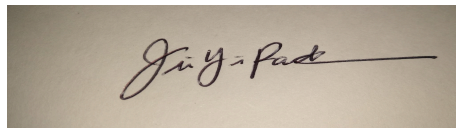


**“Do They Get the Message, or Just the Free Condoms?”:  
*Exploring Clark Student Perceptions of Choices for  
Organizational Improvement***

**Praxis Project Thesis: Submitted in partial fulfillment of the requirements for the degree of  
Bachelor of Arts - as part of the Community, Youth, and Education Studies Major at Clark  
University**

**Megan Mulvey**

Committee Signatures:

A photograph of a handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read "Jie Park".

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Jie Park

A photograph of a handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read "Danielle Hanley".

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Danielle Hanley

A photograph of a handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read "Anna Walker".

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Anna Walker

### **Abstract**

The purpose of this study was to understand Clark University student engagement with Choices, an on-campus peer-led sexual health organization. Undergraduate and graduate students were asked about their perceptions of Choices in a digital anonymous survey. Analysis of the survey data, in conjunction with archival research and participant observation, illuminated that Choices exists as a figured world within a larger institutional context (Holland et al., 1998). This defines what Choices' values are, who belongs in the figured world, and who remains on the margins. This also encompasses Clark students' critiques of the organization, exposing the separation between Choices as a club, vs. Choices as a resource, vs. Choices as a community. Acknowledgement of this disconnect prompts reimagining of Choices, so a group of Clark students co-constructed an expanded figured world through a dialogic reflection process. This resulted in a set of recommendations for organizational improvement that will be shared with the Choices 2025-2026 Executive Board.

### **Acknowledgments**

First, I would like to express my deepest gratitude to everyone who shared their Choices-related experiences with me. Whether it was participating in the survey or requesting that sex toy bingo be brought back - without you all, this project wouldn't have been possible. Similarly, I am appreciative of all past and present Choices members. To be inspired and surrounded by like-minded individuals who prioritize sexual health education on Clark University's campus is the reason why change is possible. A special thanks to the current '24-25 executive board: Jenn Albano, Elise Bailey, North Henninger, Teigen Hoff, Ray Switkes, Zoë Newman, and our club advisor, Rigoria Tejada. We accomplished so much this year, and I am so excited to see what you will achieve in the future. I would also like to extend my heartfelt appreciation to my friends and family for their unwavering support and motivation throughout this journey. There is a little bit of all of you in this project, and I am so grateful. Finally, thank you to my readers Anna Walker, Danielle Hanley, and Jie Park for your honesty, patience, and belief in me. I have learned so much from all of you, both through this process and beyond.

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## Introduction

A slurred “*Fuckkkkkk Choicesssss!*” rang in my ears as hot breath washed over my face. I was taken aback, as there was absolutely no way I could have predicted what had just happened. All I wanted to do was get some air on the balcony during a warm house party. Once I processed what was said, I looked in front of me to see a horrified ex-executive board (e-board) member and their satisfied drunk friend slowly sinking to their feet. The ex-e-board member yelled at them, “She’s a part of Choices!” and the friend began to turn a deep shade of red. Indeed, I was a part of Choices, the new vice president, for that matter, but I did not feel any immediate responsibility to rush to the organization’s defense.

I can confidently say this was the most extreme interaction I’ve had during my involvement in Choices, but the drunk friend’s strong sentiment echoed throughout more civil conversations I have had with other Clark students. The bulk of these... Let’s refer to them as “student testimonials,” began during my junior year when I was elected Choices Vice President, consequently becoming one of the faces of Choices. It was clear that Clark students began to associate me with the organization, for better and for worse. I would now be asked questions about Choices, or people would confide in me (usually unprompted) about how they felt about the organization. For example, a friend with no sexual experience due to their self-diagnosed “Catholic guilt” assured me they would never be comfortable going to Choices to learn about anything sexual. A new e-board member revealed that they felt really disconnected from the other people in Choices (both the e-board and educators). They felt that Choices had gotten away from its original mission of sexual health education. Additionally, a group of mainly BIPOC friends asked me to bring back the sex toy bingo event because they loved it. However, when I asked them about the Choices Space, they said they had never been there because it was “too

white” for them. Despite these students’ different positionalities, it became clear that many Clark students do not feel welcome in Choices and therefore choose not to engage.

To circle back to my lack of desire to defend the organization during that late-night altercation, these people’s concerns resonated with my experience. Despite being involved with Choices since my first year of college, I am someone who has never felt fully welcome or satisfied with the organization. I originally learned about Choices at the club fair, went to the general interest meeting, giggled at the sexy icebreaker, filled out the application, and interviewed to be a Choices educator. After being accepted and trained, my office hours were every Thursday during the spring semester from 5:00 - 7:00 PM. Each week, I expected an influx of people to come in and curiously ask me sexual health-related questions or purchase sex toys (as the educator training had implied). However, I was lucky if I even got a single person to come during my two-hour shift. Although Choices events were well-attended (as much as they could be during the global COVID-19 pandemic), the organization wasn’t what I expected.

As someone passionate about sexual health education, I thought applying for the Choices E-board would be a good opportunity to get more involved and possibly make changes.<sup>1</sup> At the end of my first year, I interviewed and was accepted for the role of social media coordinator. As a newer e-board member, I mostly observed how the existing e-board managed the functioning of Choices. I learned about the behind-the-scenes work - the realities of a small budget, organizing educator office hours, the event approval process, etc. As I got more comfortable, my responsibilities increased, and I began having to pay attention to event attendance and student visits to the Choices Space.

Ultimately, I became hyper-aware of which Clark students were engaging with the organization and in what ways. I specifically began paying attention to these Clark students’

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<sup>1</sup> I believed in the organization’s potential.

demographics - the majority were seemingly white and “queer-coded.”<sup>2</sup> Although this claim is based only on visual observations (in order to uphold confidentiality), this indicates that there are groups of Clark students holding different identities that are not present in Choices. This is concerning because everyone comes to college with differing sexual health knowledge. Even if you were to only look at the United States (where the majority of Clark students are from), only “37 states and the District of Columbia require the provision of sex education, HIV education, or both” (Guttmacher Institute, 2025). This means that there are 13 states where sex education is not required, and there is variation among curricula within the states that do require it. This also doesn’t account for the difference in international students’ sexual health knowledge when they come to Clark or additional influences like parents, peers, or the internet.

As sex education is not formally present on Clark’s campus, Choices provides a type of student support that the university itself doesn’t provide.<sup>3</sup> Existing literature articulates how minority populations (race, gender, class, ability, sexuality, etc.) “continue to carry the burden of sexual health disparities in the United States, including increased health risks and lower proportions of preventative care” (McCuistian et al., 2023, p.107). This, in combination with students increasingly engaging in risky sexual behaviors (i.e., sex under the influence of substances or sex without protective barriers) when they get to college, highlighted a need for Choices to investigate this lack of student engagement (Wong et al., 2018, p.652).

I knew I needed more systematic data than just my observations and the student testimonials to draw conclusions about Clark student engagement with Choices. If I had a better understanding, I could begin suggesting changes to inform future action, ideally improving

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<sup>2</sup> “Queer-coded” means being perceived as LGBTQ+ by others, essentially expressing one’s queerness in subtle ways without explicitly stating their identity.

<sup>3</sup> Aspects of sex education exist within these spaces on Clark University’s campus: sexuality-related classes, Clark Health Services, the Office of Wellness Education, Menstrual Equity Alliance, Clark Reproductive Access, Prism, One Love @ Clark, and Transfemme Empowerment Alliance.

Choices as an organization for the Clark community. This became the foundation of my praxis project, whose timeline corresponded with my being elected as Choices President for the 2024-25 academic year. A praxis project is the culmination of the Community, Youth, & Education Studies (CYES) major at Clark University. It is described as a “community engaged and socially transformative research project” that takes place over the course of three semesters (Clark University, 2025). My praxis project began in Spring 2024, when I first posed the following research question: *“How do Clark University students (undergraduate and graduate) perceive the on-campus peer-led sexual health organization Choices?”* This question was investigated through a >10-minute online anonymous survey of the Clark student body in Fall 2024. From analyzing the survey data in conjunction with archival research, the need for additional questions arose. Therefore, my research questions became:

1. How do Clark University students (undergraduate and graduate) perceive the on-campus peer-led sexual health organization Choices?
  - a. What are the facilitators and barriers to accessing Choices?
2. What is the value of a peer-led sexual health organization at Clark University?
3. According to Clark students, how can Choices improve to become a more effective resource?

### **Context**

The overall location for my praxis project was Clark University. Clark University is a private research university located in Worcester, Massachusetts. According to Clark University’s “Fast Facts” section on their website, there are currently 3,839 students (2,361 undergraduate students & 1,478 graduate students). It is a predominantly white institution (PWI), as only 26% of students are BIPOC (U.S.) and 7% are international. Clark’s 2025-2026 cost of undergraduate

attendance is \$79,285, which includes tuition, room & board, fees, and other possible expenses (Clark University, 2025). Although Clark does provide aid packages (merit-based scholarships and need-based financial aid), there is very little economic diversity among the student body, as 51% of students come from the top 20 percent (Buchanan & Aisch, 2017).<sup>4</sup>

Uniqueness is celebrated at Clark University. They describe themselves as “a community that allows you to be yourself, find yourself, all while being part of the extraordinary ‘we’” (Clark University, 2024). This culture likely contributes to a large part of the student population identifying as LGBTQIA+, non-binary, and/or transgender (Clark University, 2023, p.4). In terms of student life, Clark showcases their over 130 student clubs, juxtaposed with zero fraternities or sororities on campus. Although they do have 17 Division III sports teams, they have no collision sports like football or hockey. This particular environment results in a “divide on campus between ‘Clarkies’ and student athletes, ‘Cougars’” (Clark University, 2023, p.10). As Cougars tend to be involved with their sports throughout the school year, student clubs at Clark are usually more populated by Clarkies.<sup>5</sup> These demographics and divisions must be kept in mind as they affect who accesses what spaces within the university.

### **Choices Past** (TW: Mention of r\*pe)

The specific site within Clark University where my praxis was conducted is Choices, the peer-run sexual health education organization on campus. However, it wasn’t always called Choices. Its origin dates back to Fall 1969 when birth control advocate Bill Baird and one hundred Clark students were arrested because a female student bought a bottle of foam contraceptive from a department store downtown. Although contraceptive possession was not against the law, selling them was illegal. No action was taken as the police couldn’t prove the

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<sup>4</sup> This is an older study, so the percentages have likely changed.

<sup>5</sup> Clark athletes receive an additional Title IX training each Fall beyond the one during freshman orientation.

foam was a contraceptive (Rufleth, 1974). This, in co-occurrence with a lecture Bill Baird gave at Clark in 1969, created the idea for a Birth Control Information Center. It was spearheaded by two Clark students: “Cindy Gould, 18, a freshman from Lynnfield, and Deborah Vollmer, 22, a senior from Chase, Md” (Gray, 1970). Before the center opened in January 1970, much consultation between the university deans and lawyers occurred because Massachusetts had laws that prohibited the distribution of contraceptives and restricted abortions. Ultimately, the center received full administrative support and became the first contraceptive clinic on a college campus in the nation (Bukoski, 1996). As funding was provided by Clark University Student Council (CUSC) each semester, the center was opened mostly to serve the Clark community.<sup>6</sup> However, it was also utilized by other Worcester residents, like high schoolers and other local college students.

As of January 1970, the center was open Monday-Friday 2-5 PM, and Saturday 2-4 PM at 5 Hawthorne Street (university property). Overseen by co-directors Gould and Vollmer, the center was staffed by a group of 25 students who volunteered, signing up for hours in groups of two (see appendix A).<sup>7</sup> At the end of each shift, they filled out BCIC inquiry sheets, used to track who visited the Birth Control Information Center and why (see appendix B). The Birth Control Information Centers’ stated purpose was “to disseminate information pertaining to birth control and abortion. To refer persons seeking our services to other agencies when we cannot supply the information required” (Birth Control Information Center, n.d.). The center distributed information only, mostly verbally, with a few pamphlets put out by Planned Parenthood and drug companies. They discussed the pros and cons of the various birth control methods, including

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<sup>6</sup> Clark students pay a yearly Student Activity and Programming Fee (currently \$440) that creates funds to be allocated to Registered Student Organizations.

<sup>7</sup> In addition to their counseling hours, counselors had bimonthly membership meetings to discuss things like counseling techniques, organizational procedures, events, legality issues, etc.

contraceptive foams, diaphragms, the pill, and intra-uterine devices. They had no plans to distribute at the center, as they believed these methods should be administered by physicians.

The Birth Control Information Center had a phone number, a box number (where the counselors picked up the keys), and two rooms. The first room of the BCIC space was dedicated to literature, including free pamphlets and booklets for people to take (and copies for counselors to read when they are on duty), current newspaper clippings about birth control and abortion, and material that could be signed out. The other room in the space was called the “conference room,” where people who came to inquire about birth control or an unwanted pregnancy were privately spoken to by a counselor (Birth Control Information Center, 1970). Despite its importance, counseling was not the BCIC’s sole objective. An equally important aim of the center included programming and speakers for the Clark community.

Between 1970-1973, the state laws concerning abortions and birth control meant that the center had been giving referrals to doctors and organizations willing to treat unmarried people illegally. Once new laws were passed (stating that unmarried women could not be denied birth control information and contraceptives), the Birth Control Information Center, now shortened to Birth Control Center, began to expand its services (Rufleth, 1974). Counselor training was developed, and counselors were placed in the dorms. The center started to provide free condoms and foam, information about venereal disease, and \$6 pregnancy tests.<sup>8</sup> They hosted campus-wide events like film screenings (i.e., a film about natural childbirth) and lectures/workshops on relevant sexual health topics. They even became a reference source for Worcester area gynecologists and New York abortion clinics (Birth Control Information Center,

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<sup>8</sup> Beginning in 1982, donations of \$1 were requested for each pick up; The center served as a urine sample collection point for an established lab in Worcester.

1972). In 1974, it was clear that the name Birth Control Center was no longer applicable, but the name wasn't officially changed to Choices until the year 1982-83 (Lobel, 1982).

Despite the fact that much of what they were doing was illegal, Choices over the course of its history experienced very little resistance. They had support from administration, the student body, and internal & external community organizations like the Worcester Consortium GYN Clinic, Planned Parenthood, Clark's Gay Alliance, The Central Massachusetts Family Planning Council, Clark Wellness, Clark Health Services, etc.<sup>9</sup> This meant they didn't encounter many issues other than with the counselors themselves and limited funds generally (for training, events, speakers).<sup>10</sup> That being said, Choices was not immune from the effects of the political climate like the AIDS epidemic or campus climate like frequent rape activity in 1985, budget allocation fluctuations, and a series of Choices Space break-ins in 1993-1995.<sup>11</sup>

Choices has consistently been an alternative to buying expensive sexual health products at the drugstore. What they provide is affordable and in a convenient location for Clark Students. However, Choices' indicators of success have varied since its beginning. In 1974, they correlated the effectiveness of the birth control center "with the fact that Clark has the lowest pregnancy rate of all the Universities in the area, in spite of an 80 per cent sexually active student body. One quarter of the campus used the center last year, one-third of them male" (Snyder, 1974, para.7). In 1984, other Choices' participants said that the main objective was awareness, which isn't as easily measurable (Kalish, 1984). This lack of clarity about Choices' purpose foreshadows a problem that Choices is continuing to have now.

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<sup>9</sup> Sexual health on campus at this time was divided between Choices and Clark Health Services. Health services got a gynecologist in 1974 that began to offer birth control counseling, women's health examination, and help with gynecological problems in 1984.

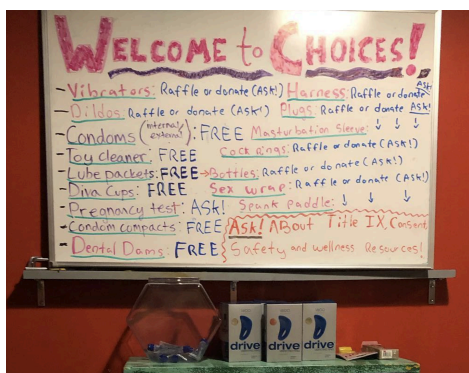
<sup>10</sup>Issues included: attitudinal problems, lack of training, not showing up to their office hours.

<sup>11</sup> These events were consolidated from back issues of *The Scarlet* from 1975-2011, located within Clark University's *Archives and Special Collections*.



## Choices Present

My current understanding of Choices only dates back to Fall 2021, when I first became involved in the organization. At the time, there were two facets of Choices, overseen by a seven-person e-board and a Clark University staff club advisor.<sup>12</sup> The first being the “Choices Space” located in the University Center’s Basement, otherwise known as The Grind. This space was staffed by student educators (volunteers) who ran weekly office hours. To become an educator, they attended a General Interest Meeting and were interviewed and trained by an e-board member. The training (designed and passed down by Choices E-boards) taught the educators about inclusive sex education, how to confidentially answer questions about sexual health, and guide students to local resources. In addition to “counseling,” the educators also oversaw product transactions in the “Choices Space.” There were two categories of products available. The first category was free products like condoms (internal and external), toy cleaners, lube packets, diva cups, condom compacts, and dental dams. The second category was products for “purchase,” obtained via donation or raffle winner. This included vibrators, dildos, harnesses, masturbation sleeves, cock rings, bottles of lube, and spank paddles (*Figure 1*). This expanded to include gender affirming care (GAC) (i.e., binders, trans tape, packers, etc.) in December 2022.



**Figure 1.** “Get excited!! We’re opening so soon and we cannot wait for you to cum on in 🍑🍑” (Choices, 2021)

<sup>12</sup> They held the positions of President, Vice President, Co-director & Email Coordinator, Treasurer, Social Media Director, Event Chair & Head Educator, and Adjunct. They met weekly for e-board meetings.

By donation, it meant that Clark students would be asked to donate to the See You Collective (SYC), a Clark student-led mutual aid fund that isn't affiliated with Clark University.<sup>13</sup> The donation would be half of what the wholesale price of the product was on the NALPAC website (where the e-board purchased sexual health products from with their club budget). To make sure the donation to the SYC was made, the educators would ask to see the Venmo payment receipt. The second function of Choices was a club. Each semester, they put on a variety of sexual health-related events for the university. The e-board would manage all the details for these events, including making purchase requests (food, materials, etc.), planning activities, booking spaces, and doing event promotion. During the 2021-2022 semester, they put on Sex Toy Bingo, a Choices Housewarming Party, a Choices Anti-Prom, and Sexy Spooky Night: Bingo & Raffle (Choices-Clark Engage, n.d.). Clark students attended these events masked because the world was in the midst of the global COVID-19 pandemic.

Choices' operations remained relatively the same over the next few years. There were no major changes in the "Choices Space," except that it became the location to pick up transitional apparel orders from Clark's Prism in April 2024. Choices E-board didn't vary much in size - there were 9 people in during 2022-23 and 6 people in 2023-24. However, Choices as a club began to put on different events. They had more collaborations:

- STI testing with AIDS Project Worcester (Feb. 2023)
- A sexual health resource fair and Sex in the Dark: Comprehensive Sex Education Panel with campus partners, Planned Parenthood, the O Shop, and AIDS Project Worcester (Feb. 2023)<sup>14</sup>
- An Abortion Access and Reproductive Rights Forum with Pro Choice Clark (Mar. 2023)<sup>15</sup>

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<sup>13</sup> "The See You Collective was formed in 2021, originally under the name ClarkU Fair Aid. They formed in response to mid-pandemic tuition hikes and student need left unmet by Clark University's administration; our founders shared the understanding that if an institution can't help us, we have to help each other" (The See You Collective, n.d.)

<sup>14</sup> Campus partners included the Office of Community Engagement and Volunteering, the Office of Identity, Student Engagement, and Access, and the Office of Wellness Education.

<sup>15</sup> Pro Choice Clark is now called Clark Reproductive Access.

- Coming Out Day celebrations with Clark's Prism and the Office of Identity, Student Engagement, and Access (ISEA) (Oct. 2023 & 2024)
- Choices Creativity Night with the Craft Studio (Apr. 2024)

Choices began hosting educator bondings and had their first drag show featuring local Worcester drag performers in April 2023 (with collaborators like Prism and ISEA). These drag shows continued to happen every semester until Fall 2024 (Choices-Clark Engage, n.d.).

I began my term as Choices President in Fall 2024, and I was one of six people on the e-board at the time. The year started out differently than most because the Office of Student Leadership and Programming (SLP), on behalf of Student Success (specifically Dean Morgan Acosta), sent out a Registered Student Organization Manual and a Club Leader Training Canvas course to complete during Summer 2024 (see appendix C). These supposed changes were to “allow for a smooth transition back into ‘club leadership mode’ and provide a clear view of the expectations early on” (Campus Life, personal communication, August 8, 2024) (see appendix D). Although not explicitly stated, these changes, in addition to an updated Clark Student Code of Conduct, were likely in response to the rise of pro-Palestine student activism (both at Clark and worldwide) and Clark's financial position<sup>16</sup> (Abnet, 2024; Petricoff, 2025). This resulted in increased surveillance for registered student organizations (RSO).<sup>17</sup> For example, to be registered as an RSO, the university requires the names of four e-board members and ten general members to be listed on Clark Engage (an online resource tool for RSOs at Clark). Another change was requiring RSOs to track attendance with the Campus Labs Check-In App and CORQ App, allowing SLP to see the names of exactly who attended an event. However, the changes articulated in the RSO manual that most significantly affected Choices' functioning were those concerning donations. The manual states:

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<sup>16</sup> The updated Clark Student Code of Conduct is linked in the RSO manual.

<sup>17</sup> As well as, the RSO manual established strict deadlines that RSOs had to meet. For example, purchase requests must be submitted at least 10 business days in advance of the event/day you want to receive the items.

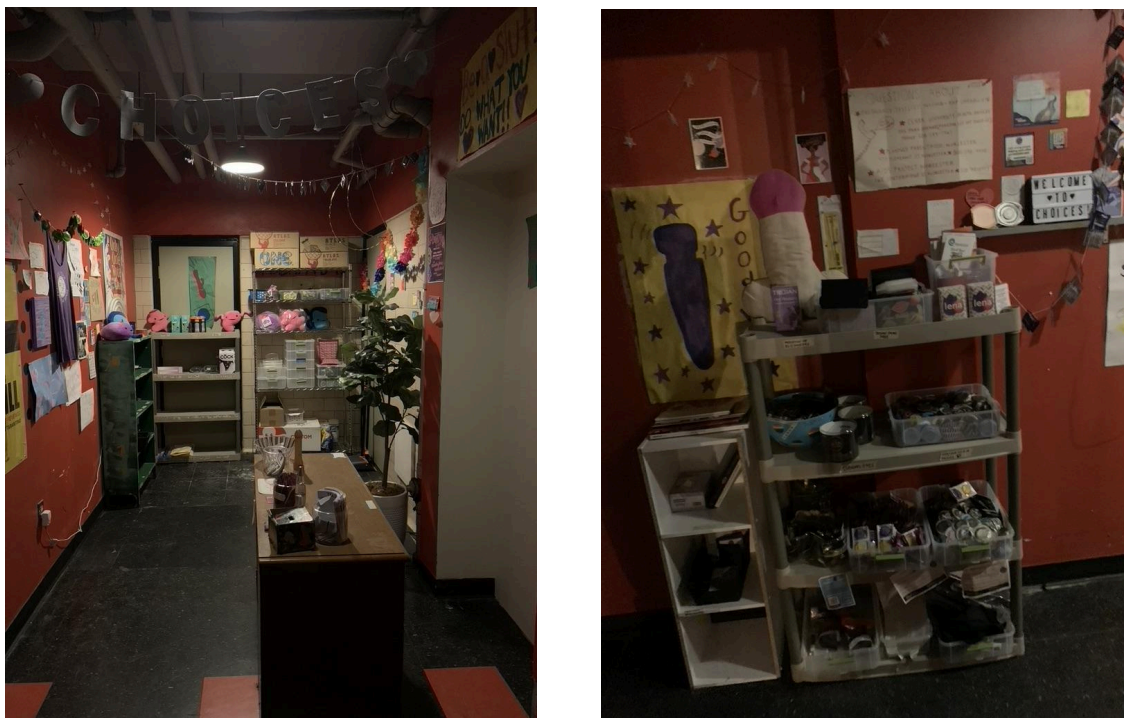
The Student Activities Fee cannot be used to donate to organizations. Only money that is collected through fundraisers can be donated. External organizations must be set up as vendors through SmartBuy+ to make donations and ensure that the organization they are collecting money for is legitimate. (Office of Student Leadership and Programming, 2024)

After much deliberation within the e-board, we came to the conclusion that our donation system was very different from what was outlined in the manual. The Student Activities Fee was not being donated to other organizations. Instead, it was used to purchase sexual health products. The donation to the See You Collective was Clark students donating their own money. Choices never profited from any of the sales made. That being said, we felt that we couldn't continue this modality without putting Choices at risk.

We discussed the situation and brainstormed ideas to continue donations with the See You Collective on October 5th. They said that the Clark administration has been cracking down on them and See You Students for Justice in Palestine (students at Clark (but not affiliated with) for Palestine). As donations to the SYC were thinning out, they were interested in maintaining a relationship with Choices, as Choices had been their longest and most consistent partnership. We next met with SLP on October 23rd to see if we could get answers about donations (by using the drag show's mocktail bar donations as an example). It became clear that it would not be possible to make donations to the SYC even if we aligned with SLP's guidelines.

Going forward, we could only make donations if we made a surplus selling sexual health products (the products are "sold" at half price, so no surplus) and if we registered the SYC as a registered vendor. This would require its members to dox themselves by filling out a W-9 form. Ultimately, we decided to no longer donate to the See You Collective and instead offer only free

sexual health products like condoms, dental dams, pregnancy tests, and menstrual products (*Figure 2*). We also expanded the free products to include the gender-affirming care we had left on our shelves. However, we didn't know what to do with the sex toys and related products that are in high demand, so we put them behind a curtain to deal with later. Overall, we realized it was more important for Choices to remain open, even if the space looked a bit different.<sup>18</sup> This situation did delay our opening, though, as we finally began office hours on November 18th, 2024. While this was a setback, it became a turning point for Choices. It forced the e-board to reflect on what Choices is without the Choices Space functioning as normal.



**Figure 2.** Choices Space, 10/6/24

<sup>18</sup> The space looked different both figuratively and literally. We adjusted the layout of the space to be more confidential. For example, the free products are now in the front of the space so they could be easily accessed. As well as, the educator desk was turned to face a wall, as opposed to the shelves, so that Clark students had more privacy while browsing.

The e-board began trying to figure out our new identity as an organization. We reinstated biweekly general meetings for Choices Educators in October 2024, and they were quickly expanded to be open to the entire Clark community. Each week, there was a different agenda centered around sexual health education. Food was provided, and there was an opportunity to win free sexual health product vouchers (which became our solution to controlling the demand for the popular sex toys). We prioritized new educational collaborations like Safer Sex Trivia with an RA and opportunities for empowerment like a Semi-Nude Photoshoot with The Clark Photo Society. We increased student involvement in the spring semester drag show, a collaboration between Mycology Club, Prism, and Student Activities Board.<sup>19</sup> In addition to two Worcester drag queens, we had a student drag performer as the emcee and three student drag performers in the show (Choices-Clark Engage, n.d.).

In the last month of my presidency, Clark's Transfemme Empowerment Alliance (CUTEA) began housing their gender affirming products in our space, and we began purchasing sexual health-related books to begin a library (*Figure 3*). I finished my presidency on April 22nd, closing out our final general meeting of the semester. 22 students attended, and we played a sex education myth Kahoot, announced the new e-board, and brainstormed what we wanted Choices to look like next year. As the SLP RSO restrictions have not changed, the Choices "space" will continue to operate as free next year. This means the new e-board will have to continue figuring out what role Choices will play on campus. I hope my praxis project will influence this, but each e-board will have its own vision for the future of Choices.

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<sup>19</sup> Originally planned for March 14th, this event was delayed until April 12th because of a Clark University undergraduate student worker strike that began March 13th.



**Figure 3.** Choices Space, 4/25/25

### **Theoretical Framework**

The framework guiding my praxis project is the Theory of Figured Worlds, first introduced by Holland et. al (1998) in *Identity and Agency in Cultural Worlds*. This theory is used to describe socially constructed worlds. They are abstract realms, situated within larger cultural contexts, that are only made real by those who participate in them (Zuckerman & Lo, 2021, p.2). Each world produces and is produced by specific values, discourses, and identities.

Figured worlds are populated and maintained by agents who participate in a range of actions and practices, involving cultural artifacts. Actions and practices are how the agents relate to one another. For example, in the figured world of *Alcoholics Anonymous*, “the stories that AA participants learn to tell, about their former lives and their current temptations, are revalued because they signify experience and place in a world that differs from that of the non-alcoholic” (Holland et al., 1998, p. 61). Cultural artifacts are tangible representations of the figured world, whose meaning is also attributed to them by the figured world. Poker chips are an example of a

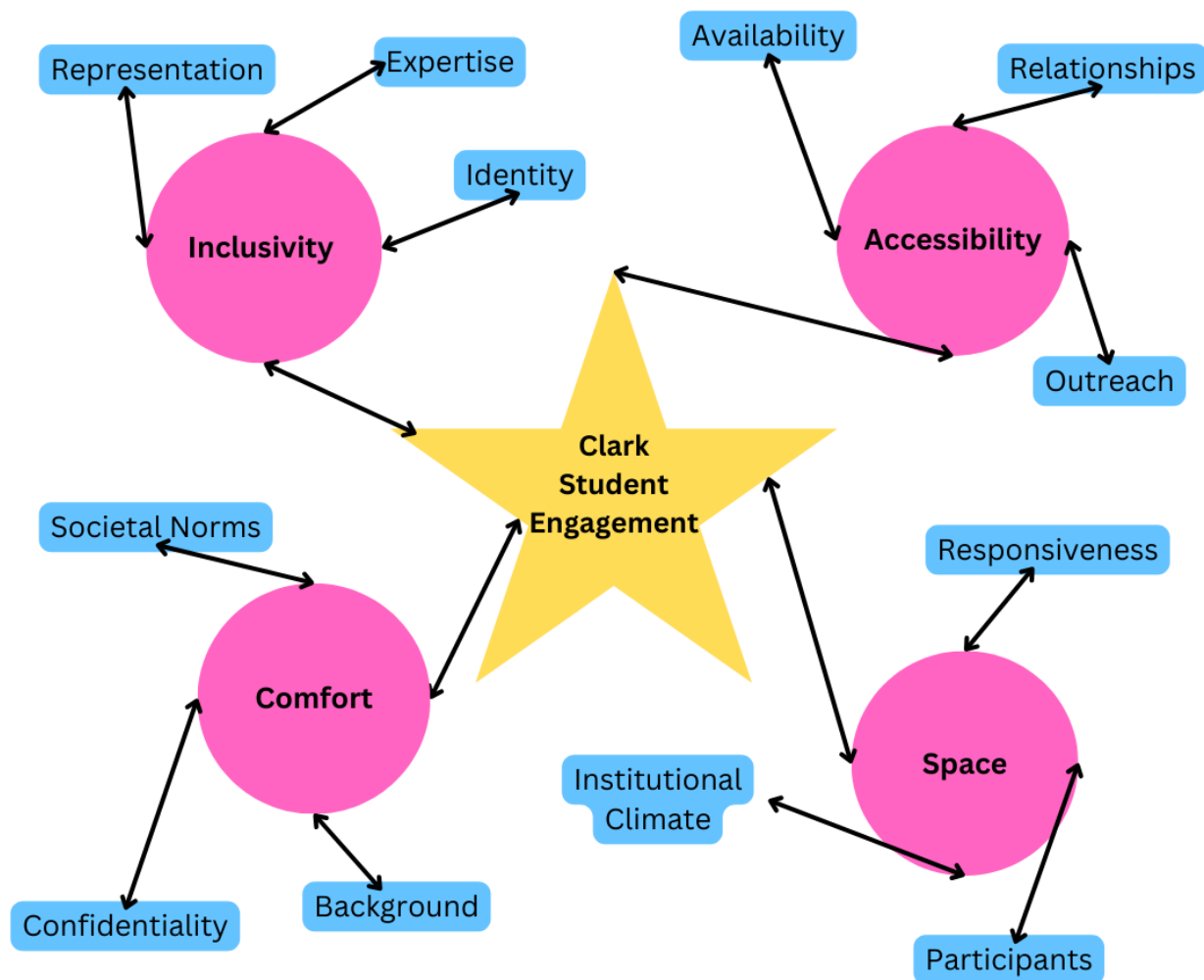
cultural artifact for the figured world of *Alcoholics Anonymous*, as they are used to commemorate sobriety milestones. The meaning of a chip in this context differs from a poker chip's original purpose of representing monetary value.

Another aspect of a figured world is that they are bounded. Individuals can only enter the figured world if they are willing to or are recruited. This is determined by the transferability of their cultural knowledge and values (Zuckerman & Lo, 2021). Their cultural knowledge and values integrate their cultural and social capital. Cultural capital is “how you know” - referring to the knowledge, skills, and experience gained outside of a formal education setting. Social capital is gained through an individual's social network, essentially “who you know.” These both “confer privilege and advantage when navigating complex systems” (Zuckerman & Lo, 2021, p.4). When people first interact with a figured world, they assert this representation of self under these new conditions. This results in a social process of identity production.

If recruitment into the figured world is successful, neophytes “gain perspective and come to identify themselves as actors of more or less influence, more or less privilege, and more or less power in these worlds” (Holland et al., 1998, p.60). This process is not linear, as people's trajectories through figured worlds are not stable. However, the longer they participate, the more they identify with the figured world. For example, there are new members and longtime members in the figured world of *Alcoholics Anonymous*. Their seniority is represented by the poker chips. If recruitment into the figured world is not successful (an individual's cultural knowledge and values are not transferable), their sense of identity can be negatively impacted (Zuckerman & Lo, 2021). This means they do not enter the figured world and remain on the margins. This is why the Theory of Figured Worlds provides a framework for trying to understand the lack of Clark student engagement with Choices.



### Conceptual Framework



*Figure 4.* Conceptual Framework

I have been involved with Choices since my first year of college, so I would be considered an agent in Choices as a figured world. This perspective, in addition to the “student testimonials” I referenced in the Introduction, informed the foundation of this project. For example, my friend with no sexual experience and self-diagnosed “Catholic guilt” said they would never be comfortable going to Choices to learn about anything sexual. Their lack of engagement is related to **Comfort** and their **Background**. The lack of engagement for the mainly

BIPOC friend group who said the Choices Space was “too white” is related to **Inclusivity** and their **Identity**. These prior observations translate into the major concepts that were within my survey questions (*Figure 4*).

The first major concept of **Inclusivity** originated in the survey questions: “*On a scale from 1 to 5, how inclusive do you think Choices is?*” and “*Explain your answer to the question above about inclusivity...*” Contextually, inclusivity means that Clark students across varying identities feel welcome, valued, and respected when engaging with Choices. The second major concept is **Accessibility**, and it was featured in the questions: “*How likely are you to access Choices for on-campus sexual health information and products?*” and “*How often do you access the Choices Space?*” Contextually, it refers to the capability of a student to enter the figured world of Choices.

From the questions “*On a scale from 1 to 5, how comfortable are you accessing the Choices Space and/or attending Choices events?*” and “*Explain your answer to the question above about comfort...*,” the third major concept, **Comfort**, emerged. Contextually, comfort is Clark students’ relaxed state (free from pain) when interacting with Choices. The final major concept is **Space**. Both agents and those on the margins of Choices as a figured world play a role in shaping the space. This notion is articulated in the survey questions “*What type of sexual health information and/or products do you need Choices to provide?*” and “*What do you think Choices can improve?*”

After analyzing my survey data, I used the codes representing participant responses and connected them to the major concept they referenced the most.<sup>20</sup> The codes connected to

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<sup>20</sup> Some of the sub-concept codes are taken directly from my data analysis like Outreach, Background, and Confidentiality. Others are consolidations of groups of codes like Representation, Expertise, and Participants.

inclusivity were **Identity**, **Representation**, and **Expertise**. Identity is the complex understanding of self. This is commonly defined through a person's alignment with certain identity categories: ability, age, ethnicity, nationality, race, gender, sexuality, sexual orientation, socioeconomic status, body size, religion, etc. Representation is determined when people perceive themselves (using their identity) in relation to others (people, organizations, information, etc.). Expertise refers to a certain level of skill or knowledge in a particular field. Contextually, Choices should have expertise in the field of sexual health education.

The codes related to accessibility were **Availability**, **Outreach**, and **Relationships**. Availability is the degree to which essential resources/services are accessible and operational when they are needed. Outreach is the articulation of said availability so that students know when to access Choices and related services. Relationships are healthy and supportive connections. Contextually, this is a function of Choices, as it is a *peer* sexual health resource. The codes **Confidentiality**, **Background**, and **Societal Norms** are connected to comfort. Confidentiality is the act of keeping others' personal information private and not sharing it without their consent. This is a core value within Choices. Background refers to the aspects of an individual's life that shape who they are. Individuals' backgrounds are on display when they first interact with a figured world. Societal norms are unwritten social rules that define acceptable and appropriate behavior. Stigma is a function of societal norms, affecting how individuals perceive and experience sexuality.

Lastly, the codes related to space were **Participants**, **Institutional Climate**, and **Responsiveness**. Participants are the agents within figured worlds. They are contrasted with the individuals who are on the margins of the world. Institutional climate refers to Clark University's social system "defined by the relationships between faculty, staff, students, alumni; bureaucratic

procedures embodied by institutional policies; structural frameworks, institutional missions, visions, and core values; institutional history and traditions; and larger social contexts” (Rankin & Reason, 2008, p.262). Responsiveness refers to reacting positively and quickly. Contextually, it means Choices reacting to Clark student feedback and implementing it into improvements that make Choices better.

I adjusted my theoretical framework in April 2025. This was way after I designed and distributed my survey (surfacing my conceptual framework) in October 2024. This section illustrates how the two complicate and interact with one another. It also shows my transformation of thought throughout this project. While I didn’t have the theoretical language to describe it at the time, it is clear that I understood Choices to be a figured word. The design of my survey also allowed Clark students to articulate their perceptions of Choices as a figured world. Once I learned about the Theory of Figured Worlds, I felt like everything fell into place. These concepts were so easily absorbed within the framework, and I think it points to the theory’s applicability to personal experiences. It provided clarity, as opposed to complicating what Clark's students were saying about their experiences with Choices.

### **Positionality**

I have always struggled to find the words to describe my experiences. I never felt that I had the vocabulary to articulate what was happening. I have been asked “*What are you?*” about a million times in my life, as I am multiracial and white-passing, but I only realized it was a microaggression at 18. This revelation occurred after watching an outdated video assigned by Clark University in their effort to build an inclusive community. I only discovered I was neurodivergent in high school when one of my teachers suggested I had ADD because schoolwork had become debilitating for me. Until that official diagnosis, I had no idea I was

experiencing learning differently from anyone else. Not only just learning, but I was also experiencing life differently from everyone else. Similarly, I discovered I was queer through being a teenager online, having access to papers like *The Lesbian Masterdoc* (see appendix E).

I began taking Women & Gender Studies classes in my sophomore year of college. This is where I read hooks' (1991) *Theory as Liberatory Practice* for the first time. I felt that someone was finally articulating this phenomenon of discovery I kept experiencing. hooks says, "the possession of a term does not bring a process or practice into being; concurrently one may practice theorizing without ever knowing/possessing the term just as we can live and act in feminist resistance without ever using the word 'feminism'" (hooks, 1991, p.3). This helped me realize that just because I didn't have the terminology to describe my experiences, it didn't mean that I wasn't still experiencing them.

However, there is value in naming your experiences because you suddenly can connect and learn from others. This directly relates to my constructivist epistemology, that knowledge is constructed through social interaction and experience. Despite written theory being privileged over oral narrative in Academia, I agree with hooks that "any theory that cannot be shared in everyday conversation cannot be used to educate the public" (1991, p.5). This is why I love talking about sex and am drawn to fields like sexual health education, sexology, and sexuality studies. I ground myself in "pleasure activism: acting from an analysis that pleasure should be a natural, safe, and liberated part of life - and that we can offer each other tools and education to make sure sex and drugs and other pleasures aren't life threatening, but life enriching" (Brown, 2014). This creates a language for individuals to understand their own experiences and those of the people around them. However, the more formal language is not attainable to everyone. As conversations about sexuality are regulated, conversations of desire thrive in subterranean spaces

like “zines, internet, bulletin boards, small community corners, dining room tables, drug stores, and bathroom stalls, the quiet and outrageous spots of everyday life” (Fine, 2005, p.55). As an insider, I believe Choices has the potential to be one of those quiet and outrageous spots.

However, this forces us to look at the accessibility of such a space, which is what this praxis project explores. I have come to the understanding that Choices will not be for everyone, but I want it to be for the Clark students who want to be involved.

### **Literature Review**

As outlined in the theoretical framework, the Theory of Figured Worlds originates from Holland et. al (1998) in *Identity and Agency in Cultural Worlds*. They believe that “figured worlds rest upon people’s abilities to form and be formed in collectively realized ‘as if’ realms” (Holland et al., 1998, p.49). The case studies that they focus on are the figured worlds of romance, *Alcoholics Anonymous*, and gender relations in Nepal. They describe the imagined objects and events of each world. For example, the figured world of romance is populated by agents like fiancés and lovers, who engage in actions like flirting and dumping, and are motivated by forces like love. This theory effectively explains identity production in each of these abstract realms, as figured worlds are flexible enough to address the nuances of social life. However, this flexibility contributes to the critique that the “framework has not been operationalized for empirical research” (Urrieta, 2007, p.111). Scholars stray away from the theory or apply the theory inconsistently, as there is no defined way to measure social and cultural activity.

Nevertheless, there is a group of researchers who are advocating for the frameworks’ application to the more *concrete* world of education. They specifically note its usefulness in studying identity production, sociocultural constructs, and worlds of possibility in educational

spaces (Urrieta, 2007, pp.112-114). Newcomb's (2010) *Linguistic Construction of Figured Worlds, Identity, and Addiction in Female College Students* echoes this sentiment. Newcomb demonstrates that college itself can be conceptualized as a figured world through interview participants' perceptions of the identity label "addict/alcoholic." The data served as an examination of:

how students entered or were recruited into the space; of the boundedness of this space and it is situated within and with respect to larger societal contexts, of the examination of familiar social types that populate the figured world, and of how identities were able to be shifted, constructed, and solidified within the figured world. (Newcomb, 2010, p.57)

Additional research in education illustrates that there are also figured worlds that exist within the figured world of college, like Choices existing within Clark University. Wilson (2011) used the concept to explore the experiences of female first-generation college students in the figured world of academic science departments. They examined how gender, race, and class affect persistence. Chang (2013) used ethnographic interviews of twenty-five undergraduates of color to focus on ways in which a Multiracial figured world "operates within a racial borderland, an alternate, marginal world where play is critical to survival" (p. 36). And Zuckerman and Lo (2021) articulated how figured worlds of success within universities affect the identity negotiation of transfer students pursuing STEM degrees.

Malcolm's (2018) *A Figured Worlds Approach to Identity and Agency for College Student Athletes* outlines the figured world of a college student athlete, examining the effectiveness of tutoring efforts. It also expresses that students in educational contexts can belong to multiple figured worlds. Student athletes must navigate the two worlds of athletics and academics, even though tension exists: "If student athletes are struggling in academics and require tutoring

services, they may experience a real conflict to take time from all of their other responsibilities to improve their academic success” (Malcolm, 2018, p.7). This study is notable because it investigated the figured world of a college extracurricular, even though identity production for student athletes differs from those involved with a sexual health organization like Choices.

Identity navigation within Choices is most related to college students’ navigation of sexuality and gender in Chesanko’s (2014) *Identit(ies) and Agency: College Students' Navigations of Sexuality and Gender in Complex Figured Worlds*. Specifically, how students who identify as LGBTQ perceive the campus climate at West Virginia University and how that shapes their experiences. Beyond this, there seems to be a gap in the literature concerning figured worlds of student-led extracurriculars on college campuses, especially organizations related to sexuality like Choices. This praxis project attempts to synthesize work on figured worlds, gender, and sexuality to understand student engagement in those peer-led spaces.

### **Methodology**

In order to gain a greater understanding of how Clark students perceive Choices, I designed an anonymous online survey through the Qualtrics platform. The survey was intended for Clark University undergraduate and graduate students (18 years or older). There were no inclusion or exclusion criteria. Even if they had never heard of Choices before, they were able to answer questions about their class year and sex education experience prior to Clark, before I used branching logic to end their participation in the survey. Based on participants’ responses, the majority of them completed it within 10 minutes. The survey asked a series of questions designed to measure what students’ current opinions of and interactions are with Choices. The questions were both multiple choice and text entry (did not ask for any personally identifiable information). I believed this was the best modality, as Choices is a confidential organization and



is concerned with the vulnerable topic of sex education. This was necessary in order to gain Institutional Review Board (IRB) approval, as well as ensure participants were comfortable and honest when filling out the survey. The fact that the survey was online made it easy to distribute. All I had to do was create a QR code for the survey and a digital flyer (see appendix F).

After I published the survey on 10/6/24, I shared the digital flyer to large group chats (All Kinds of Growth, Choices, Praxis Thesis Capstone class), my personal Instagram story (and encouraged my mutuals to repost it on their own Instagram stories), the Choices Instagram, and a few people who I encountered in-person. Over 10 days, I received 101 survey responses. On 10/16/24, I sent the survey link to the Women & Gender Studies and Community, Youth, & Education Studies email lists, and Professor Abbie Goldberg shared it with her students. As of 11/12/24, I had 107 survey responses. At this point in the semester, Choices hadn't opened yet for the semester due to the restrictions from the Office of Student Leadership & Programming. I debated closing the survey as I already had sufficient responses (my target number of subjects was 100), but was concerned that I was leaving out people who hadn't had a chance to access the space yet. Exponentially fewer first-year and graduate students participated in the survey compared to sophomores, juniors, seniors, and accelerated degree program students (5th years). After presenting this problem during my "Turn-taking" in my Praxis Thesis Capstone class, my peers helped me realize that having the upperclassmen's perspectives might be more useful in this context. They are a population that has been able to experience Choices for multiple years.<sup>21</sup> I decided to leave the survey open, but didn't pursue additional recruitment measures like putting up physical flyers around campus or tabling in the University Center as I had initially planned. I

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<sup>21</sup> The Praxis Thesis Capstone class also hypothesized factors that would have led to a lack of first-year participation in the survey like being unfamiliar with participating in a research survey, not following the Choices instagram or my personal instagram, and not having declared their major to be on an email list.

did not receive any survey responses after November 12th, 2024, so there was no additional data to analyze and draw conclusions about student engagement with Choices.

Throughout this praxis process, I became curious about what Choices used to do and what student engagement with the organization previously looked like. I only had access to 3 binders that I found in the Choices Space (2009, 2017, & 2022), our Google Drive (2014 - present), and Clark Engage, which dates back to 2010. While these sources were helpful for filling in their recent history, I still knew nothing about Choices' origin except that it was founded in 1969. After a recommendation from a peer in my praxis class, I decided to book an appointment at the Robert Hutchings Goddard Library's Archives and Special Collections. I reached out to Cynthia Shenette, head of Archives and Special Collections, on February 7th, informing her of what I was looking for. Shenette was able to pull two scrapbooks covering 1969-1976 on the history of Choices (Birth Control Information Center at the time).



**Figure 5.** Yellow Scrapbook & Green Scrapbook (Birth Control Information Center, 1969, 1972)

The first scrapbook (yellow) functioned as a self-archiving of Choices' history (*Figure 5*). They included documents like Birth Control Information Center procedures, local newspaper articles reflecting center updates, semesterly statistics about the BCIC, notebook paper listing handwritten names of the counselor working, and copies of letters sent to the university deans.

The second scrapbook (green) contained the documents that the educators acquired sexual health knowledge (*Figure 5*). There were a variety of articles from magazines and newspapers like the Worcester Telegram & Gazette, the Springfield Republican, the New York Times, the Waterbury Republican-American, the Boston Globe, etc. The articles covered topics such as abortion, birth control, contraceptives, homosexuality, cancer, the pro-life movement, family planning, and sterilization. Many of the articles had annotations from counselors - they highlighted important sections, noted local resources like the Planned Parenthood in Waterbury, CT, and wrote dates on the articles. The importance of dating the articles was articulated in the inner cover of the scrapbook:

This album has been put in the Birth Control Center so that its counselors may be kept informed of the latest information on birth control and other types of sexuality including such areas as marriage and breast cancer. Please feel free to add to the collection of articles - large and lengthy articles are to be kept in a separate folder. Please remember to date your contributions. Unfortunately, some of the articles have not been dated, but hopefully they follow some kind of chronological order. In time we should have a record of the development of the field of sexology. Remember that in order to be an effective counselor, you must be able to supply your client with the newest and best information available. (Birth Control Information Center, 1972)

As the scrapbooks only spanned until 1976, Shenette also suggested looking at back issues of *The Scarlet*, Clark University's independent student-run newspaper. The back issues of *The Scarlet* in the archive have not been digitized, so I had to flip through the physical newspapers, hoping to find something of interest. Over the course of three weeks, I searched through editions for mentions of *Choices* from 1975-2011. While the process was tedious, it

allowed me to see Choices' evolution in relation to Clark University. This is when I learned that the Birth Control Information Center changed its name to Choices in 1982-83. As well as some myths about Choices that would circulate the campus in 1984:

If I go to Choices, everybody on campus will know that I've been there."... "Everybody these days knows everything about sex ...you'd have to be really dumb if you needed to go to Choices." ... "Why would anybody go to Choices for contraceptives, when you can just go to Monahan's?" ... "The only people that go to Choices are people with problems." ... These are some of the common myths that people have about Choices, Clark's Birth Control/Peer Counseling Center. (Kalish, 1984)

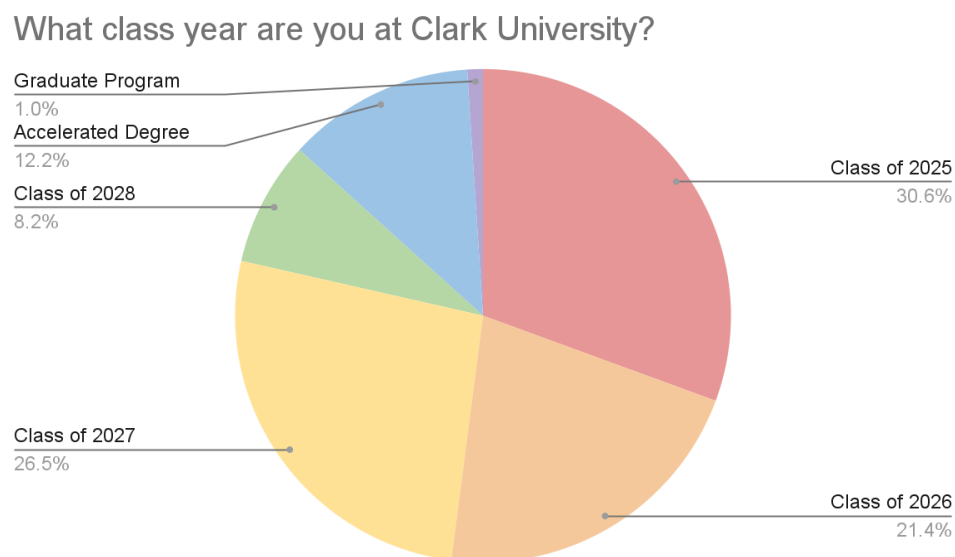
The Scarlet also allowed me to see Clark University's relationship to sexual health generally. For example, there used to be more educational events on campus like the New England Gay Conference (March 1976), Human Sexuality Awareness Day (April 1983), an Open Forum: Pornography on Campus (April 1984), the Study Sex College Tour with Sexologist Megan Andelloux (December 2010), Sex and Positive Sexuality: Breaking Down the Taboo (November 2005), and The German Discovery of Sex: Medicine, Activism, and Literature (April 2011).<sup>22</sup> Although Choices/the Birth Control Information Center did co-sponsor many of these events, other groups on campus were also prioritizing the presence of sexual health education at Clark. This historical context provided an important perspective on the survey data. This data is a small window into a fifty-six-year-long history of Choices.

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<sup>22</sup> These events were consolidated from back issues of The Scarlet from 1975-2011, located within Clark University's *Archives and Special Collections*.

## Data Analysis

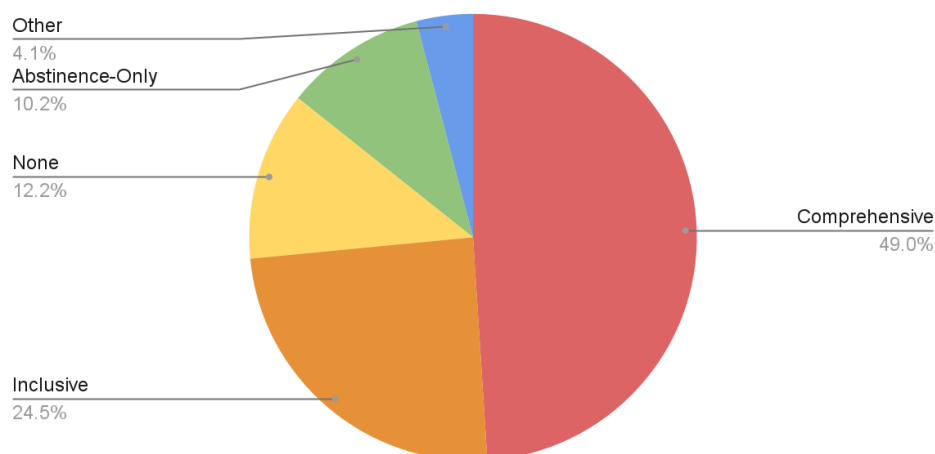
I took a bit of an unconventional route for my data analysis, but I believe it falls under the realm of thematic analysis, essentially reviewing the data multiple times for repeated ideas or patterns. In this project, I collected both quantitative data and qualitative data. The quantitative data came from the multiple-choice questions in the anonymous survey on the Qualtrics platform (see appendix G). Qualtrics summarized the results from each question with percentages and counts. It made it easy to identify the demographic information of the survey participants, what common beliefs they shared, and any data points that stood out. The demographic information refers to what class year they are (*Figure 6*) and what type of sex education they received prior to Clark (*Figure 7*).<sup>23</sup>



**Figure 6.** What class year are you at Clark University?

<sup>23</sup> Abstinence-only sex education means not having sex until marriage. Comprehensive sex education means equipping students with skills for safe sex. Inclusive sex education means comprehensive sex education that's inclusive of gender identities & sexual orientation.

### What type of sex education did you receive prior to Clark University?



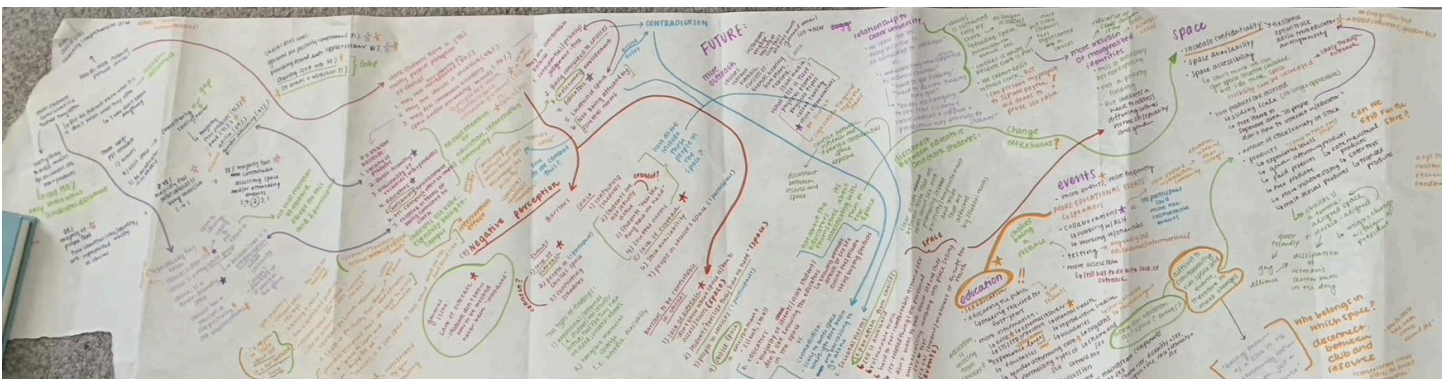
**Figure 7.** What type of sex education did you receive prior to Clark University?

For the text entry questions, I initially pursued an analysis closest to content analysis.<sup>24</sup> As someone who is very detail-oriented, I was most comforted by the suggested method of coding, categorizing the codes, and combining categories to make themes (all while looking for frequency and significance of words, themes, or concepts). When I first began coding in January 2025, I had 473 codes for all 8 text entry questions. Each code had its own color or font to keep me organized. Next to each code, I noted how many times the code showed up in the data, i.e., menstrual products - 2. Influenced by my conceptual framework at the time, I categorized each code into the following categories: Stigma (34 codes), Safety (38 codes), People in Choices (71 codes), Outreach (66 codes), Null (5 codes), Inclusivity (80 codes), Clark University (36 codes), Choices Space/Store (66 codes), Choices Products (85 codes), Choices Information (95 codes), Accessibility (102 codes), Choices Events, (37 codes) and Choices Goals (46 codes). I also sub-categorized the categories Stigma into Positive/Negative, Safety into Safe/Unsafe, Outreach

<sup>24</sup> I kept participants' original spelling in their responses.

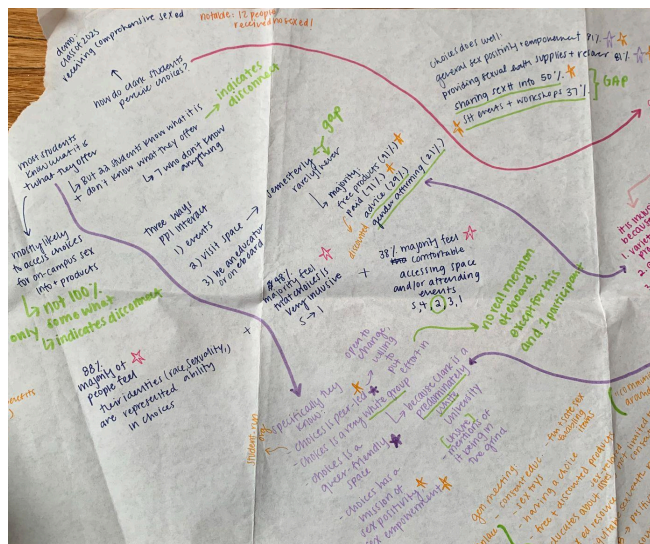
into Positive/Negative, Inclusivity into Enabling/Prohibiting, and Accessibility into Enabling/Prohibiting. I really struggled to put the categories into themes, as I couldn't figure out a way to group them in a way that represents a pattern, as the categories include such varied data.

To try and remedy this issue, I recoded the data at least three more times. Unfortunately, I still did not feel like I was doing it correctly, and many times could not get through the entirety of the responses. After meeting with my praxis advisor in the middle of March 2025, she told me that my grain size was too big and that I should be using literal codes (i.e., ED for “educator”), as opposed to keywords. This forced me to really question what I should be considering important from the data. Individual codes like “binder(s)” and “trans tape” from January should be consolidated under the code “Products (Gender Affirming Care) - PGAC.” After this reframing, I redid coding for a final time, using inductive reasoning, and ended up with 81 codes with the frequency of each code recorded (see appendix H). For example, from the participant response “the events and spaces are all warm and welcoming,” I pulled out the codes “positive review” [PR], “comfort (events)” [CE], and “comfort (space)” [CSP]. That being said, I could not continue doing the time-consuming process of categorizing and then determining themes. I decided to switch to thematic analysis.



**Figure 8.** Data Analysis Concept Map

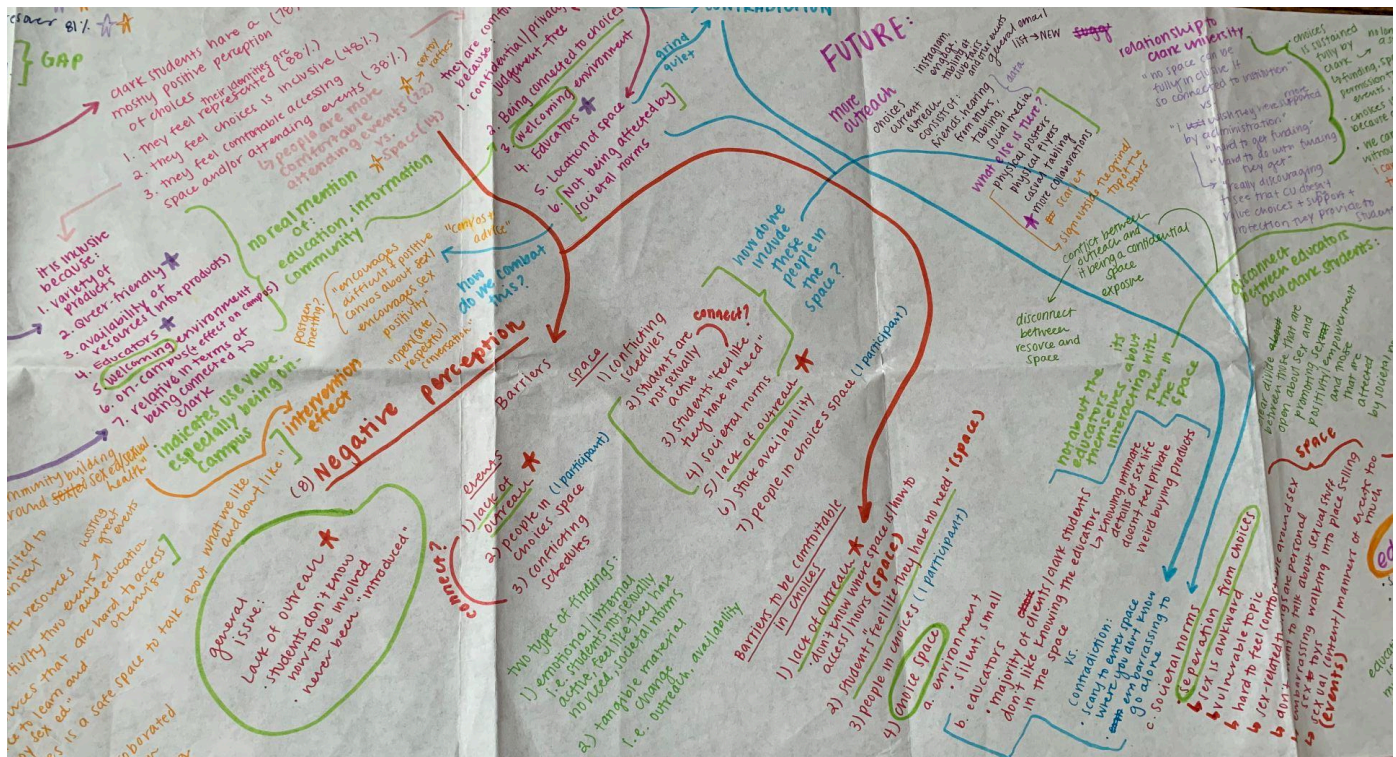




I consolidated the quantitative data and the qualitative data in a pink marker to establish why the majority of survey participants have a positive perception of Choices. Within the positive reception section, I noted that Clark students are more comfortable attending Choices events (22) than entering the Choices Space (14) in light pink marker (*Figure 10*).<sup>25</sup> I then elaborated on why Clark students feel that Choices is inclusive and why they are comfortable

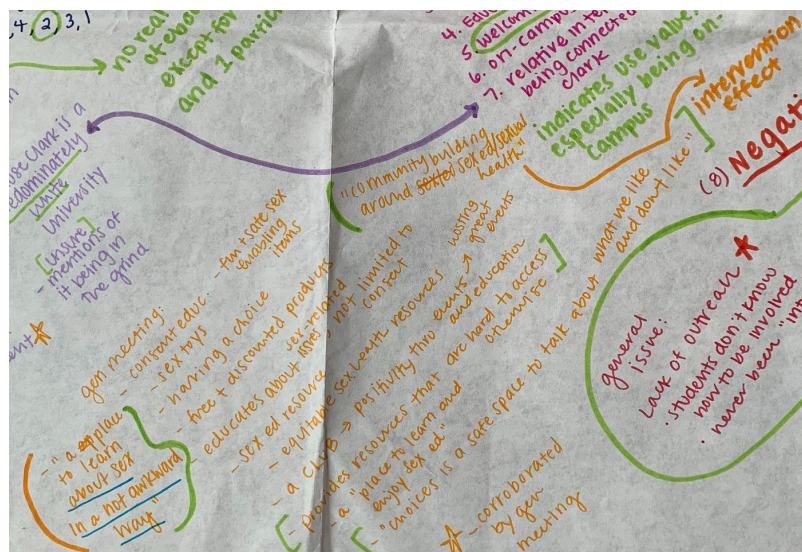
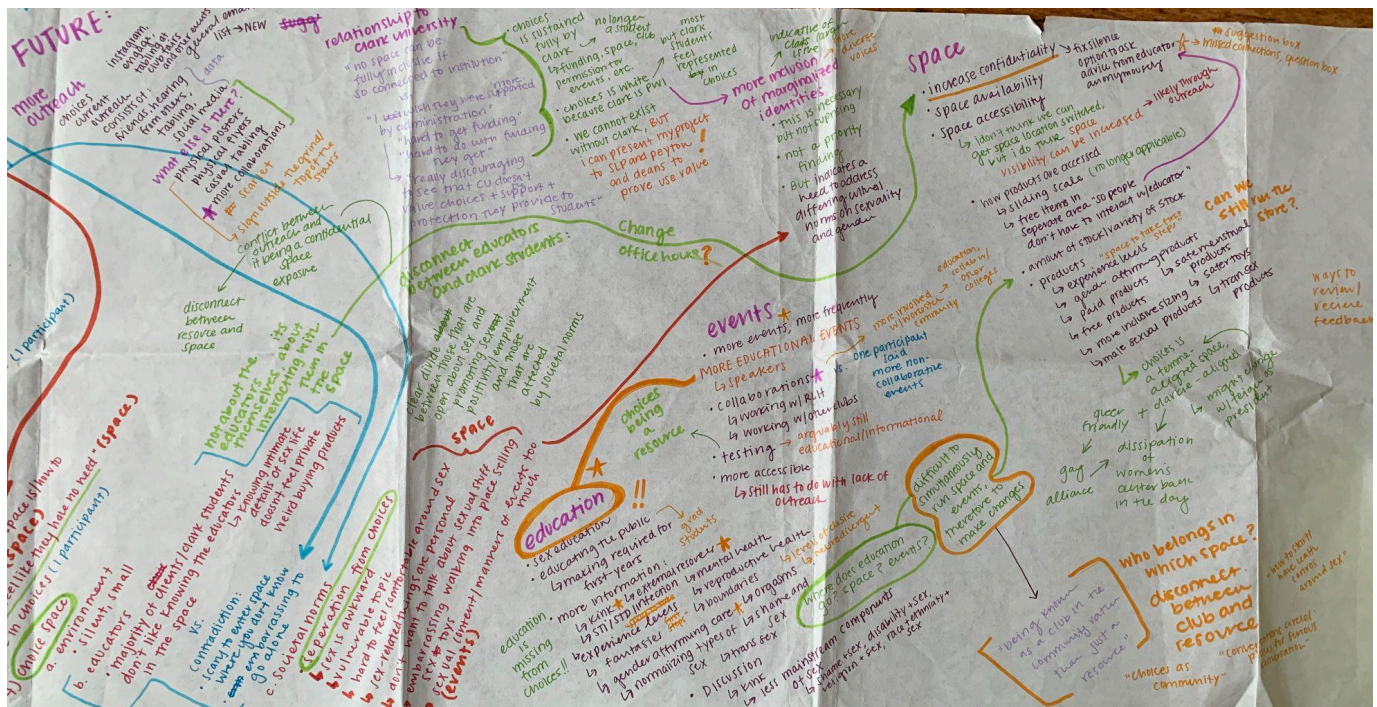
<sup>25</sup> These numbers indicate code frequency.





Lastly, I titled a section “Future” and wrote what students suggested for specific elements of Choices in dark purple (i.e., More Outreach, Relationship to Clark University, More Inclusion of Marginalized Identities, Space, Events, Education) (*Figure 11*). Within those sections, I used a darker orange marker for more reflection (including questions I have, possible solutions/interventions, and emphasized data points). Finally, the last section was the data from my praxis “action” (*Figure 12*). It was written in yellow-orange, indicating the effect of the intervention. This concept map was completed at the end of March 2025.





They serve as a visual representation of my findings. For example, these are the typical profiles of the agents in the figured world of Choices (*Figures 13, 14, 15, 16*):

**Figure 13.** Choices E-board Agent Profile

Choices E-board		
Actions:	Data:	Artifacts:
<p><i>Overseeing the Choices Educators</i></p> <ul style="list-style-type: none"> <li>Facilitate onboarding process for Educators</li> </ul>	<p>“I signed up for an interview to be an educator”</p>	<ul style="list-style-type: none"> <li><i>Designing and facilitating the educator onboarding process</i> <ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>Training</li> </ul> </li> <li><i>Maintaining communication through the Whatsapp Groupchat “choices educators ‘24-25”</i> 🍎🌈</li> </ul>
<p>Connected to Clark University</p> <ul style="list-style-type: none"> <li><i>Communicating with the Office of Student Leadership and Programming and Clark University Student Council</i></li> </ul>	<p>“I know this is not really a choices issue, but I wish they were more supported by the administration! I can tell it’s hard for them to get funding for their products and events, and it’s really discouraging to see that Clark University doesn’t value Choices and the support and protection they provide to the students.”</p>	<ul style="list-style-type: none"> <li>Funding</li> <li><i>Conversation with the Office of Student Leadership and Programming and Clark University Student Council</i></li> <li><i>Use of Engage Platform</i></li> </ul>

Outreach	<ul style="list-style-type: none"> <li>• “Talked to at tabling and things”</li> <li>• “Open welcoming presence at ...social media”</li> <li>• “I feel Choices does a good job of advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Tabling</li> <li>• Choices Social Media</li> <li>• <i>Choices Email Lists</i></li> <li>• <i>Merchandise (i.e., t-shirts, sweatshirts, trucker hats)</i></li> <li>• <i>Use of Engage Platform</i></li> </ul>
Implementing Organizational Change	<ul style="list-style-type: none"> <li>• “I think choices is committed to constantly evolving and updating their programming and resources, which is extremely admirable, and only further includes everyone at Clark.”</li> <li>• “It seems like they are consistently working to better their club/ products/ information base”</li> <li>• “I feel that even if there was a gap, the people in the club would be willing to adjust if they learned there was a need they were not meeting.”</li> </ul>	<ul style="list-style-type: none"> <li>• Updated programming &amp; resources</li> <li>• <i>Avenues for feedback (i.e., Google Forms)</i></li> </ul>
Oversee Club Functioning <ul style="list-style-type: none"> <li>• Organize events on Clark’s campus</li> <li>• <i>Participating in weekly E-board meetings</i></li> </ul>	<ul style="list-style-type: none"> <li>• “have helped run the club/events”</li> </ul>	<ul style="list-style-type: none"> <li>• Events</li> <li>• <i>Purchase Orders for performer contracts, food, decorations, etc.</i></li> <li>• <i>The notes from E-board meetings (and the meetings themselves)</i></li> </ul>

Oversee Space Functioning	<ul style="list-style-type: none"> <li>• “Choices clearly works to make a welcoming and inclusive space, and it’s shown in the availability of information and products.”</li> <li>• “Lots of different items sold in spaces and representative education given”</li> <li>• “Products for all types of sexual things, but also products related to sexuality or gender identity care”</li> </ul>	<ul style="list-style-type: none"> <li>• Information Available</li> <li>• Sexual Health Products Available</li> <li>• <i>Purchase Orders for sexual health products</i></li> <li>• Choices Space</li> </ul>
Being Sex Positive	<ul style="list-style-type: none"> <li>• “I honestly don't know a lot about Choices apart from their mission of sex positivity”</li> <li>• “I love talking about sex and sex positivity as well as encouraging others to do the same”</li> </ul>	<ul style="list-style-type: none"> <li>• Their sexual health knowledge</li> <li>• <i>Their passion for sexual health</i></li> </ul>

**Figure 14.** Choices Educator Agent Profile

Choices Educator		
Actions:	Data:	Artifacts:
<p>Work Office Hours</p> <ul style="list-style-type: none"> <li>• Provide Information &amp; Resources</li> <li>• Provide advice to Clark Students</li> </ul>	<ul style="list-style-type: none"> <li>• "Worked office hours as a member of the club”</li> <li>• “Choices educators provide inclusive resources”</li> <li>• “Making information and resources</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sign-in sheet for office hours</i></li> <li>• Sexual health products and information (i.e., pamphlets available in the space)</li> </ul>

Choices Educator		
<ul style="list-style-type: none"> <li>Oversee Clark Students in the Choices Space</li> </ul>	<ul style="list-style-type: none"> <li>accessible”</li> <li>“Asking advice from an educator”</li> <li>10 (29%) of survey participants use “advice from Choices educators”</li> <li>“Educators are knowledgable”</li> <li>“I feel sort of weird buying products from Clarkies/in the presence of Clarkies”</li> </ul>	<ul style="list-style-type: none"> <li><i>Sexual knowledge learned from the Educator Training</i></li> <li><i>Their existing passion for sexual health</i></li> <li><i>Whatsapp Groupchat “choices educators ‘24-25 🍑🌈”</i></li> </ul>
Uphold Confidentiality	<ul style="list-style-type: none"> <li>“I think it can sometimes be awkward to purchase products as that means people know intimate details about your sex life, but I do understand that it’s confidential and a judgement free zone!”</li> <li>“Though it can be a little embarrassing when initially walking into a place that sells sex toys, the space itself is quite comfortable and makes me feel safe to explore and learn more about something that can otherwise feel quite taboo. The location of the space in the grind also helps to create an</li> </ul>	<ul style="list-style-type: none"> <li><i>Signed Confidentiality Agreement</i></li> <li>The Grind</li> </ul>



Choices Educator		
	atmosphere of privacy.”	
Participate in an Onboarding Process to be an Educator	“I signed up for an interview to be an educator”	<ul style="list-style-type: none"> <li>• Interview</li> <li>• <i>Application</i></li> <li>• <i>Training</i></li> </ul>
Being Sex Positive	“I love talking about sex and sex positivity as well as encouraging others to do the same”	<ul style="list-style-type: none"> <li>• Their sexual health knowledge</li> <li>• <i>Their passion for sexual health</i></li> </ul>
Represent Clark Students	<ul style="list-style-type: none"> <li>• “Many people feel represented by the educators”</li> <li>• “I think that the choices space and its educators are very inclusive, as people of all genders, sexualities, and abilities are represented.”</li> </ul>	<ul style="list-style-type: none"> <li>• Identities of Educators</li> </ul>
Make Clark Students Comfortable	<ul style="list-style-type: none"> <li>• “Educators have all been friendly and courteous”</li> <li>• “I feel as comfy as probably possible around choices ppl”</li> <li>• “The events and spaces are all warm and welcoming”</li> <li>• “20 (38%) of participants feel 5 - very comfortable accessing the Choices space and/or attending Choices events”</li> </ul>	<ul style="list-style-type: none"> <li>• Choices Space</li> <li>• Events</li> </ul>

Choices Educator		
Participate in Choices Functioning	<ul style="list-style-type: none"> <li>• “I’m very familiar with the space and events held. I also am familiar with a lot of the people involved.”</li> <li>• “Volunteer/participate in the events”</li> </ul>	<ul style="list-style-type: none"> <li>• Events</li> <li>• <i>WhatsApp Groupchat “choices educators ‘24-25 🍑🌈”</i></li> </ul>

**Figure 15.** Clark Students Who Attend Choices Events Agent Profile

Clark Students Who Attend Choices Events		
Actions:	Data:	Artifacts:
Be Comfortable	<ul style="list-style-type: none"> <li>• “The space created tends to be very welcoming and enjoyable. I’ve never felt uncomfortable”</li> <li>• “Open welcoming presence at events”</li> <li>• “I know a lot of people who are involved in choices and for this reason I feel comfortable attending any event”</li> <li>• “The events and spaces are all warm and welcoming”</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Space of Events</li> <li>• Educators</li> <li>• <i>Varying levels of participation in events</i></li> </ul>
Express Themselves	<p>“I’ve never been to the Choices space but I have been to a few events (drag show) and everyone was very welcoming and at no point did I feel like I couldn’t express myself or feel ostracized.”</p>	<ul style="list-style-type: none"> <li>• <i>Dress for Events (i.e., dressing on theme for the semesterly drag show)</i></li> <li>• Drag Show</li> <li>• Choices Personnel</li> </ul>
Aligning with Choices Values	<ul style="list-style-type: none"> <li>• “Love events and supporting the cause”</li> </ul>	<ul style="list-style-type: none"> <li>• Choices’ Mission of Sex Positivity</li> </ul>



Clark Students Who Attend Choices Events		
	<ul style="list-style-type: none"> <li>• “I’ve never felt like choices would judge me for my...attendance, or that ANYONE on campus would judge me. It’s very normal to think about sex, and choices really reminds the campus of that.”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ability to enter raffles to win sexual health products</i></li> <li>• <i>Existing sexual health knowledge (applicable to specific events like Trivia Nights)</i></li> <li>• Choices Personnel</li> <li>• Willingness to interact with content of a sexual nature</li> </ul>
Felt Included	“At the events I have attended, I felt included. The other people who participated were involved.”	Educators/Eboard
Having Fun	<ul style="list-style-type: none"> <li>• “Fun and enjoyable events”</li> <li>• “All of the events are fun, enthusiastic, and judgement free!”</li> <li>• “I find the Choices...events to be engaging, inviting, and fun!”</li> </ul>	Events

**Figure 16.** Clark Students Who Visit the Choices Space Agent Profile

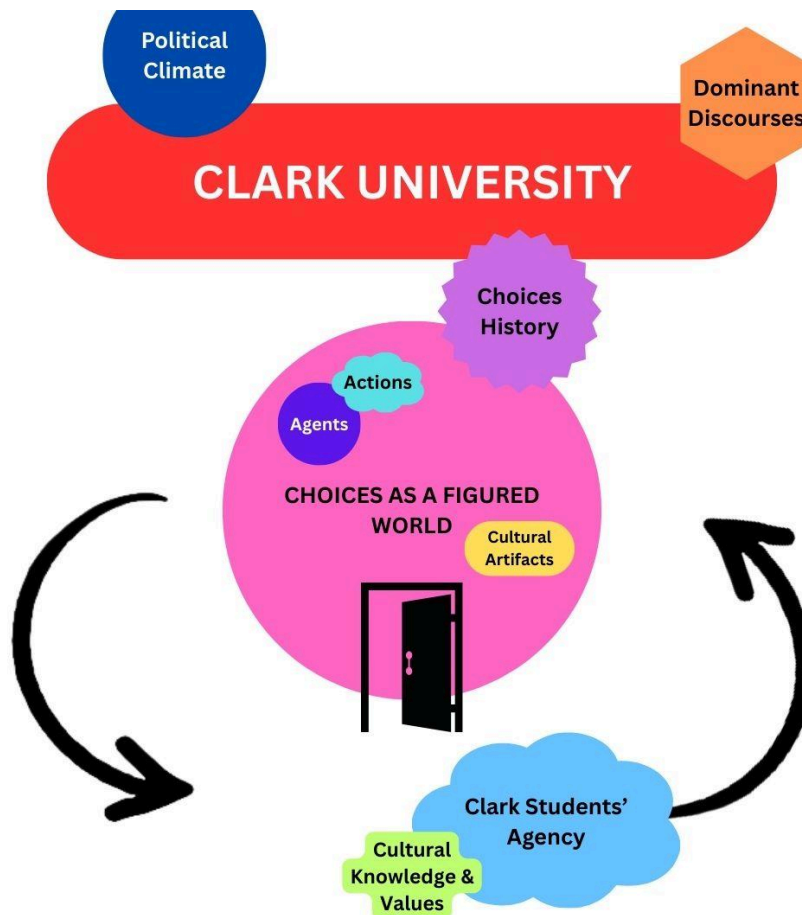
Clark Students Who Visit the Choices Space		
Actions:	Data:	Artifacts:
Interacting with Educators in the Choices Space <ul style="list-style-type: none"> <li>• Asking advice from Educators</li> </ul>	<ul style="list-style-type: none"> <li>• “I think it can sometimes be awkward to purchase products as that means people know intimate details about your sex life, but I do understand that it’s</li> </ul>	<ul style="list-style-type: none"> <li>• Clark students’ questions for educators</li> <li>• Sexual health products &amp; information</li> </ul>

Clark Students Who Visit the Choices Space		
	<p>confidential and a judgement free zone!”</p> <ul style="list-style-type: none"> <li>• “I like the physical space of choices and the educators have all been friendly and courteous. I have not been to the choices space in a while and I think it is partially because I forget that the space is there. Asking advice from an educator might be easier if there were options for anonymous questions.”</li> </ul>	
Seeking Sexual Health Products & Information	<ul style="list-style-type: none"> <li>• “From my knowledge Choices is very good about making information and products very accessible, especially in regards to queer people.”</li> <li>• “I feel that choices includes products designed for my gender and sexual identity as well as others”</li> <li>• “Lots of different items sold in spaces and representative education given”</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual health products &amp; information</li> <li>• <i>Brown paper bags (to conceal what they get from Choices)</i></li> <li>• <i>Vouchers won from raffles to obtain such products</i></li> </ul>

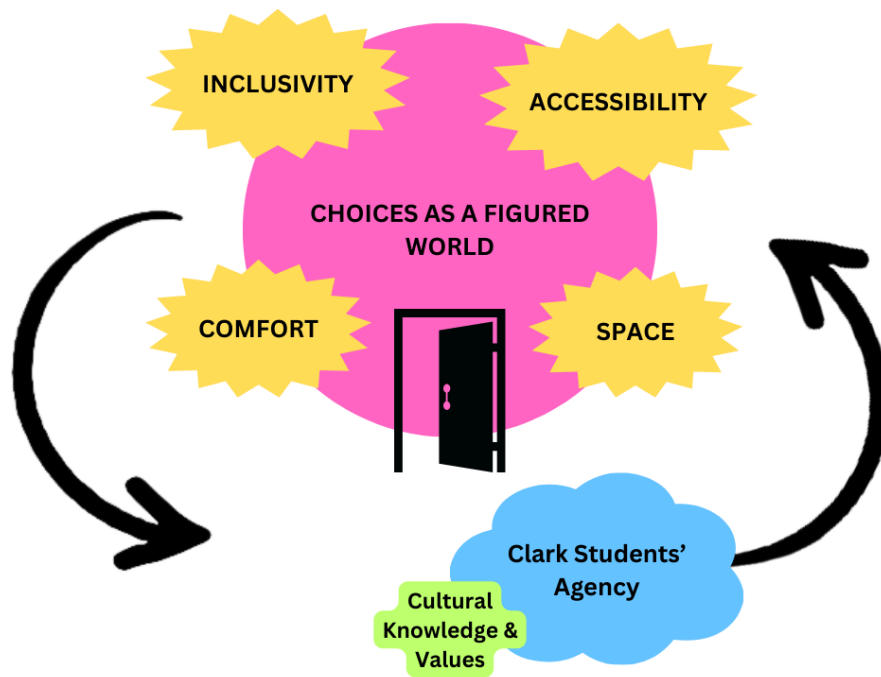
Clark Students Who Visit the Choices Space		
	<ul style="list-style-type: none"> <li>• “Partner has purchased items for our use from Choices”</li> <li>• 31 (91%) of survey participants use free sexual health products and 24 (71%) use paid sexual health products</li> </ul>	

## Findings

### Choices as a Figured World



*Figure 17.* Choices as a Figured World



**Figure 18.** Choices as a Figured World & Conceptual Framework

This praxis project illuminates that Choices exists as a figured world. This is articulated through Clark students' responses to an anonymous survey, archival research, and participant observation. This data situates Choices within larger sociohistorical contexts, as seen in the effects on Choices now by Clark University, the political climate (i.e., pro-Palestine activism), and fifty-six years of Choices' history. It also identifies specific values, discourses, and identities that produce and reproduce Choices as a figured world. This is represented in *Figures 17 and 18*. These images reflect the identity formation process of a Clark student who is interacting with Choices as a figured world for the first time. However, they don't account for the critiques and tensions within Choices as a figured world present in the data (and their potential to help reimagine the organization).

## What Does Choices Value?

### Peer-Led Education

In the figured world of Choices, Clark students understand that Choices values sexual health education being peer-led. This was a foundational aspect of Choices and has been present since 1969 (Gray, 1970). This value is also expressed in Choices' current mission statement: "Choices, a peer sexual health education organization" (Choices, 2024). Despite this explicitness, only one survey participant used this term by name: "Choices is a PEER-led group, meaning that students operate and educate within Choices." Although in the responses to the other survey questions, it is clear that Clark students recognize that interacting with educators is a core tenet of the organization:

**Figure 19.** Peer-Led Education in Choices as a Figured World

"I have not been to Choices personally, so I do not know for sure, but from what I know the students working there are intentional about being inclusive."
" maybe free items like condoms, pregnancy tests, lube can be in a separate area so that people don't have to interact with a person if they don't want to"
"Feels difficult to go into a space where I know so many people and purchase toys / grab condoms. Does not feel the most private."

Some students consider peer-education to be a benefit of Choices - "I know a lot of people who are involved in choices and for this reason I feel comfortable attending any event" and "I feel Choices does a good job of advertising and I have friends in the club which makes it easier." This echoes much of the literature asserting the correlation between peer education and increased sexual health knowledge on college campuses (Wong et al., 2018, p.652). However, other Clark students complicate Choices' peer-education model.

Choices intends for peer education to exist in all aspects of their organization, but survey participants' responses report interacting with educators primarily in the Choices Space.<sup>26</sup> While this partly upholds Choices' mission, survey participants are deterred by these interactions. Although confidential, Choices' current model requires Clark students who are visiting the space to disclose details about their sex life to the educator during office hours (either by asking for advice or acquiring sexual health products). While it coincides with research indicating the importance of college students discussing sexual health topics with their peers, many Clark students do not possess this same value of dialogic peer education (Rittenour & Booth-Butterfield, 2006). One respondent commented, "I'm not very open about sexual stuff and it's just something I've never really wanted to talk about with other people, regardless of who they are." As well as, only 10 participants (29%) identified "advice from Choices Educators" as a Choices resource that they use. This feedback indicates that peer-led education is a barrier for Clark students when they are accessing Choices as a figured world.

Another complication is that the peer-education model upholds a relational hierarchy in the figured world of Choices. This is not necessarily reflected in the survey data, but instead it is upheld by Choices agents' actions. As is common in many peer-education models, individuals are trained to become "experts" on a particular topic. In this context, Choices Educators are framed to be knowledgeable about sexual health education and have administrative capabilities (like providing resources, working office hours, etc.). Because of their expertise, Clark students are encouraged to come to the educators for counseling. This indicates the illusion of a power imbalance between educators and Clark students (Holland et al., 1998, pp.52,58).

This relational hierarchy is furthered by educators receiving their education through a training designed and passed down by the Choices E-board. Choices E-board are the agents

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<sup>26</sup> This indicates a gap of peer education in Choices events.

within Choices as a figured world who are understood to have the most administrative capabilities (actions like direct communication with Clark University, coordinating on-campus events, overseeing the Choices Educators, etc.). Not only is hierarchy against Choices values, but it is counterintuitive to the nature of peer education (Choices, 2025). The “peer educator/receiver relationship, based on a ‘give and take’ friendship and not an authoritarian teacher-pupil model, appears to be the major reason for the positive impact of the peer education process on achievement” (Milburn, 1995, p.418). If individuals’ cultural knowledge and agency are overlooked, their identities will be negatively impacted when they attempt to enter the figured world of Choices.

### **Providing Sexual Health Products**

The second value that Clark students perceive to be within Choices as a figured world is the provision of sexual health products. Choices did not always provide sexual health products, as this was illegal for much of their early history, but it is clear in the survey responses that Clark students associate this function with Choices today:

**Figure 20.** Providing Sexual Health Products in Choices as a Figured World

“There's a good selection of gender inclusive contraception, as well as gender affirming products but there is probably even more that could be acquired for inclusivity.”
“Purchased products”
“More free products, especially pregnancy tests.”
“I want male sexual products centered around pleasure such as sex toys or other items involving male sex”
“Haven’t interacted with the program myself but I’ve heard from others that the club seeks to make products accessible to all students”

The quantitative data illustrates this value, too. Of the survey participants, 31 (91%) used free sexual health products, 24 participants (71%) used paid sexual health products, and 7 participants (21%) used gender-affirming products. They also agreed (42, 81%) that Choices does “providing sexual health supplies & resources” well.

Providing sexual health products is also articulated in the mission statement, as “Choices seeks to provide the Clark community with supplies that promote safer sex and positive sexuality, healthy relationships, as well as the education to make informed decisions regarding sexuality and sensuality” (Choices, 2024). Even within this sentence, this disconnect between what Choices intends to provide vs. what they are actually providing is revealed. Clark students do not reference the educational aspect of Choices. This is supported by the other responses to the survey question “What do you think Choices does well?” Compared to the 42 participants who believe Choices successfully provides sexual health products, only 26 (50%) respondents believe Choices shares sexual health information well, and 19 (37%) respondents believe sexual health-related events & workshops are done well. This highlights education as an area needing re-envisioning within Choices as a figured world.

Although Clark students see the provision of sexual health products as a benefit of Choices, they expressed discomfort with how the products are distributed. The products are currently located in the Choices Space in The Grind (the University Center Basement). Survey participants identify the space itself as a barrier to accessing Choices as a figured world:

**Figure 21.** Choices Space in Choices as a Figured World

“Also it’s hard for the space to feel inclusive when it’s closed or out of stock most of the year”
“I feel like the silence of the space contributes so playing music could be helpful.”



“maybe the hours of the space, and maybe free items like condoms, pregnancy tests, lube can be in a separate area so that people don’t have to interact with a person if they don’t want to”

“The accessibility of their space. I believe it's in the Grind (it's been a while since I've been there) and it would make more sense for it to be somewhere more easily accessible to a wider student body, especially because the Grind can be out of the way for many students.”

Related to Choices’ peer-led education being a barrier, respondents cite specifically uncomfortable interacting with the educators in the space - “I don't totally know where it is and I feel sort of weird buying products from Clarkies/in the presence of Clarkies.” If Clark students are saying that they want sexual health products, but don’t want to interact with educators, this outlines a new opening into Choices as a figured world if changes are made.

### **Sex Positivity/Empowerment**

Lastly, Clark students perceive sex positivity/empowerment as a value of Choices. The majority of survey participants (42, 81%) believe that Choices does “General Sexual Positivity and Empowerment” well. They also refer to Choices’ sex positivity in their text entry responses:

**Figure 22.** Sex Positivity/Empowerment in Choices as a Figured World



“I honestly don't know a lot about Choices apart from their mission of sex positivity and I think products, but I don't really know what resources or products they offer or even to who”

“I like the stuff you currently do; toys, lube, free condoms, cleaner etc and that it's a sex positive and queer friendly space with gender affirming products too”

As stigma surrounding sexuality is widespread, sex positivity/empowerment is considered to challenge this shame. This is because sex positivity “refers to having a positive attitude about sex, respecting others’ sexual preferences and consensual sexual practices, and treating sex as a normal, healthy part of life rather than a taboo topic or something to be ashamed of” (USC Student Health, n.d.). However, these days, sex positivity can be a bit of a buzzword. Choices

mentions sex positivity in their mission statement, but doesn't elaborate on what that means. It states that "Choices seeks to provide the community with supplies that promote safer sex and positive sexuality" (Choices, 2024). This lack of specificity allows for an expansive treatment of an idea. Based on Choices' provision of products like spanking paddles and handcuffs, it can be assumed they support consensual BDSM (Bondage, Discipline, Sadism, Masochism) within their definition of sex positivity. However, that is still an assumption.





*Figures 23 & 24. Choices' Core Values (Choices, 2025)*

### **Our Core Values**

**At CHOICES we are not complicit in these actions and we do not stay silent when we hear or see them occurring. We amplify the voices of those who are negatively affected by any of the things previously mentioned. We value spreading not only awareness and information but providing resources to those who need it. We stand for action, not passivity on these issues. We recognize that sexual education (when there is any) is usually white, heteronormative, and centered only around allosexuals. CHOICES is a non-profit queer organization that strives to dismantle any oppressive and shameful stereotypes or ideas surrounding people, sex, sexual orientation, sensuality, and gender identity.**

**– If there is anything here that you don't agree with, we cannot be able to have you as one of our active members –**

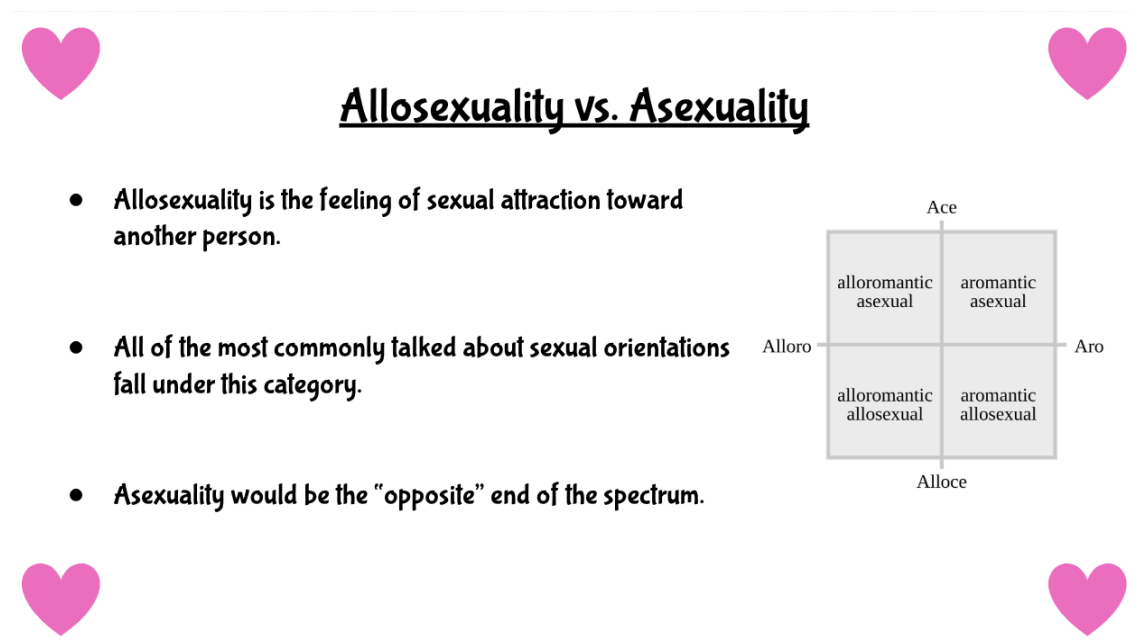
### **Our Core Values**

**CHOICES is committed to educating ourselves and others about consent, equity, human rights, and respect. The following are the cornerstones of our values and organisational conduct:**

<p><b><u>We do not stand for any form of:</u></b></p> <ul style="list-style-type: none"> <li>• Transphobia</li> <li>• Homophobia</li> <li>• Queerphobia</li> <li>• Biphobia</li> <li>• Ableism</li> <li>• Racism</li> <li>• Colorism</li> <li>• Xenophobia</li> <li>• Islamophobia</li> <li>• Ageism</li> <li>• Fatphobia</li> </ul>	<ul style="list-style-type: none"> <li>• Microaggressions</li> <li>• Microinvalidations</li> <li>• Microinsults</li> <li>• Gaslighting</li> <li>• Microassaults</li> <li>• Violence</li> <li>• Any form of physical abuse</li> <li>• Any form of psychological abuse</li> <li>• Any non-consensual rhetoric or actions</li> </ul>	<p><b><u>We do not stand for the fetishization of:</u></b></p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Ethnicities</li> <li>• Races</li> <li>• Sexualities</li> <li>• Animals</li> <li>• Physical Abuse</li> <li>• Psychological Abuse</li> <li>• Violence</li> <li>• Any Non-Consensual Rhetoric or Actions</li> </ul>
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From being on Choices E-board, I knew that there were a few slides in the educator training that articulated Choices' core values (*Figures 23 & 24*).<sup>27</sup> This provides slight clarity on what is included in their definition of sex positivity, as they do not support sexual acts like pedophilia or bestiality. *Figure 23* mentions that Choices recognizes that “sexual education (when there is any) is usually white, heteronormative, and centered only around allosexuals” and *Figure 25* illuminates that asexual individuals fall under Choices' definition of sex positivity (Choices, 2025). However, there is no explicit mention of people who have little to no sexual experience, indicating how sexually active Clark students are valued over not sexually active Clark students in Choices as a figured world (Holland et al., 1998, pp.52,58). While this might not be Choices individuals' beliefs, the variety of products for sexual activity, like condoms and pregnancy tests, available in the space helps sustain this narrative.

**Figure 25.** Allosexuality vs. Asexuality (Choices, 2025)



<sup>27</sup> The educator training is not made public to Clark students who are not Choices Educators. What is made public on the Choices Instagram is that they provide “on-campus access to sexual health information, resources, & supplies” (Choices, n.d.).

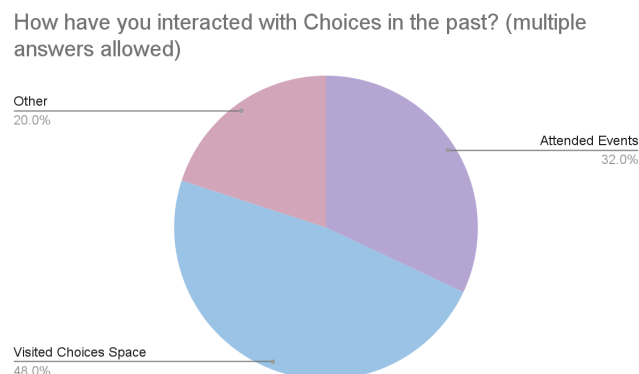
The last way Choices' sex positivity is complicated is that it is being reproduced by sex-positive agents within Choices as a figured world. An educator in their survey response said, "I love talking about sex and sex positivity as well as encouraging others to do the same." As the agents already identify as sex positive, then Choices' sex positivity might be "too sex positive" for Clark students who are affected by stigma. For example, one participant said, "Some of the sexual content and sexy manners of the events are too much for me. Not the education or distribution of toys, but the sexual content in the activities themselves." Choices needs to define what sex positivity means for their organization to prevent it from being a barrier for Clark students interacting with Choices as a figured world.

### Who is the World For?

#### Agents

When individuals first interact with the figured world of Choices, they try to determine whether their cultural knowledge and values align with Choices' values, discourses, and identities. If so, they are recruited and begin to identify as an agent of the world through continual participation (Holland et al., 1998, p.53). Those who currently identify as agents in Choices as a figured world were initially identified by survey participants in the multiple-choice question "*How have you interacted with Choices in the past? (multiple answers allowed).*"

**Figure 26.** How have you interacted with Choices in the past?



This translates into the four agents being:

**Figure 27.** Agents in Choices as a Figured World

Clark Students Who Attend Choices Events	<ul style="list-style-type: none"> <li>● Fall '24 events had an average of 62.5 students who attended</li> <li>● Spring '25 events had an average of 26 students who attended</li> </ul>
Clark Students Who Visit the Choices Space	<ul style="list-style-type: none"> <li>● There were 39 students who visited the space in Fall 2024</li> <li>● There were 104 students who visited the space in Spring 2025</li> </ul>
Choices E-board [ <i>Other</i> ]	<ul style="list-style-type: none"> <li>● The Choices '24-25 e-board had 6 people</li> </ul>
Choices Educators [ <i>Other</i> ]	<ul style="list-style-type: none"> <li>● There were 36 educators during the '24-25 school year</li> </ul>

Each agent participates in Choices at a different level, as “the ability to sense (see, hear, touch, taste, feel) the figured world becomes embodied over time” (Holland et al., 1998, p.52).

However, these are the cultural values related to sexual health that Choices agents share:

**Figure 28.** Agents' Cultural Values in Choices as a Figured World

Sex Positivity
“Love events and supporting the cause”
“I’ve never felt like choices would judge me for my...attendance, or that ANYONE on campus would judge me. It’s very normal to think about sex, and choices really reminds the campus of that.”
Confidentiality
“I think it can sometimes be awkward to purchase products as that means people know intimate details about your sex life, but I do understand that it’s confidential and a judgement free zone!”

Confidentiality
“Though it can be a little embarrassing when initially walking into a place that sells sex toys, the space itself is quite comfortable and makes me feel safe to explore and learn more about something that can otherwise feel quite taboo. The location of the space in the grind also helps to create an atmosphere of privacy.”

Dialogue
“I love talking about sex and sex positivity as well as encouraging others to do the same”
“Talked to at tabling and things”
“I think it can sometimes be awkward to purchase products as that means people know intimate details about your sex life, but I do understand that it’s confidential and a judgement free zone!”
“I like the physical space of choices and the educators have all been friendly and courteous. I have not been to the choices space in a while and I think it is partially because I forget that the space is there. Asking advice from an educator might be easier if there were options for anonymous questions.”

Choices Agents’ values of sex positivity, confidentiality, and dialogue are easily transferable into the figured world of Choices as they are already part of its cultural framework. Each agent maintains these values in the figured world through social practices and the use of cultural artifacts. For example, Choices Educators uphold confidentiality by signing a confidentiality agreement (cultural artifact) when they first become an educator (cultural artifact) and working office hours (action). In addition to identifying with the figured world, another characteristic of Choices agents is partaking in the world's social reproduction.

**Figure 29.** Social Reproduction in Choices as a Figured World

Connection to Clark University
“I know this is not really a choices issue, but I wish they were more supported by the administration! I can tell it’s hard for them to get funding for their products and events, and it’s really discouraging to see that Clark University doesn’t value Choices and the support and protection they provide to the students.”
“Having the choices space more consistently stocked would be ideal, but I know that is hard to do with the funding they get.”
“I’ve never felt like choices would judge me for my purchases or attendance, or that ANYONE on campus would judge me. It’s very normal to think about sex, and choices really reminds the campus of that.”

These survey responses illustrate how Choices as a figured world exists within Clark University. Their funding is provided by Clark, and they are overseen by the Office of Student Leadership & Programming. Choices agents actively maintain their connection to Clark University through their actions. For example, Choices E-board gets approval for the events (action) through Clark Engage (cultural artifact). Similarly, agents also maintain the relational hierarchy found within figured worlds.

**Figure 30.** Social Reproduction in Choices as a Figured World

Maintain Relational Hierarchy
“Been an educator and part of eboard for 4 years, have helped run the club/events”
“I signed up for an interview to be an educator”
"Worked office hours as a member of the club"

However, the survey data also complicates the relational hierarchy. Once agents are within Choices as a figured world, they have the ability to challenge or deny aspects of the figured world. This is understood by Clark students in the survey as the people within Choices being open to change:

**Figure 31.** Social Reproduction in Choices as a Figured World

Open To Change
“I think choices is committed to constantly evolving and updating their programming and resources, which is extremely admirable, and only further includes everyone at Clark.”
“It seems like they are consistently working to better their club/ products/ information base”
“I feel that the products included cater to many different sexual orientations, and I feel that even if there was a gap, the people in the club would be willing to adjust if they learned there was a need they were not meeting.”

As “a figured world is peopled by the figures, characters, and types who carry out its tasks and who also have styles of interacting within, distinguishable perspectives on, and orientations toward it,” it is likely the figured world of Choices changes frequently (Holland et al., 1998, p.51). This is because Clark students typically spend only 2-4 years at Clark University, depending on whether they are pursuing an undergraduate or graduate degree. Choices E-board and educators also change each year, if not each semester. So while Choices agents currently share values of sex positivity, confidentiality, dialogue, and maintain their connection to Clark University, uphold relational hierarchy, and be open to change, this could change for the upcoming Fall 2025 semester.



## Demographics

Clark students understand that Choices is a white and queer-friendly space. For both identity categories, survey respondents articulate that the figured world of Choices exists within the larger institution of Clark University. The fact that Clark University is a predominantly white institution (see Context section) is echoed in the survey responses:

**Figure 32.** Choices Exists Within a PWI

“I do not know that all religious, cultural, or racial/ethnic groups are represented, but given...the fact that Clark is predominantly White, I think this is not so surprising.”

“It is likely (as with many clubs of campus) that this club lacks adequate racial diversity so that many people feel repressed by the educators.” [original spelling]

Respondents refer to Choices as a “very white group,” indicating the exclusion of BIPOC individuals. This exclusion can also be interpreted as the association of sex and whiteness, which is ignorant of “differing cultural norms on sexuality and gender” [survey data]. This maintains solitary practices within a figured world “that reflect White, Western values” (Zuckerman & Lo, 2021, p.2). However, this is complicated because the majority of survey participants (71, 88%) feel that their identities (i.e., race, sexuality, ability, etc.) are represented in Choices. A participant said, “I feel included but I don’t know if that is true for everyone as the majority of the choices people I feel look like me.” It is unsurprising that Clark students feel represented by educators if Choices is considered a white group at a predominantly white university. However, survey participants also create a separation between Choices and Clark, implying that Choices’ inclusiveness is a net positive:

**Figure 33.** Choices’ Inclusiveness vs. Clark University

“So, I would say that Choices is likely as inclusive as it can be at such an institution or at least quite close to it. I will also say that the space itself feels very welcoming, which maybe counts

as well.”
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“While I think they may not address every identity, they certainly address many more than other spaces on campus”
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Considering Clark’s unique student body (see Context section), it is understandable why a survey participant assumed Choices was “very inclusive from the schools culture.” In their responses, Clark students specifically identified how Choices is a queer-inclusive space. This is said outright - “I think that queerness is a large focus of choices which is really great” and “I think it’s very inclusive about queer sex and gender identities.” As well as in the ways survey participants describe their relationships to the services that Choices provides:

**Figure 34.** Choices as a Figured World is a Queer-Inclusive Space

“Representative of my partner and I’s needs as a queer couple”
--

“From my knowledge, Choices is very good about making information and products very accessible, especially in regards to queer people.”
---

“I like that...it’s a queer friendly space with gender affirming products too”
--

Queerness has historically been excluded from sexual education, so it is a unique benefit that it is identified as a core tenet of Choices as a figured world. From my time spent in the archives, I found an exchange in 1975 between one of the co-directors of the Birth Control Center to Clark’s Gay Alliance (see appendix J):

We all think that the idea of a Clark Gay Alliance is a fantastic thing, and we’ll support you any time we are able. It is conceivable that a birth control organization, obviously geared to serving heterosexuals, and a homosexual organization could come to feel unkindly towards each other, but I think it is important to move together at Clark,

especially where there is enough dissidence and apathy for any one strong organization.  
(Sutherland, 1975)

This letter poses quite a different understanding of sexual health at Clark now, to the extent that this emphasis on queerness in Choices may be exclusive to Clark students who identify as heterosexual and cisgender. In summary, these are the people whom the figured world of Choices is currently for. However, as with heterosexual and cisgender people, there are Clark students whose cultural knowledge and values are not transferable into Choices.

### **Who is on the Margins?**

There are Clark students who are not considered agents in the figured world of Choices. Conclusions about these individuals were mainly drawn from the responses to the survey questions “*Why have you not interacted with Choices?*” and “*Explain your answer to the question above about comfort...*”

#### **Little to No Sexual Experience**

The first type of Clark student whose worldview is not present in Choices as a figured world is those who are not sexually active. If Choices is the organization associated with sexual activity, then those who are not sexually active don’t see themselves represented. As someone who oversees the functioning of Choices, I can vouch that Choices does have sexual health information and products for people who are not sexually active (i.e., sex toys that are used for masturbation). However, if Clark students consider Choices to be the “sex club,” then that doesn’t leave much room for variation in the figured world. A survey participant said, “I’m just not sexually active so it doesn’t feel like a space I’d be comfortable in.” Like *Alcoholics Anonymous* signifies “experience and place in a world that differs from that of the

non-alcoholic,” participation in Choices is in many ways connected to someone who is sexually active (Holland et al., 1998, p.52).

### **Societal Norms Surrounding Sex**

Although there is possible overlap in the “Little to No Sexual Experience” section, the majority of survey participants cite being affected by societal norms (surrounding sex) to prevent their membership in Choices as a figured world. This manifests in different ways...

**Figure 35.** Societal Norms Surrounding Sex Origins

Their Background
“Growing up, any discussion related to sex was considered inappropriate, making it uncomfortable.
Personal Value
“Sex-related things are very personal to me”
“I do not feel very comfortable about accessing things naturally it is a bit hard sometimes to feel comfortable about sex for me”
“Stigma and embarrassment around sex” [original spelling]
“I’m not very open about sexual stuff and it’s just something I’ve never really wanted to talk about with other people, regardless of who they are.”

Regardless of where it originates, there is an overall negative impact on Clark students’ ability to access Choices as a figured world, specifically the Choices Space. They attribute this to being uncomfortable interacting with Choices Educators (going back to Choices’ value of peer education):

**Figure 36.** Clark Students Interacting With Choices Educators

Interactions with Educators
“Sometimes awkward if I know the person working there”
“feel weird about seeing people i know”
“I feel comfortable attending choices events but sometimes I worry someone I know will be working the shop. Even though I know they won’t judge me it’s just awkward”
“i feel like it is sometimes scary to go to a space where you don’t know someone to purchase or get things that are centered around a vulnerable topic”

However, there is an interesting separation that survey participants make when they are describing their relationship with societal norms surrounding sex. They affirm that their discomfort is not Choices’ fault and/or commend Choices on what they are doing.

**Figure 37.** Discomfort is Not Choices’ Responsibility

Not Choices’ Responsibility
“It can definitely feel awkward going in to get condoms, especially because it is a small space, but there is nothing that choices does wrong to make it awkward, it is just a result of how societal norms about sex have affected me.”
“I think it's always awkward to go there just because of what it is so there's not much to be done about that. I feel like the silence of the space contributes so playing music could be helpful.”

**Figure 38.** Commending Choices Despite Societal Norms

Commending Choices
“Sex is awkward but I feel as comfy as probably possible around choices ppl”
“Though it can be a little embarrassing when initially walking into a place that sells sex toys, the space itself is quite comfortable and makes me feel safe to explore and learn more about

Commending Choices
something that can otherwise feel quite taboo. The location of the space in the grind also helps to create an atmosphere of privacy.”

### **Don't Have A Need**

The last group of Clark students on the margins is those who feel they have no need to interact with Choices as a figured world. One participant specified that they have “not needed the products/information available,” but the majority of the respondents do not answer in much detail:

**Figure 39.** Clark Students Who Don't Have a Need

“Never felt the need”	“Never had to!”
“Never had a real reason.”	“I haven't looked for a space where this was the topic, but I also haven't seen many spaces that talk about this.”
“I have not had the need to.”	“I'm not outwardly seeking it.”

While it is possible that these survey respondents are not sexually active or are sex negative, there is no concrete conclusion that can be made about why these individuals are not engaging with Choices as a figured world. Although, this actually maintains the fact that Choices is a figured world because “some figured worlds we may ever enter because of our social position or rank; some we may deny to others; some we may simply miss by contingency; some we may learn fully” (Holland et al., 1998, p.41). Not everyone can exist in the figured world of Choices.

### **Action**

The perspectives of these Clark students on the margins of Choices (and the agents within) can help reimagine the figured world. Through the survey, participants were asked

directly, *“What do you think Choices can improve?”* and *“What type of sexual health information and/or products do you need Choices to provide?”* Responses were also collected from the questions *“explain your answer to the question above about inclusivity...”* and *“Explain your answer to the question above about comfort...”* Their responses were coded and consolidated into seven categories (see appendix K):

- 1. More Outreach**
- 2. More Products**
  - a. Trans Sex, Safer, Purchase, Menstrual, Male Sex, Kink, GAC, Free, Experience Level
- 3. More Events**
  - a. Speakers, Independent, Educational, Accessibility, Events, Testing, Collaborations
- 4. More Education**
  - a. Reproductive Health Resources, External Resources, Info on Types of Sex, Info on Trans sex, Info on STD/STI/Infections, Info on Societal Norms, Info on Orgasms, Info on Mental Health, Info on Kinks, Info on GAC, Info on Fantasies, Info on Experience Levels, Info on Boundaries, Education for the Educators, Conversations about Sex Ed, Conversations about Kink
- 5. Space Improvements**
  - a. More Confidentiality, Space Availability, Product Affordability, Space Accessibility, Reliability
- 6. More Inclusion**
  - a. Sizing, Marginalized Identities
- 7. More Institutional Support**
  - a. Clark University

From these critiques and concerns of the existing figured world, Clark students are articulating clear ways to expand the figured world of Choices to be more accessible. However, when I first analyzed the data back in November 2024, I wasn't sure how to go about addressing these suggestions through some form of intervention. I was faced with the difficult decision of only choosing 1-2 of these areas to address. I found myself wanting to “fix” everything “wrong” in Choices, as I felt an overwhelming responsibility now that I had this information. I had to be

reminded that “fixing” something is counterintuitive to the nature of praxis, and that this intervention, while aiming to make positive changes, would not fix Choices or Clark as an institution.

As “more outreach” was a popular suggestion among survey participants, I began exploring the hypothetical intervention of “increasing outreach.” However, Choices wasn’t sure what the organization was going to look like moving forward because of the restrictions from the Office of Student Leadership and Programming in Fall 2024. Without clarity about what the organization was, we couldn’t pursue interventions like increasing outreach yet.

In January 2025, my praxis advisor suggested I lead Choices Educators and e-board members through a reflective dialogic process. This process would hold up a mirror to Choices, allowing us to reflect on what we do and why it matters. This action would ideally result in a theory of change document. In this context, a theory of change document would be a living, public document that articulates Choices' values (will be available to/editable by future Choices participants). I could also foresee this discussion helping to prioritize which suggestions Choices should begin to address.

As I was still unsure what this process could look like, I presented this intervention idea during my “Turn-taking” to my praxis classmates. They advised that I should center others’ voices, but I should be the person facilitating the discussion, as it is my investigation into Choices. They also suggested that the dialogic process should exist in a community event modality, as it can be replicated by other Choices E-boards. As club events easily become traditions, this could potentially address my concern about continuity.

It was now February 2025, and I eventually realized I didn’t need to reinvent the wheel and create a new space to conduct this intervention. The Choices biweekly general meetings had



an established time, location, and following. The state of Clark University politics and President Donald Trump's inauguration (Winter '24-25) also helped effectively frame this intervention. On December 20th, Provost Magee sent an email to students addressing a leaked email sent to faculty and staff containing "a proposed plan for evolving our academic offerings" (John Magee, personal communication) (see appendix L & M). This proposed plan included discontinuing academic programs (like Studio Art and Asian Studies), pausing specific graduate programs, restructuring programs, etc. This influenced the outreach for the event, as I framed it as the university is shifting, funding is adjusting, and we need to discuss Choices' mission.

The digital flyer read "*Come talk about the Future of Sex Ed on Campus!*" and it was circulated heavily via social media, text group chats, and email groups (see appendix N). The event took place on February 25th at 6:30 PM in Jonas Clark 218. We provided pizza, and attendees could enter a raffle to win a free sex toy voucher (advertised on the flyer).

Twenty-three people attended, and attendees were a mixture of e-board members, educators (new and veteran), Clark students who have interacted with Choices before, and two students whose first time interacting with Choices was this meeting. There was even an alumnus who graduated in 2023. They were all different races, genders, ages, majors, etc. Something important to note is that many of the attendees had been attending these general meetings since they began in October 2024.

Prior to the event, I created a general meeting agenda and presentation with the help of Professor Kate Bielaczyc and my friend, Choices educator and praxis classmate Jennie Rosen (see appendix O & P). Time was of the essence for this event as Choices only holds the classroom space for an hour, so the Choices E-board helped me set up, and Jennie helped me facilitate by taking field notes (see appendix Q). The participants began with a post-it activity

asking them to answer “*How do you define Choices; what do you think Choices currently does?*” (see appendix R). Although there was no discussion prior to this activity, they were encouraged to observe the other attendees’ answers when they went up to the board to put their post-it up. This was intentional so that they started with themselves. I then began the presentation, starting with introductions and an icebreaker, transitioning into general Choices updates like the upcoming Spring drag show. The next section of the presentation, titled “Choices History Time,” contained what I had been learning about Choices from visiting the archives. This allowed me to transition into “Choices Now,” where I (with the help of the e-board) explained how the changes to Clark University have negatively affected our organization. I then shared with them the 2024-25 mission statement so that everyone could be familiar when discussing the last segment, “Choices Future” (see appendix S).

Each attendee was randomly separated into groups, provided markers, and directed to stand at a poster on the wall. Each poster had a question at the top of it, and each group had a few minutes at each poster before rotating (see appendix T). Once they finished the rotations, we had a discussion where participants reflected on the experience (see appendix U). The discussion was recorded, but all names and identifying information were redacted in the transcript. After everyone shared, I quickly pulled up some of the anonymous, raw data from my survey so that people could have further context for why this event occurred and how the knowledge they co-created would be used (i.e., creating a theory of change document). I thanked everyone for coming, shared my email, called the raffle, and handed out the sex toy vouchers. I was pleasantly surprised to see multiple attendees come up to me after the event. An attendee who is a junior said they would be interested in taking over this project as their praxis project, another said I had

inspired them with this work, even one participant Whatsapped me later that night saying “hii I just wanted to say I think ur project is really cool :) I’m glad I could come to todays meeting.”

### **Action Reflection**

As I found my theoretical framework after I conducted my action, I didn’t understand the action’s role in Choices as a figured world until recently. I never ended up creating a theory of change paper, but I realized that those who attended the event were beginning to co-construct the expanded figured world of Choices. A lot of the knowledge they produced reflected what participants said in the survey and the student testimonials. At the meeting, there were agents within Choices and people on the margins who had never interacted with Choices before. Different from participating independently in the survey, these groups worked collaboratively to craft Choices’ future. I can guarantee that these participants have differing cultural knowledge and values, but they were able to engage in dialogue about sexual health. Community allows people to understand new discourses. In the discussion, participants expressed gratitude for being able to meet new people, hear different opinions, share personal experiences, and generate ideas. They thanked Choices for creating this time and space. I thanked them for their willingness to participate and for understanding the importance of reflection. This was the first time I felt success within my praxis project. While I might have been buzzing from all the positive energy in the room, I felt like we cracked open the door to Choices as a figured world that night.

### **Conclusion**

My praxis project serves as an inflection point for the sexual health organization Choices. It held up a mirror to Choices and illuminated that it is a uniquely peer-led figured world existing within the confines of Clark University. This world was first outlined through archival research and anonymous survey data. Clark students’ perceptions of Choices identified who belongs in

the world and who is on the margins, and why. This, in conjunction with imagining the expanded figured world of Choices through participant action, highlighted the following implication:

Choices as an organization wants to be for everyone, but the research indicates that this is not possible. To understand this, you must have a more nuanced understanding of Choices.

Throughout this project, a separation between Choices as a club vs. Choices as a resource is revealed.<sup>28</sup>

### **Choices as a Club**

To elaborate, Choices as a club and Choices as a resource can be understood as their own figured worlds within the overarching figured world of Choices. Choices as a club is the realm that concerns events on campus. The agents involved are the Choices E-board, Choices Educators, and Clark Students who Attend Events. They engage with the figured world in different ways, like the Choices E-board organizes the events, educators assist with the events, and the attendees participate in the events. However, they all tend to align themselves with Choices' values, like sex positivity and being connected to Clark University. Choices as a club involves cultural artifacts like dress for events (i.e., dressing on theme for the semesterly drag show) and the use of Clark Engage.

### **Choices as a Resource**

Choices as a resource applies to the Choices Space. The agents involved are the Choices E-board, the Choices Educators, and the Clark Students who visit the Choices Space. Social practices include the Choices E-board overseeing the space functioning (i.e., stocking the space with sexual health products), Choices Educators working office hours, and Clark Students visiting the Choices Space who seek sexual health products. They uphold Choices' values of

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<sup>28</sup> This language was surfaced by a survey response to the question "What do you think Choices can improve?" The participant said "being known as a club in the community rather than just a resource."

confidentiality and talking about sexual health. Choices as a resource involves cultural artifacts like brown paper bags (to conceal what is obtained from Choices) and a signed confidentiality agreement.

This tension between Choices as a club vs. Choices as a resource raises questions about the future of the organization. Even within these additional figured worlds, there are cracks that prompt possible reimagining of Choices. For example, Choices as a resource functions differently from how it did in the past. It is no longer a “store” due to the recent changes dictated by the Office of Student Leadership & Programming. This questions the importance of educators holding office hours, as they are no longer overseeing product transactions. This is furthered when you consider the critiques of interacting with educators by those who are on the margins of Choices. This poses the possibility of removing the personal part of Choices as a resource.

A crack in Choices as a club has to do with the types of events they provide. The first kind of event is small, frequent, and encourages active participation in dialogue, like sex trivia or the general meetings. This involves direct engagement with content of a sexual nature. These are attended by agents who are comfortable talking about sex. The second type of event is large, semesterly, and allows for more passive participation, like the drag shows and sex toy bingo. Participants have the option to engage with the sexual content, i.e., they can volunteer to participate in the condom race during the drag show. Even based on attendance numbers alone, it is clear that these kinds of larger events expand the definition of a Choices agent.

### **Choices as a Community**

Overlap exists between the figured worlds of Choices as a resource and Choices as a club.<sup>29</sup> I will call this overlap Choices as a community. While Choices as a resource and Choices

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<sup>29</sup> This is true in the literal sense as Choices E-board (with the help of Choices Educators) currently maintains the functioning of both figured worlds.

as a club can be adjusted to include more people, Choices as a community is for a specific type of Clark student. I know I didn't join Choices E-board because I enjoy submitting the annual budget request. I know when we interview educators, we aren't asking them about their desire to clean up after events. These people have a passion for sexuality, a value shared by Clark students who are not educators or on the e-board.

The reimplementing of bi-weekly Choices general meetings back in October 2024 has created a space for this community to occur. This is a place where the hierarchical nature between Choices E-board, Choices Educators, and the larger Clark community can begin to be addressed. As I said previously, community allows people to understand new discourses, thereby challenging the authority of knowledge articulated by the current peer-led model. In Choices as a community, we experience the benefit of being peers, with each of us possessing our own cultural knowledge that can be shared with others. This peer identity may also help expand the figured world of Choices, as those involved in the community are all a part of figured worlds outside of Choices. Trust and relationships allow for entry into a figured world regardless of ideological change. In application, what if Choices Educators participated in the figured world of athletics instead of hoping athletes will enter the figured world of Choices by themselves?

### **Limitations**

My praxis project has several limitations, mainly centralized in the research methods. In terms of the anonymous survey, I wish I had distributed it more widely on campus. I spread it to my personal social network out of convenience, but I should have made it more objective by hanging up physical flyers around campus or tabling in the University Center. This possibly would have addressed the low survey participation from first-years and/or Choices E-board members, as only one person on e-board responded to the survey. Related to demographics, I

should have asked more identity-based questions in the survey. Questions like “*Are you sexually active?*” or “*What is your gender identity?*” would have given more context for the Clark students who are agents of Choices as a figured world vs. the Clark students who are on the margins. Another limitation of this study is that I didn’t do interviews. Interviews are more generative than survey data and would have allowed Clark students to elaborate on their perceptions of Choices.

This research can serve as a pilot study for future research on peer-led sexual health organizations on college campuses. There is a general gap in the literature on these organizations, so being able to compare them would provide important insight into their effectiveness. Similarly, I could foresee a study measuring the impact of intervention within Choices, maybe based on one of the recommendations. This is what the CYES student in the praxis cohort below intends to do when they take over my project.

A final limitation is being deeply embedded in the site you are researching. I don’t regret conducting my praxis project in a space where I am a stakeholder, but I now understand why some separation would have allowed me to conduct this work more efficiently. I would find myself getting caught up in the functioning of the organization, as opposed to focusing on Choices through praxis. I was so worried about the organization’s existence with all the changes this past year, as well as just running the club day to day. The care I have for Choices also made it difficult to take a step back and remember who I am in relation to this and what is realistic to achieve through this praxis project.

## **Recommendations**

Overall, the distinction between Choices as a club vs. Choices as a resource vs. Choices as a community indicates three directions where the future 2025-26 Choices E-board can put

their efforts. However, it must be kept in mind that the figured world of Choices is constantly affected by the larger institutional contexts. For example, Choices requested a budget of \$10,000 (inspired by this year's \$9000) for the 2025-26 academic year, but only received \$4,200 from CUSC. This will impact any change that Choices pursues, so they must consider feasibility. That being said, here are four realistic recommendations to expand Choices as a figured world:

### **1. Committee-Based E-board Model**

- a. A committee-based e-board model expands the e-board and challenges the previously hierarchical model. It ensures that more areas of the organization in need of improvement can be addressed. For example, a committee could focus on event logistics, while another could address the lack of education in Choices. This creates additional entry points for more Clark students to be involved with Choices.

### **2. Increase Collaborations with Other Groups on Campus**

- a. Increasing collaborations with other groups on campus will hopefully establish relationships of trust among Choices and Clark students who are not involved with the organization. This will hopefully increase student engagement and, at the very least, allow for an exchange of knowledge.

### **3. Prioritize Visibility by First-Year Students**

- a. If first-years are exposed earlier during their time at Clark, there will ideally be more awareness of Choices. This ensures that first-years know Choices exists as a resource as they begin to navigate sexuality in college. As well as, this would grant first-years the ability to become an agent of Choices.



- i. As Choices counselors used to be in the dorms, maybe Choices could put on sex education presentations in the dorms or distribute informational booklets (cultural artifacts).

#### **4. Re-envision the Choices Space Office Hours**

- a. The Choices Space is no longer allowed to function the way it previously did. This creates an opportunity to incorporate Clark students' feedback in its redesign.
  - i. Anonymize office hours by making a digital form or a physical box for Clark students to ask educators questions (cultural artifacts).
  - ii. Create a way for students to get resources and information from Choices without having to interact with an educator. For example, including instructions on how to use a condom with a bag of condoms.

This project is best summarized by this quote: "Concerning the feedback the Center has received, the general opinion and advice from those who have benefited from our services can be best described by the following comment - 'how can you improve a good thing?'" (Birth Control Information Center, 1972). Choices has been and continues to be a good thing, but its success lies in its commitment to evolve, adapt, and expand its services to meet the ever-changing needs of the Clark student community.

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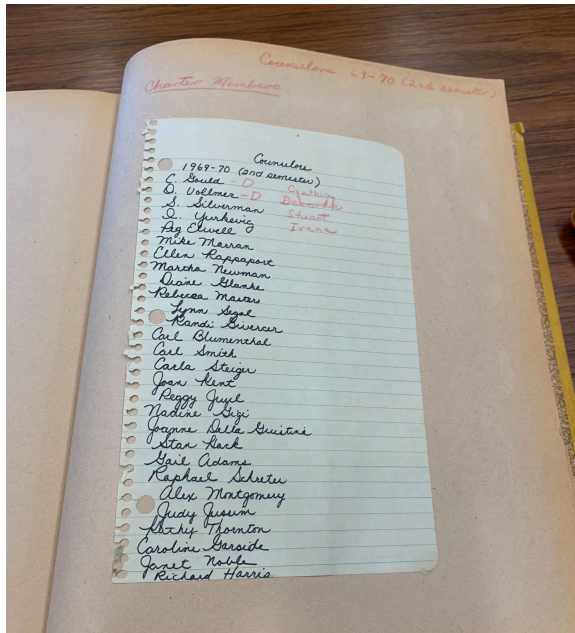
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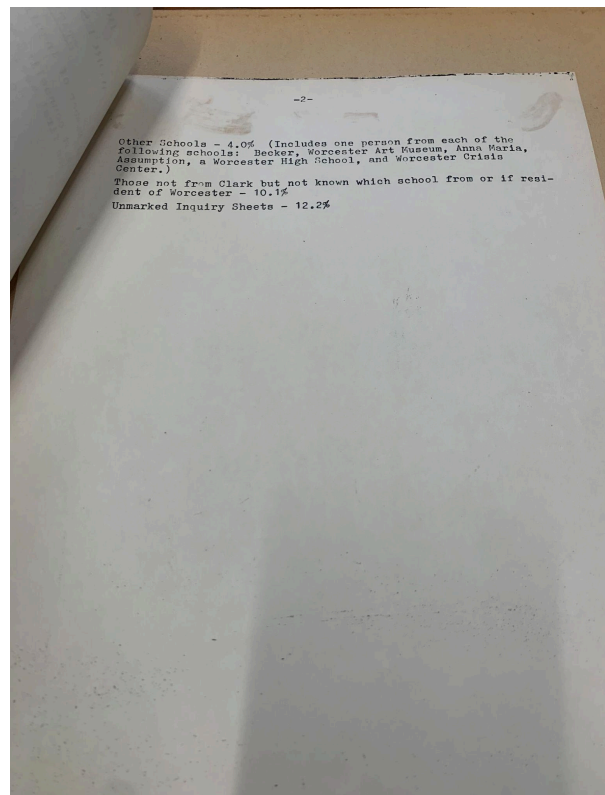
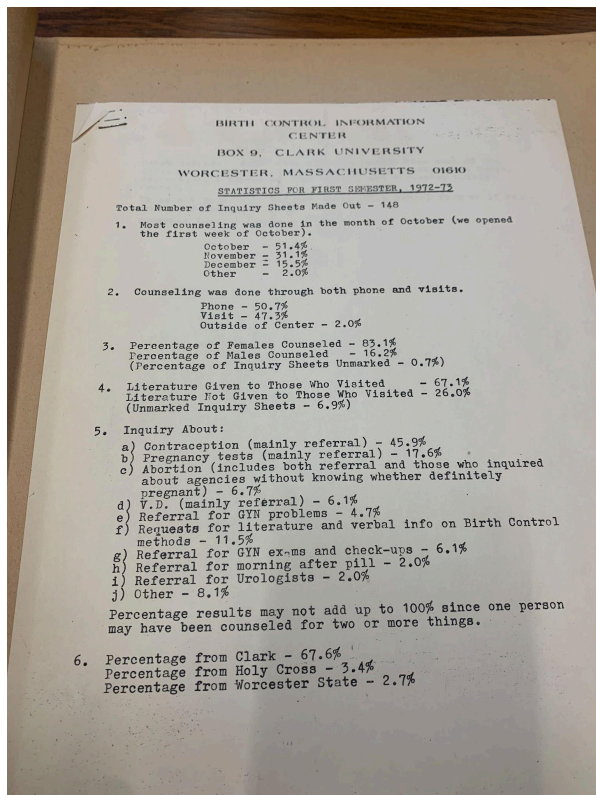
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## Appendix

### A. Names of Counselors in 1969-1970



### B. Statistics for the Birth Control Information Center (First Semester, 1972-73)





### C. Clark University RSO Manual

 Clark University RSO Manual 2024-25 (1).pdf

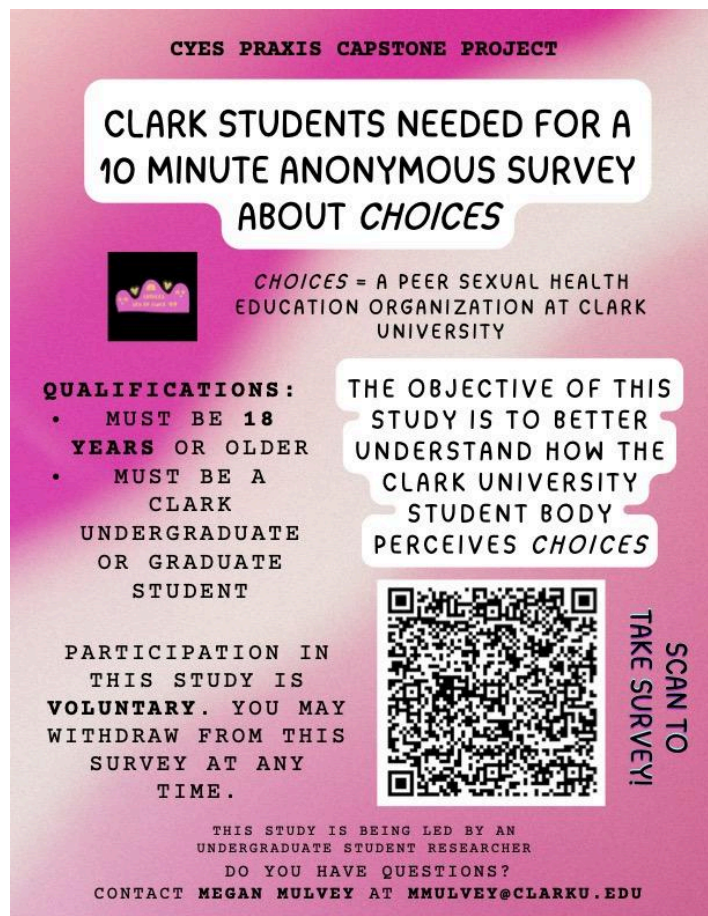
### D. Email from Campus Life

 Email from Campus Life.pdf

### E. Am I a Lesbian? Masterdoc


<https://www.docdroid.net/N46Ea3o/copy-of-am-i-a-lesbian-masterdoc-pdf>

### F. Survey Digital Flyer



**CYES PRAXIS CAPSTONE PROJECT**

**CLARK STUDENTS NEEDED FOR A 10 MINUTE ANONYMOUS SURVEY ABOUT *CHOICES***


 **CHOICES** = A PEER SEXUAL HEALTH EDUCATION ORGANIZATION AT CLARK UNIVERSITY

**QUALIFICATIONS:**

- MUST BE **18 YEARS** OR OLDER
- MUST BE A CLARK UNDERGRADUATE OR GRADUATE STUDENT

**THE OBJECTIVE OF THIS STUDY IS TO BETTER UNDERSTAND HOW THE CLARK UNIVERSITY STUDENT BODY PERCEIVES *CHOICES***

**PARTICIPATION IN THIS STUDY IS VOLUNTARY. YOU MAY WITHDRAW FROM THIS SURVEY AT ANY TIME.**



**SCAN TO TAKE SURVEY!**

THIS STUDY IS BEING LED BY AN UNDERGRADUATE STUDENT RESEARCHER

DO YOU HAVE QUESTIONS?

CONTACT **MEGAN MULVEY** AT **MMULVEY@CLARKU.EDU**

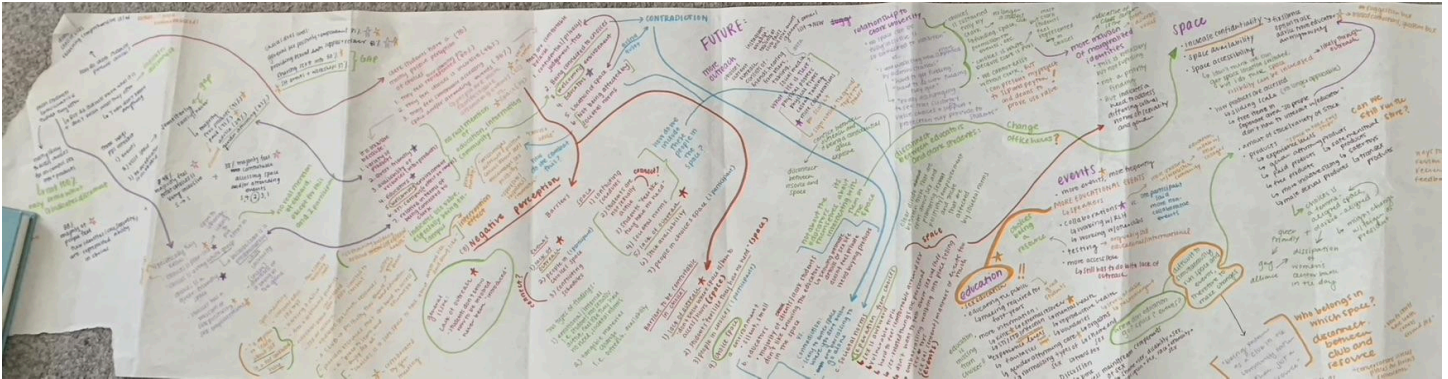
### G. Official Clark University Anonymous Choices Survey Questions

 Anonymous Choices Survey Questions

### H. Survey Response Coding

## Survey Response Coding

### I. Data Analysis Concept Map



### J. Letter to Clark's Gay Alliance From Birth Control Center Co-Director

BIRTH CONTROL CENTER  
CLARK UNIVERSITY  
WORCESTER, MASSACHUSETTS 01600

20 February, '79.

Dear Gay Alliance,

On behalf of the Birth Control Center, I'm writing to offer our services to you, and see if perhaps there is something sometime in which your help would be welcome to us.

We all think that the idea of a Clark Gay Alliance is a fantastic thing, and we'll support you any time we are able. It is conceivable that a birth control organization, obviously geared to serving heterosexuals, and a homosexual organization, obviously geared to serving heterosexuals, could come to serving heterosexuals, but I think it is important to move together at Clark, especially, where there is enough dissidence and apathy for any one strong organization.

There are some issues in particular I'm thinking of which we could present as a united front: homosexual VD, I know, is on the increase, just as heterosexual diseases are, but most of the public at large, straight or gay, needs to be informed of the epidemic proportions of both kinds of VD...some straights just don't realize that VD can be passed homosexually, and I'm sure this is true of some gays, too.

I know most gays disdain the idea of bisexuality, but many people believe themselves to be bisexual; perhaps someday we could sponsor some sort of forum for discussion on this and many other controversial subjects. Although our budget for this semester has been worked out to a fine point, and money is always short, there might be a speaker we could sponsor jointly next semester.

There must be lots of ways we can get together; human sexuality is a huge field, and there's something in it for everyone, if we look! In the meanwhile, we're backing you...Good Luck!

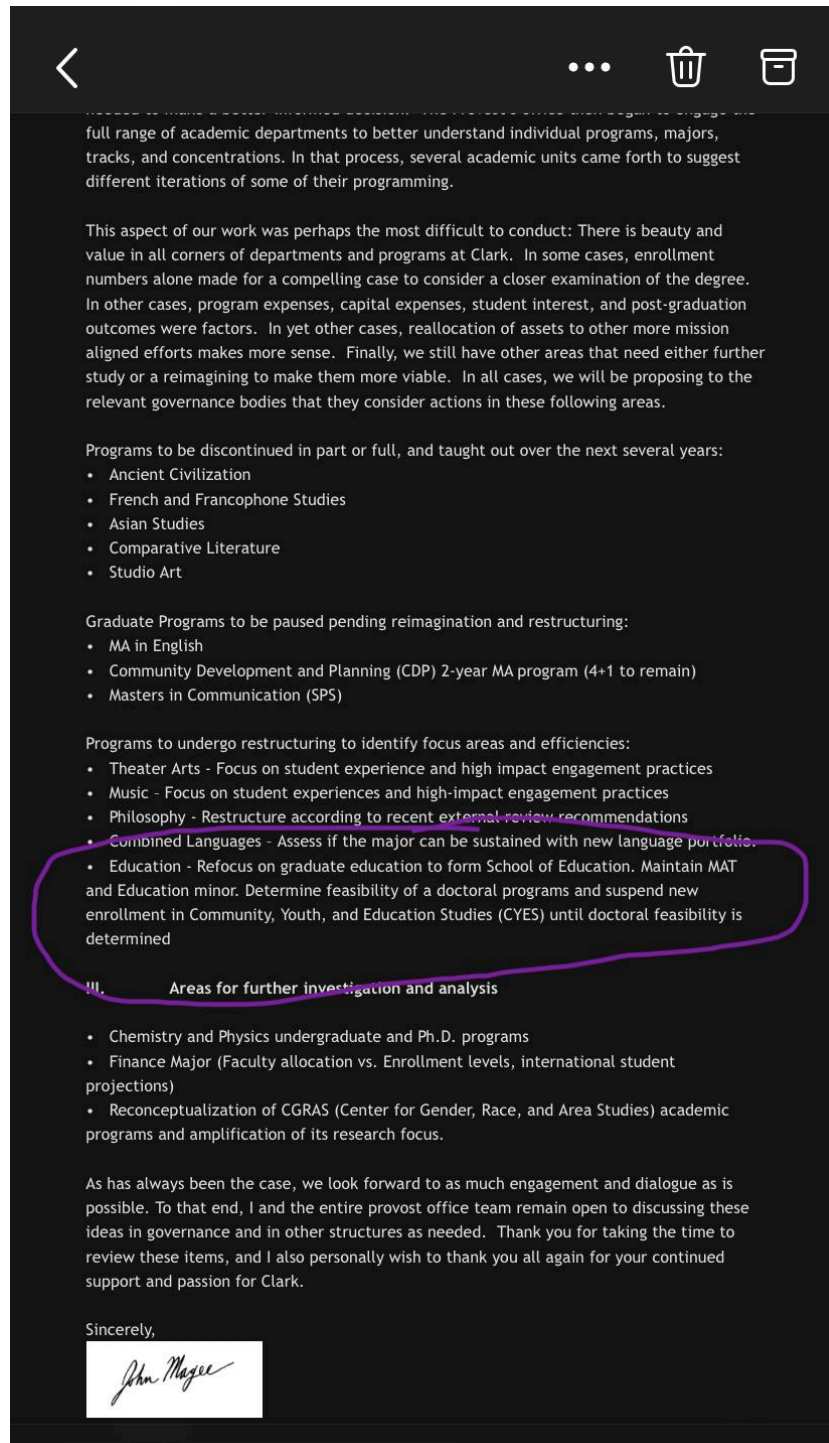
Yours,  
Maryjane Sutherland  
co-director  
X8128

## K. Improvement Coding

More Outreach	MO	17
More products (trans sex)	MPTS	1
More products (safer)	MPS	1
More products (purchase)	MPP	9
More products (menstrual)	MPM	2
More Products (male sex)	MPMS	1
More Products (Kink)	MPK	1
More Products (GAC)	MPGAC	10
More Products (free)	MPF	12
More Products (Exp. Level)	MPEL	1
More Events (speakers)	MES	1
More events (independent)	MEIN	1
More Events (educational)	MEVE	5
More events (accessibility)	MEA	1
More Events	ME	4
More testing	MT	1
More Collaborations	MCO	2
More resources (reproductive health)	MRR	2
More resources (external)	MRE	2
More Information (types of sex)	MIT	1
More Information (Trans sex)	MITSE	1
More Information (STD/STI/Infections)	MIS	3
More information (societal norms)	MISN	1
More Information (orgasms)	MIO	1
More Information (mental health)	MIMH	1
More Information (Kinks)	MIK	2
More Information (GAC)	MIGAC	1
More information (fantasies)	MIF	1
More Information (Exp. Level)	MIEL	1
More information (boundaries)	MIB	1
More education (educators)	MEE	1
More Education (comprehensive)	MEC	1
More Conversation (sex ed)	MCSE	2
More Conversation (Kink)	MCK	1
More Confidentiality/Anonymity	MA	3
More Availability (space)	MAS	2
More affordability (products)	MAP	1
More Accessibility (space)	MACS	6
More reliability	MR	1
More Inclusivity (sizing)	MINS	3
More Inclusion (Marginalized Identities)	MI	5
More Support (Clark University)	MSCU	1



## L. Leaked Email from Provost John Magee



## M. Follow-Up Email from Provost John Magee

 John Magee Follow-Up Email.pdf

## N. Action Digital Flyer



## O. Action Agenda

☰ General Meeting Plan

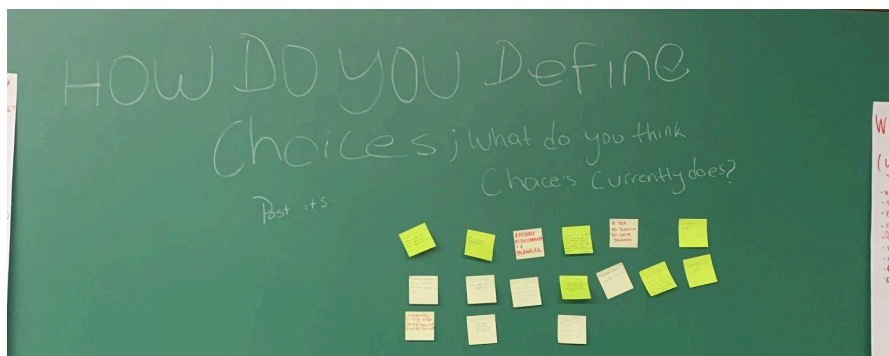
## P. Action Presentation

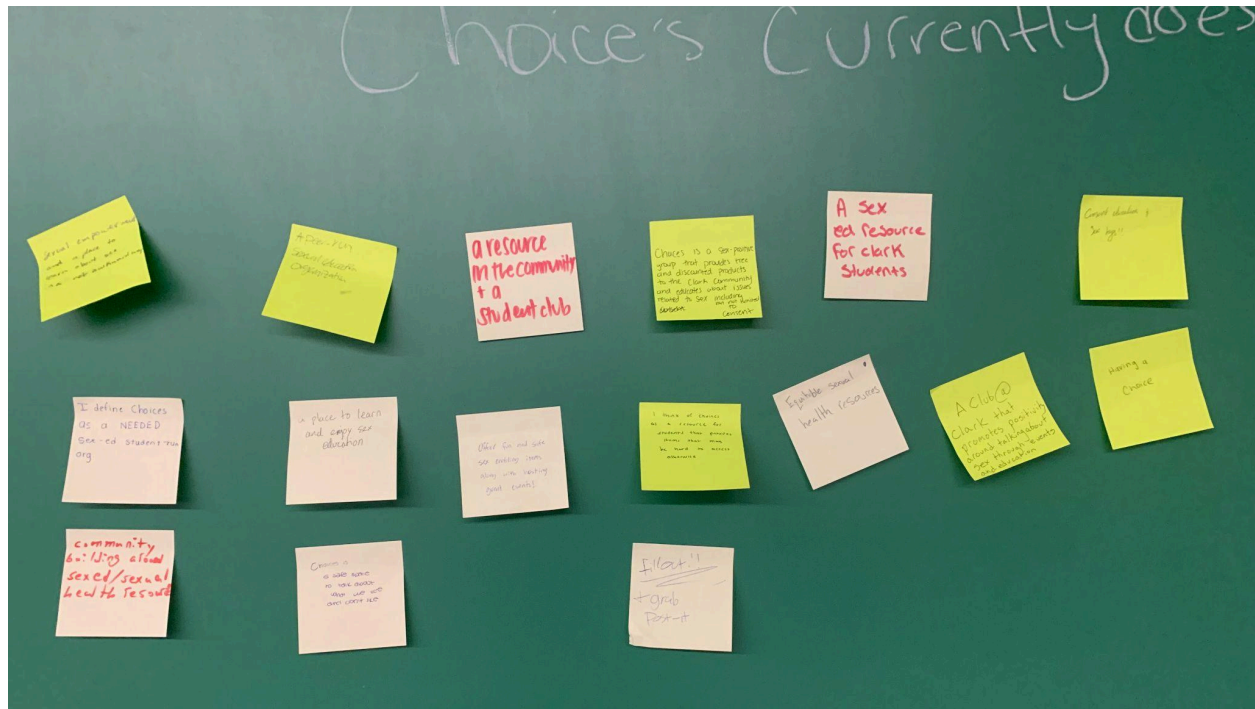
📅 2/25 - CHOICES Weekly Meeting

## Q. Jennie Rosen's Field Notes

📄 Choices Notes 02/25/2025.pdf

## R. Action Post-It Activity





## S. 2024-2025 Choices Mission Statement

### Choices

#### Charter for Recognition

November 16, 2024

#### Article I

##### Organization Name

Choices or CHOICES

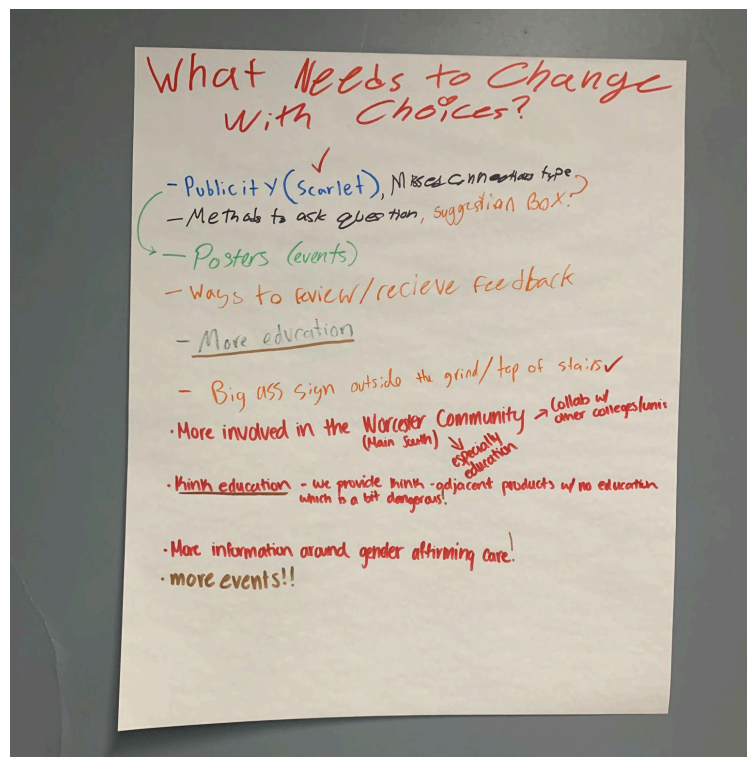
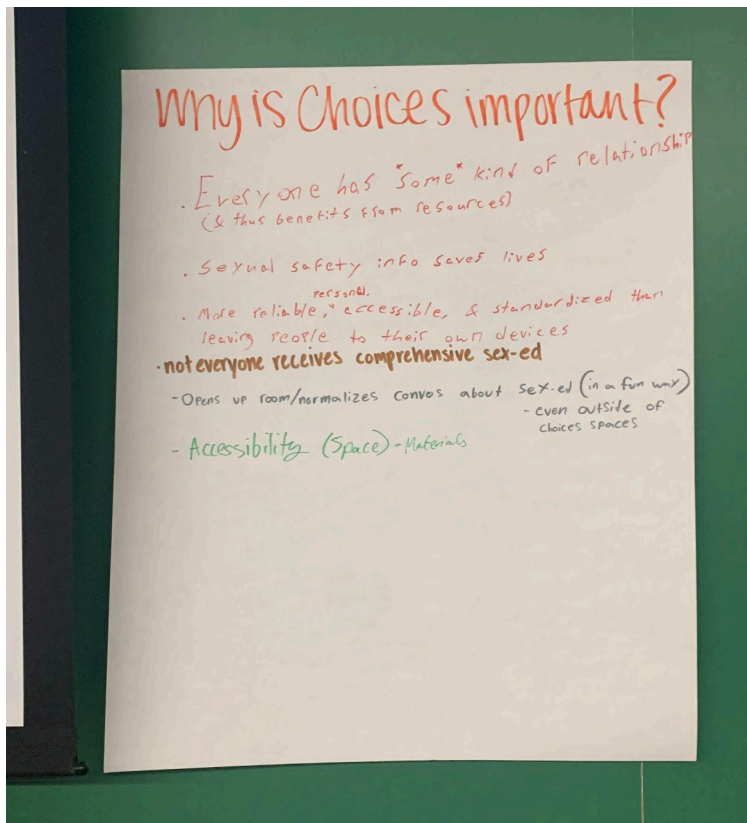
#### Article II

##### Organization Purpose

##### Mission Statement:

Choices, a peer sexual health education organization, strives to provide the community with sexual health information that allows for informed, conscious choices. Choices seeks to provide the Clark community with supplies that promote safer sex and positive sexuality, healthy relationships, as well as the education to make informed decisions regarding sexuality and sensuality. Choices educators serve as a resource to the Clark community, having been trained each year.

## T. Action Poster Activity





# What are Clark's students' relationship to sex? (yours, friends, lovers, etc.)

- varied!
- explorative, freedom
- ppl talk + joke about it, but it's not a very sex positive environ.
- childish, like a game, superficial
- choices accessibility
- concentrated to non-men / queers @ Clark
- shy
- exploring with what they might like
- fun/funny + inquisitive
- curious

not very  
poly-safe  
(toxic)

perception!

## Choices Effect on Clark's campus

### current:

Helps students get basic sexual health resources that they need.

- sex-positive vibe
- reassuredness that resources are available on campus

### Choices as a resource

- Fun sex ✓
- Empower ppl to be comfortable talking about sex (for themselves + genital) ✓
- ↳ But could be stronger + reach more communities and meet people where they're @

### desired:

- more education
- More diverse voices
- more information on resources in area like health clinics ✓
- Choices as community
- conversation circles / places for serious conversation ✓
- Question Box
- More well known / accessible



# What do you want sex ed to look like @ Clark?

- inclusive
- positive/supportive
- resourceful
- vulva-focused info
- sex toy usage
- consent
- safe sex (not just condoms)
- navigating individual pleasure
- selfcare

• Space to take first steps

Representative

- Porn info...

for everyone

gender/sexual experience or not sex

Basics

↳ trans, queer sex

Updated!

peer students

grad students too

How to start/ have healthy convos around sex

• think education

→ inclusive of different kinds/levels of desire

Understanding

↳ neurodivergence + sexuality + Mental Illness

## What Do we keep from Choices??

continue

Space ✓

↓ Open (safe/assisted) conversation

Free stuff / discredited ✓ !!


Awesome events ✓

encourages difficult convos abt sex / positive encourages sex positivity

Sex toy raffles (fun!)

conversations + advice

## U. Action Discussion Transcript

 Gen Meeting Transcript