The Women Who Run Rutgers
The Leadership Scholars Certificate Program is a two-year selective, interdisciplinary certificate program that prepares Rutgers undergraduate women to be informed, innovative, and socially responsible leaders.

Leadership Scholars design and implement social action projects to expand their understanding of issues and problems and to develop leadership skills.

This project gives Scholars the opportunity to apply the theoretical knowledge they have gained about leadership, advocacy, and social change with the practical and experiential knowledge they have developed about a particular policy issue or problem through the field site placement. It also further develops leadership skills by giving undergraduates the opportunity to practice leadership through action.

To find out more please visit the Institute for Women’s Leadership’s website at http://iwl.rutgers.edu.
Goal Statement

*The Women Who Run Rutgers* aims to address gender-based discrimination against women working at Rutgers University - New Brunswick by highlighting forms of campus activism and solutions to address current campus issues.

*The Women Who Run Rutgers* is a policy proposal created with the intention of presentation to university leadership. The policy proposal will consist of identifying issues on campus, an analysis of how other universities have handled similar issues, and possible solutions for university officials to consider. I hope this Social Action Project will demonstrate the needs of women working at Rutgers University - New Brunswick and will result in changes to the work environment for women working in service-oriented sectors of Rutgers.
The Problem

42% of working women have faced gender-based discrimination in the workplace.

According to the World Health Organization, women are 70% of the health and social care workforce, caring for approximately 5 billion people.

23% of women were treated as though they were not competent, compared to 6% of men.

Among women, experiences with gender discrimination at work do not vary significantly by age.

20% of employed women saying they have experienced any of eight forms of discrimination at work, because of their gender.
Methods

Listen
• Engage in conversations with women working around campus
• Take note of student activism in regards to labor rights
• Identify how work at Rutgers has been gendered

Research
• Are these issues at other BIG 10 universities?
• What current measures does Rutgers have to prevent gender discrimination?
• Is the pattern of male leadership, women workers prominent in the Rutgers space?

Advocate
• Document forms of activism occurring on campus
• Author a policy proposal highlighting the experiences of women, student activism on the matter, policy suggestions, and implementation suggestions
• Present to the Rutgers University Student Assembly for referral to University Administration
Timeline

April/May
- Initial conversation with a working woman

September/October
- Research and explore Rutgers Policies

November
- First Draft of Policy Proposal Completed
- Identify forms of campus activism

December
- Share with University Leadership through RUSA
- Final Draft of Policy Proposal Created
"Global health is delivered by women and led by men, and that is neither fair nor smart."

From the World Health Organization’s Human Resources for Health Observer Series
Intellectual Foundations

Triple Gender Dividend Approach

- Health Dividend
  - Mental Health
- Gender Equality Dividend
  - Fair pay
  - Increasing rate to match third party vendors
- Development Dividend
  - Policy implementation for future efforts

Imbalance of Power

- Male Leadership, Female Workers
- Language Barriers
- Fear of speaking up

Listening to Women

- Need for increased wages
- Childcare Support
- Mental Health Resources
- Burn-Out from lack of staff


Carrasco, Maria. Campus Dining Halls Plagued by Worker Shortages, Inside Higher Ed
Only 12% of maintenance industry workers are women. 88% are men. 

According to Zippia, when broken down by race, 64.4% of all workers are white, 18.6% are Hispanic or Latino, 10.1% are Black or African American, and 4% are Asian.

UN SDG # 5 - Achieve gender equality and empower women and girls.

World Economic Forum -> calls upon universities to lead.

Student Advocacy

Cards for retiring women in dining services
Petition to keep facilities workers from being moved
Public Safety Committee with RUPD
Feminist Leadership

- Raising Awareness
  - Often viewed as women complaining
  - Work already being done on campus to address issues

- Human First Approach
  - Listening first
  - The women already know the solutions to their problems
  - Prioritize empathy and advocacy

- Moving forward through a gendered lens
  - Taking into account education, language, and community
  - Combating patriarchal norms
Impact and Evaluation

The Proposal and Its Introduction to RUSA

THE WOMEN WHO RUN RUTGERS
A Policy Proposal

TAking a gendered lens to worker's issues at Rutgers University - New Brunswick

01 Statistics
An analysis of existing statistics on the experiences of working women as well as statistics of women working at Rutgers University - New Brunswick

02 A Look at the Big 10 Conference
Identify common issues impacting universities in terms of service industries: dining hall worker shortages, childcare, language barriers

03 Beloved Community
A collection of student-led activism in support of women working in service-oriented industries at Rutgers University and their testimonies

04 Existing Policies and Implementations
Engage in a gendered analysis of existing university policies and evaluate the effectiveness of current implementation measures

05 Trailblazers
Establish ways in which Rutgers University - New Brunswick can improve working conditions for women and set the path for other universities to model
Adaptibility

Responding to change in environment
Understanding that the experiences of women are constantly changing, but gender-based issues remain at the root

Research Abilities and Conciseness

Making policies understandable and accessible

Time Management and Collaboration

Needed to move faster in order to complete interviews
Recognizing that as a student, I have a unique influence on University leadership
Being a listener and generating a safe space is fundamental to women’s leadership

Lessons Learned

Future: Interview Women!
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The 2023 Leadership Scholars Cohort
### Works Cited


