy regarding people with disabilities on this campus. She researched the accommodation process through Disability Support Services, and explored the intricacies of it. She also looked into the CCS program and the inclusivity and lack thereof of individuals with disabilities on our campus. I also explored how accessible resources are on campus.

Allison Smith: For her research focus, Allison investigated sustainability and environmental policy at TCNJ. She looked into why sustainability is important, particularly for TCNJ. She then delved into the college's current policies for sustainability, regarding stormwater pollution prevention, water conservation, recycling, and energy and central utilities. She also looked in the literature for inspiration and guidelines for future considerations for the college's sustainability policies.

Anjali Thakker: Anjali's research focused on environmental sustainability policy at TCNJ and other colleges and universities across the United States. She compared various sustainability plans and used existing academic literature to evaluate the quality of TCNJ policy and to make recommendations for how TCNJ can improve. She concluded her research by examining the importance of environmental sustainability in furthering the goals of social justice and equality. The college needs to reduce its environmental footprint in order to reduce its negative impact on human and non-human communities around the world.

Podcast Episode Summaries

Episode 1: Environmental Sustainability Policy

Join us as we discuss TCNJ policies that affect environmental sustainability and to learn what we can do to make our campus more environmentally conscious. For more information and episode notes, check out our website (tcnjpop.com) and our instagram (@tcnjpop).

Hosted by Sam Franz and Gigi Garrity
Research by Allison Smith and Anjali Thakker
Editing by Sam Franz

Special Thanks to our Guests:

Dr. Miriam Shakow
Dr. Diane Bates
Horacio Hernandez
Ridwan Khan

Episode 2: Gender Policy

In our second episode we sit down with faculty and student peer educators to discuss gender policy on campus, including changes to our Title IX policy under the Trump administration.

Hosted by Sam Franz and Gigi Garrity
Research by Gigi Garrity, Rebecca Conn, Isabella Mancuso, and Jenna MacDonald
Editing by Sam Franz

Special Thanks to our Guests:

Rebecca Conn
Chelsea Jacoby
Jordan Draper
Isabella Mancuso
Jenna MacDonald

Episode 3: Race Policy

In our third episode we sit down with faculty and students for a discussion of race policy on campus. This episode includes discussions of our institutional definitions of "Hate Crimes" and "Bias Incidents" and the newly formed Bias Response Team.

Hosted by Sam Franz and Gigi Garrity
Research by Tyler Hubbert and Sarah Chang
Editing by Sam Franz

Special Thanks to our Guests:

Jamal Johnson
Sarah Bennett
Rachel Smith
Ridwan Khan

Episode 4: Ability Policy

In our final policy episode, we talked with faculty members at TCNJ who interact with ability policy. We'll talk about CAPS resources, the CCS program, and inclusivity on TCNJ's campus.

Hosted by Sam Franz and Gigi Garrity
Research by Maureen Haque, Kai Mangino, Katherine Reese, and Sam Franz
Editing by Sam Franz

Special Thanks to our Guests:

Dr. Mark Forest
Dr. Jerry Petroff
Marcia Schleppey
Hailey Weiss
Melissa Freidman

Events & Activities

Event #1: Tabling

Tabling was our way of connecting with the TCNJ community to promote the release of our podcast series and the live event panel. We handed out flyers, had a trifold poster with information, and also passed out stickers to promote our project.

Location: Thursday, 4/18 Library Cafe 11-1; Thursday, 4/25 Student Center 11-1 and Library Cafe 11-1

Budget: \$65.42 (trifold, candy, supplies for trifold decoration, sticker paper, poster, tape)

Event #2: Live Event Panel

The live event panel was the fifth podcast in the series. The purpose of this event was to gather the TCNJ community into a space where anyone could ask panelists from some of our podcasts questions about the policy at TCNJ. It was recorded and students had the opportunity to submit questions beforehand so that we could easily moderate the discussion. This was the open dialogue and face to face interaction we were hoping to initiate across campus surrounding TCNJ policy.

The questions from the students were:

- How have you seen policy at TCNJ change over the years you've been here?
- What is your opinion of these changes?
- What is one policy that you wish students knew more about? What do you wish they knew about that policy?
- Would you make changes to TCNJ policy if you could? In what areas would you like to make those changes?
- In what areas do you think TCNJ policy will evolve over the next four years?

- One of the things we expressed in our latest episode was a desire for policy that is more proactive than reactive. Do you think this is possible? If so, where can we start?

The people on the panel were:

- Brooke Chlebowski - Student Body President
- Molly Knapp - Triota Honor Society President
- Meghan Sellet - Director Disability Support Services
- Don Trahan - Director of Diversity and Inclusion
- Chelsea Jacoby - Title IX Investigator
- Michael Aucott - Adjunct Professor, Chemistry Department

The moderator was: Tyler Hubbert

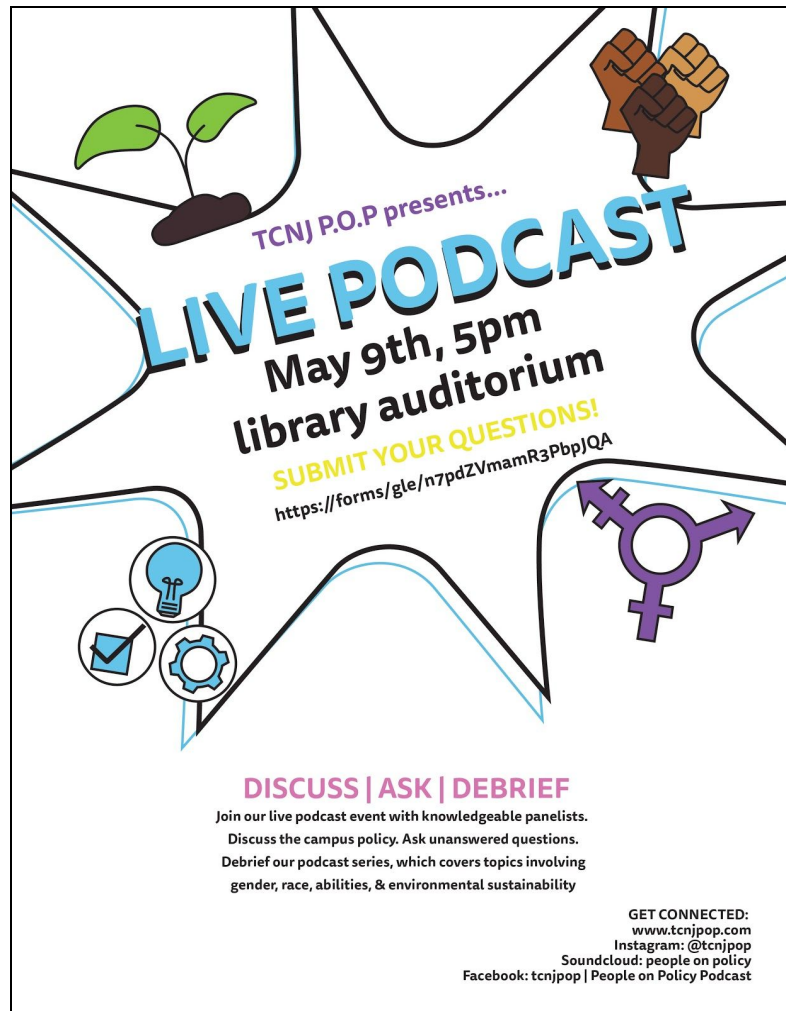
Location: Thursday, May 9 Library Auditorium 5-7pm

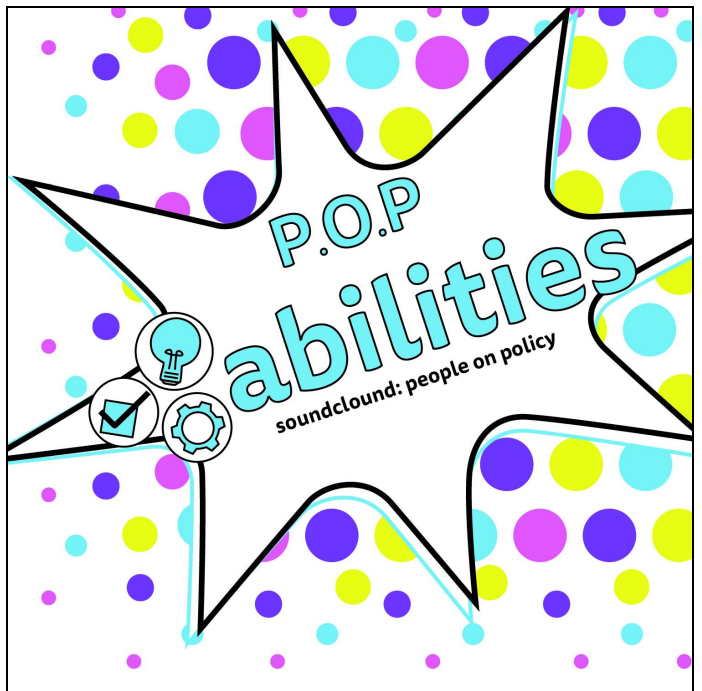
Final audio from the live event was created into a final podcast episode, available on SoundCloud and via the tcnjpop.com website.

Social Media & Promotion

Flyers

To advertise, promote, and educate the TCNJ campus about our podcast and live event, we designed flyers and displayed them in the thirty approved locations on campus. We also used these flyers on our Instagram, Facebook, and website in order to increase visibility. The TCNJ POP logo was used in every flyer as a source of branding for our project.







POP
people on policy
podcast series

**Do you know the policy?
Join us in our discussion about...**

ABILITIES

GENDER

RACE

ENVIRONMENTAL SUSTAINABILITY

www.tcnjpop.com | Soundcloud: people on policy
Instagram: @tcnjpop | Facebook: tcnjpop | People on Policy Podcast

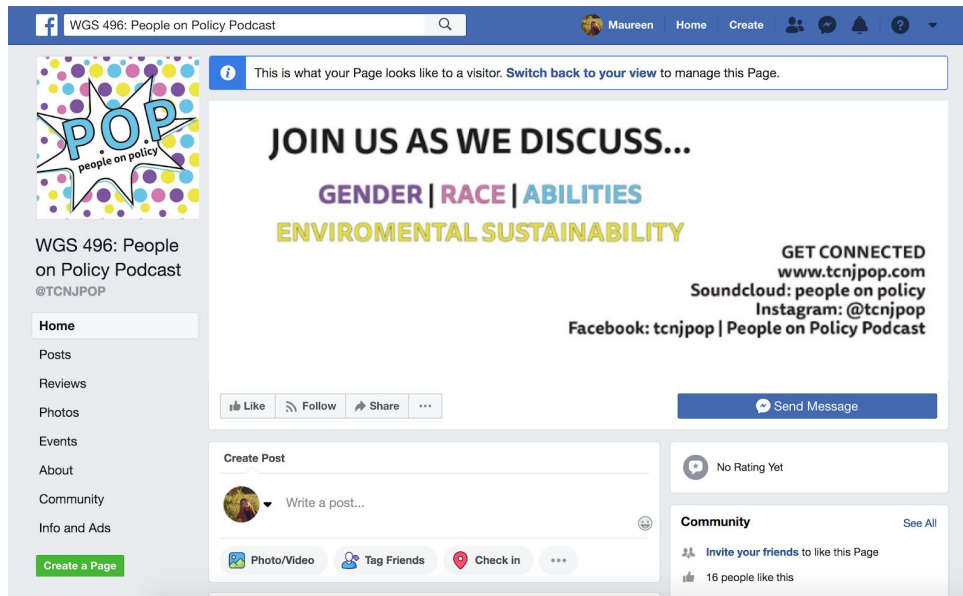
Stickers

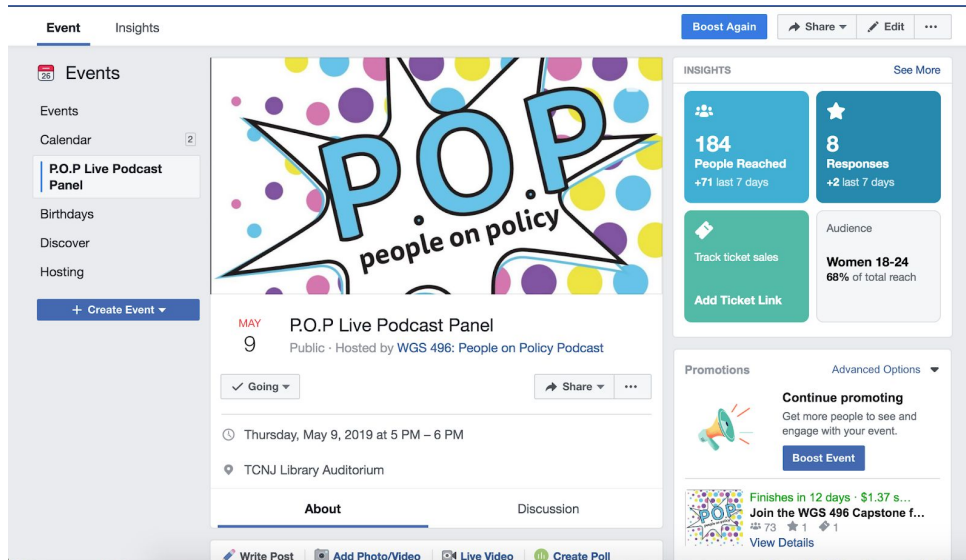
Stickers were used as a promotional item at our tabling events to encourage TCNJ students and faculty to put it on their laptops or share with friends. These stickers had the TCNJ POP logo and branded our project.



Facebook

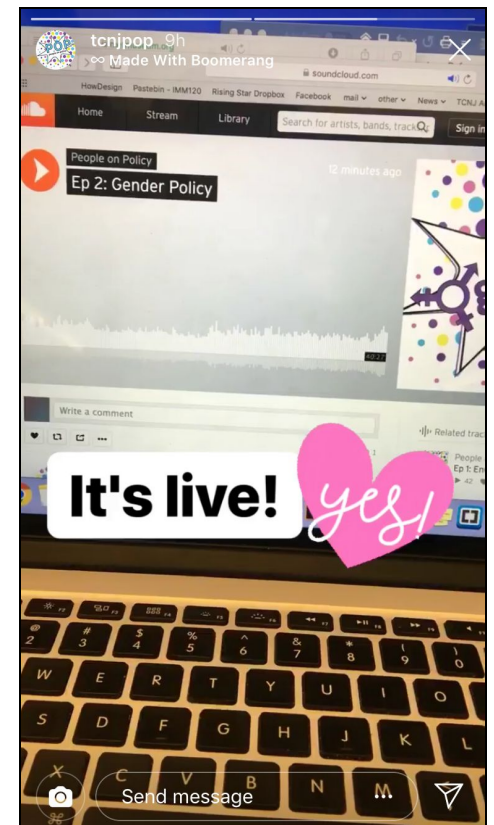
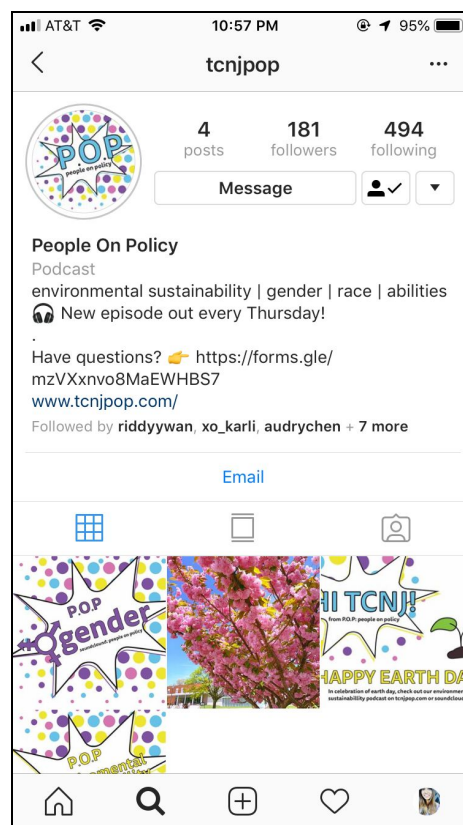
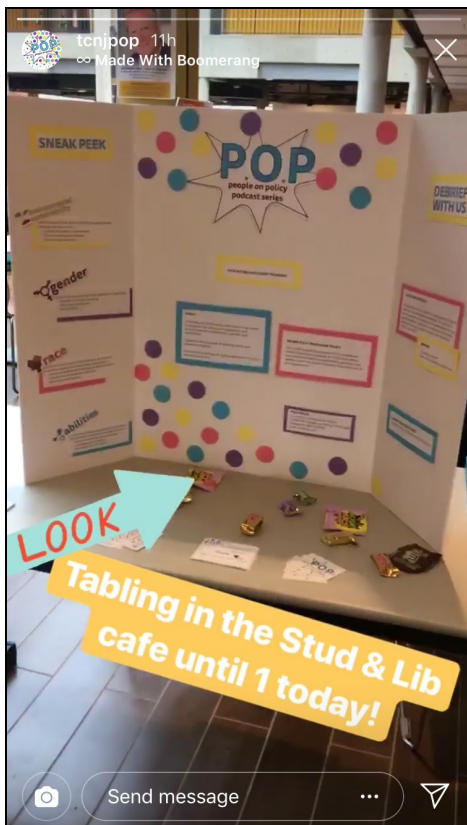
Our Facebook page, titled “WGS 496: People on Policy Podcast”, was created with the intent to publicize our podcast and live event and connect with students and bring awareness to our capstone project. Additionally, we created a Facebook event prior to the live event to gauge student interest and number of attendees. We posted the flyers on the Facebook page so that students and faculty could view the dates and times for podcast release and the live event. The Facebook page also included a link to our website and SoundCloud so that page viewers could directly access our content. Lastly, the page was also boosted by Facebook for 2 weeks prior to the live event.





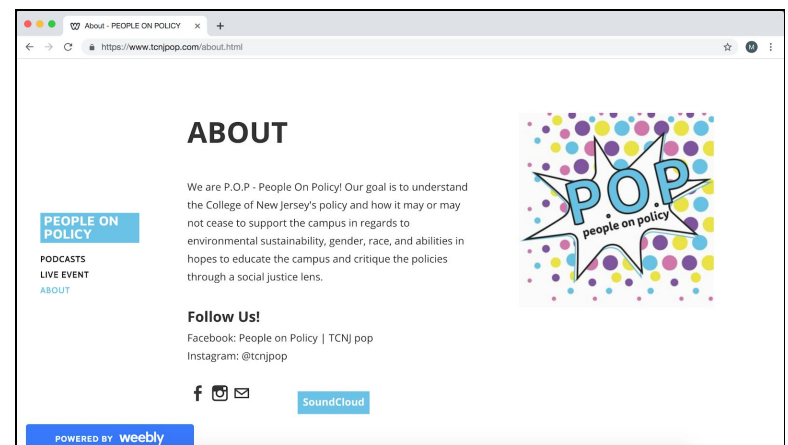
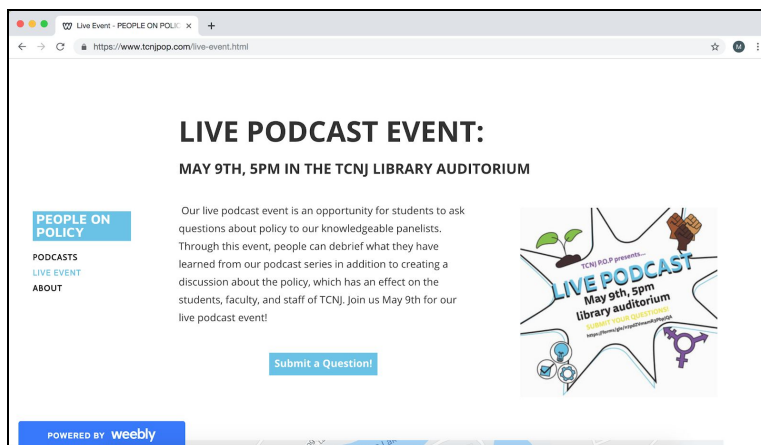
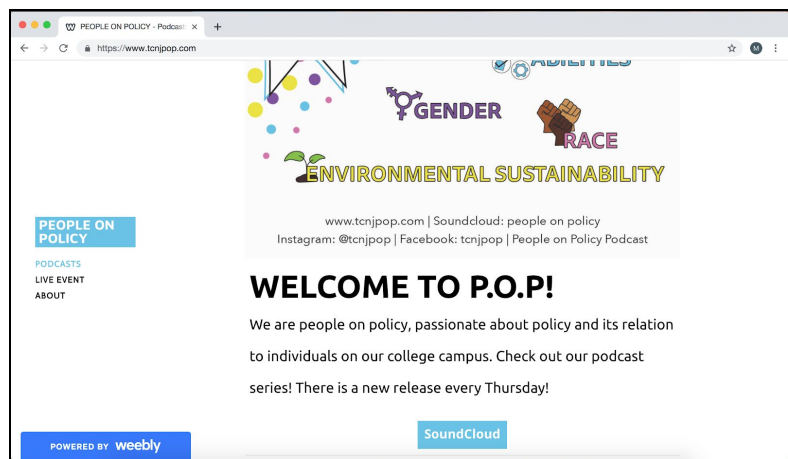
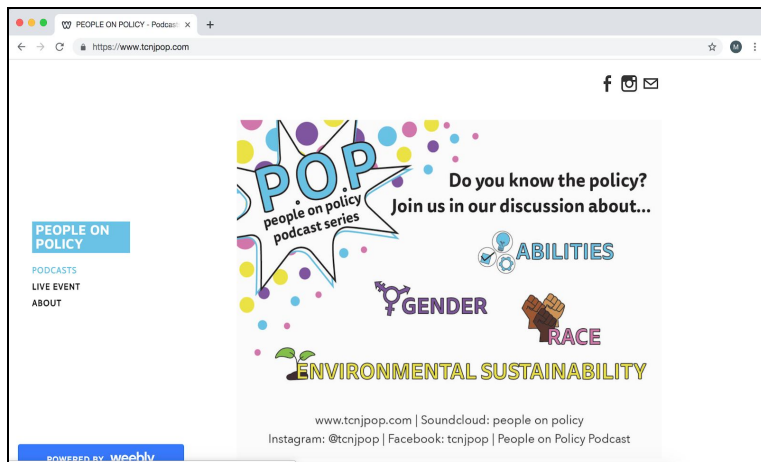
Instagram

Our Instagram account, called tcnjpop, was created to visually show our flyers through posts, remind students and faculty of our podcast releases and live event, and also engage with the campus community on a daily basis through Instagram stories. We followed many students from the TCNJ student body and have over 175 followers on the account. The Instagram has a public profile so that anyone who hears about our Instagram account can access our information.



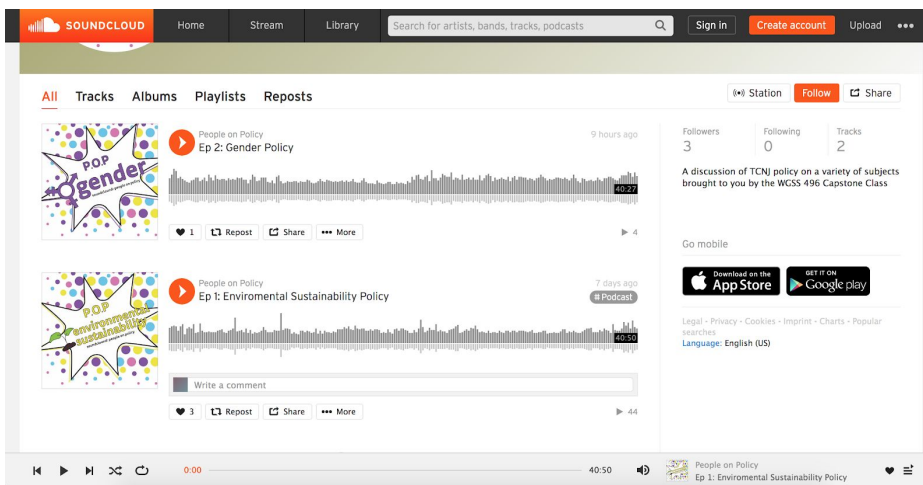
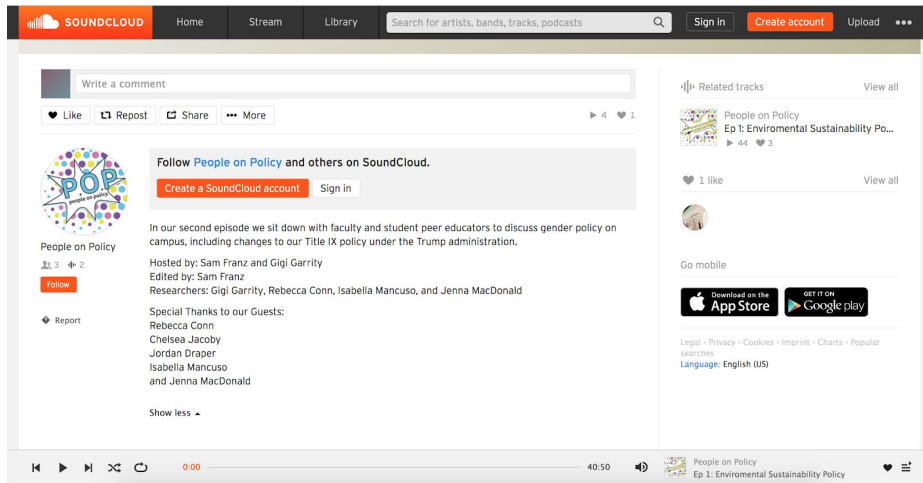
Website

Our website, with the URL [tcnjpop.com](https://www.tcnjpop.com) and titled “People on Policy”, is the homebase for all the information about our podcast and live event, notes about our policy research, information about the dates/times of events, and links to social media and SoundCloud. The website is powered by Weebly. The website will be maintained over the years as a reference for future TCNJ students to access our work and be able to refer back to it as a legitimate source of knowledge as we push for TCNJ policy reforms.



SoundCloud

SoundCloud is the platform we used to post our podcasts. Using SoundCloud is free for any visitor to the website. The podcasts were narrated by Gigi Garrity and Sam Franz and edited by Sam Franz. In addition, the guests of the podcast and student researchers of the podcast are listed in the release of each podcast episode. Students are able to like the podcast on SoundCloud and share it on other forms of social media through SoundCloud as well.



Google Form

We created a Google form on which students and faculty can submit questions they have for the speakers of our live event. The Google form is available on our Facebook, Instagram, and website. The Google form was also distributed by the members of this capstone project to their respective friends, professors, and other campus peers through GroupMe.

Committees

Live Event Planning: *Tyler Hubbert, Jenna MacDonald, Katherine Reese, Allison Smith*

The Live Event Planning Committee was responsible for booking and organizing the live podcast panel that took place on May 9th in the Library Auditorium. The Committee confirmed student and administrative representatives who had agreed to be on the panel. The Committee helped promote the event through the use of flyers and social media.

Advertising: *Sarah Chang, Anjali Thakker*

The Advertising Committee was responsible for the creation of marketing materials to be used during tabling and promotion. The Advertising Committee created a website where the podcast and other information could be posted. The Advertising Committee designed the podcast's logo and created social media accounts to promote the podcast.

Handbook: *Maureen Haque, Isabella Mancuso, Kai Mangino*

The Handbook Committee was responsible for assembling, editing, and printing the handbook. The Handbook Committee collected all pertinent information and synthesized it in a cohesive and creative way. The Handbook Committee wrote this sentence.

Communications: *Rebecca Conn*

The Communications Committee was responsible for communicating with the class's instructor, Mary Lynn Hopps, and other administrators within the Women's, Gender, and Sexuality Studies Department on behalf of the capstone class.

Podcast Production: *Samantha Franz, Gigi Garrity*

The Podcast Production Committee was responsible for editing and disseminating the podcast on various platforms. The Podcast Production Committee worked with each podcast group to storyboard their interviews and research into four enjoyable, informative podcast episodes.

Project Timeline

Week:	Date:	Assignments Due:
Week 1	2/21	Beginning of research
Week 2	2/28	Continued research Oral presentation due Comprehensive outline due
Week 3	3/7	Research
Week 4	3/14	Research
Week 5	3/21	Research
Week 6	3/28	Research paper summary due Annotated bibliography due Podcast storyboard due
Week 7	4/4	Podcast editing
Week 8	4/13	Live event planning/marketing
Week 9	4/18	Tabling Release of podcast #1: environmental sustainability
Week 10	4/25	Tabling Release of podcast #2: gender
Week 11	5/2	Live event planning/marketing Release of podcast #3: race
Week 12	5/9	Live podcast event Handbook due Release of podcast #4: abilities
Week 13	5/14	Final Reflection Essay due

Supplies & Costs

The budget for these items were kindly provided to us by our professor, Mary-Lynn Hopps, and the WGSS Department.

Item:	Cost:
Staples Printing: 50 Posters (\$26.50) 20 Mini Posters (\$11.40) Additional posters (\$67.32)	\$105.22
Website: Custom domain-1 year (\$19.95) Connect with free account (\$5/mo = \$60)	\$79.95
Tabling: Trifold (\$7.99) Candy (\$8.68) Supplies for trifold decoration (\$28.70) Sticker paper (\$15.99) Poster (\$0.97) & Tape (\$3.09)	\$65.42
Total:	\$251.69

Tabling Photos

Tabling for our Podcast and Live Event



Tabling Prior to our Live Event



Live Event Panel



Women of the Capstone and Professor Mary-Lynn Hopps



Celebration of Student Achievement (COSA)



Reflection

Sarah Chang: “I have not listened to or produced a podcast before, but this capstone pushed my limits and helped me build a passion for policy in a social justice lens.”

Rebecca Conn: “This project helped me realize how important policy is to the student experience at TCNJ. Creating a podcast made this information relevant and long lasting.”

Samantha Franz: “This project made me realize just how much room there is for improvement, even in an environment that has fully developed policy and resources. It deeply impacted my understanding of which communities are served on this campus and which ones are not. Further, it made me think about how much policy can impact our community, especially when that policy does not exist.”

Gigi Garrity: “This project deepened my understanding of how the campus truly operates when a situation occurs. The most surprising part was the definition of Student, and how certain students (such as CCS students) are not included under that definition. It made me consider which populations of the campus are protected and which are not. It made me realize that we need to work to provide proper representation to not only students, but the entire community TCNJ serves.”

Maureen Haque: “This project really opened my eyes into how TCNJ policy affects the lives of students on this campus and how the lack of transparency in policy directly translates into their everyday experiences. Hearing the voices of students and faculty with knowledge about disability issues further solidifies the need for improvement in policy. I am thankful for the opportunity to conduct intersectional research, acknowledge privilege and discriminations, work with a group of dedicated women towards a common goal, and get our opinions into the campus community through our podcast.”

Tyler Hubbert: “This project really put into perspective for me what it is really important to understand and utilize when it comes to trying to make institutional change. As an activist, policy is sometimes the more boring part, but is incredibly important because as a student especially, policy is what is supposed to protect you. Unfortunately, that’s not how policy always works (which is what we uncovered here) but I really think that this project will begin to usher in some really key institutional changes that we desperately need.”

Jenna MacDonald: “This project was a great way to introduce me into the world of social justice activism. I believe often times, as college students, we forget how much our voice matters and how big our influence truly is. I am proud to be a part of this project and work with such hardworking, intelligent, and determined peers. I will take the lessons that I have learned and the connections I have made to make further impacts in whatever communities my life leads me to.”

Isabella Mancuso: “This project taught me a lot about leadership, teamwork, and the importance of collaboration. Working on a single project with a group of people meant that communication, clarity, and honesty were incredibly important. Cooperation had to take place within our podcast groups, on our committees, and with the class as a whole. I’m grateful for the lessons I’ve learned along the way about myself, my peers, and our campus community.

Kai Mangino: “This project really helped me understand the intricacies how a college campus functions. I love TCNJ because it has given me so much, but there are systemic pieces that need to be remedied if this is going to be a campus for everyone. I think this was the most important takeaway for me. I felt like this was going to be something that would have lasting impact and I feel better graduating now knowing I did everything I possibly could to try and improve the campus climate.”

Katherine Reese: “I’ve always been extremely passionate about TCNJ, but this past year I’ve begun to see where all the intersecting issues collided, and noticed that it all has to do with the policy of the college. Getting to do this project really allowed me to feel like I was able to tackle some of these issues and get to the bottom of what works and what doesn’t. It let me feel like I was making a difference by bringing attention to these issues in TCNJ and by educating the

college campus. I'm hopeful for that through this education, we can make concrete change."

Allison Smith: "Throughout college, I've become increasingly interested in various aspects of sustainability - how chemistry can be made more sustainable, how chemistry can solve environmental and energy problems, the social justice aspects of sustainability, the politics of climate change, etc. This project has provided me with the opportunity to funnel these interests into an investigation of these policies at TCNJ. It has been a rewarding project to critically examine these policies at a school that has given me so much these four years, and I hope that the insights from this project will be used in the future to improve these policies so that we can better serve our students and community."

Anjali Thakker: "Throughout my college career I have been involved in environmental and social justice activism on campus. This project allowed me to use my experience and knowledge to actually address the structural issues at The College of New Jersey that prevent it from becoming a more sustainable and ethical institution. My greatest hope for this project is that future students will address the policy concerns that we have uncovered and ensure that the college makes tangible changes."

Policy Recommendations

General

- Make the Policy Website easy to navigate and accessible

Abilities

- Increased availability of useful Assistive Technology resources for students with various types of disabilities
- Training for students and faculty on avoiding ableist language
- Disability Support Services needs more staff, both adult and students -- perhaps a student advocate position for students to help through the accommodation process.
- CCS being able to use resources. CCS is a matriculated, non-degree bearing program, yet are not allowed to use CAPS, be involved in Greek Life, or live in on campus housing. This is unfair and ableist.
- CAPS needs to be transparent about mainly referring students out for services and they need to find a better way to advertise their resources to students because students do not know what is available to them
- CCS belongs in Welcome Week.

Mental Health

- A well-articulated and comprehensive policy for mental health resources on campus. There is currently no policy available on the policy website regarding the various mental health offices on campus.
- At least one counselor available to contact outside of CAPS office hours, as per the NJ State Madison Holleran Suicide Prevention Act.

Gender

- FSP on Seminar on Title ix
- More Inclusive Language re: Gender and Sexuality

Environment

- Hire environmental sustainability coordinator
- Environmental Studies Major
- Liberal learning requirement

- Climate action plan
- Reducing runoff into the lakes

Race

- Short-term
 - Specific in policy definitions & examples regarding
 - Bias intimidation vs bias incident: possibly get rid of the term bias intimidation which can cause confusion
 - Specific instances of a bias incident & hate crime
 - Protected categories
 - Adding a clear retaliation clause that defines what acts count as retaliation and then what can happen for students that retaliate
 - Outline levels of consequences for those accused of committing
- Long-term
 - Work to bring inclusion programming to faculty and staff not only direct it at students
 - Let victims and reportees know that the school will back them after they report as well
 - Continue to promote bias response team & what BRT does
 - Possibly BRT outline in student organization offices, student government, & office resources (Title IX, Office of Diversity & Inclusion, etc.)

Acknowledgements

This capstone project would not have been possible without the instruction of Professor Mary Lynn Hopps, our fearless leader and friend. Cecilia Colbeth provided necessary assistance in booking and organizing our live event. Thank you to everyone who spoke on behalf of the student body or administration for our podcast. An additional thank you to those who appeared on our live event panel: Brooke Chlebowski, Molly Knapp, Meghan Sellett, Don Trahan, Chelsea Jacoby, and Michael Aucott. Promoting this podcast would not have been possible without funds from the Women's, Gender, and Sexuality Studies Department.