

## **FORCEs Feminist Pharmacy**

### **Grant Type**

Mini Grant

### **Application Type**

Final Application

### **Project Manager 1 Name**

Audrie Ford

### **Project Manager 1 Status**

Staff

### **Project Manager 1 Email**

oddtreeford@arizona.edu

### **Project Manager 1 Department**

Women & Gender Student Space

### **Project Manager 2 Name**

Jada Burton

### **Project Manager 2 Email**

jlb8@arizona.edu

### **Project Manager 2 Status**

Student

### **Project Manager 2 Department**

FORCE - Student Co-Directors (Francisco's email is fcruz176@arizona.edu)

### **Project Manager 2 Role**

Co-lead

### **Project Advisor Name**

### **Project Advisor Email**

## **Project Advisor Department**

### **Fiscal Officer Name**

Heather Christiansen

### **Fiscal Officer Email**

[hchristiansen@arizona.edu](mailto:hchristiansen@arizona.edu)

### **Fiscal Officer Department**

Provost Business Office - Student Culture and Engagement Hub

## **Requested Funding Amount**

*Only enter this number after completing the budget sheet, as the budget template will round up your request. Mini Grants may request \$500 up to \$10,000.*

### **Year 1:**

\$9900

### **Project Name**

FORCEs Feminist Pharmacy

### **Primary Project Category**

Social Sustainability (including Social/Environmental Justice)

### **Secondary Project Category**

Campus Life (Health & Wellbeing, Behavior Change)

## **Background and Context**

*Please provide relevant background information about your organization/team, including your mission and/or expertise. Lay out the rationale for the proposed project, focusing on the issue that your project would address. You may also share how the project is new or how it complements, builds upon, or scales existing initiatives. This section is meant to give us more information about you and the context for the project, while the questions below provide space to go into detail about your proposal's plan and specifics.*

### **Response:**

Feminists Organized to Resist Create and Empower (FORCE) is a student organization that has existed since the 1990's as an intersectional feminist organization dedicated to building a community that educates, advocates for, and empowers women, femme, trans, and nonbinary students. FORCE is also a for-credit internship for undergraduates. FORCE is funded by a Student Service fees (SSF) grant, covering all costs, including programming and Co-Director (undergraduate) wages. One of our student-led initiatives is the Feminist Pharmacy, housed within the Women and

Gender Student Space. Started in the early 2000s, this Pharmacy has expanded from a tiny shelf in the WGSS lounge to the large shelving unit today. It offers the only consistently available free menstrual and safe-sex products on campus, including completely free emergency contraceptives. The demand for this resource is high, especially given high rates of period poverty and sexual health stigma that college students experience.

In total, FORCE gave out 746 Plan-Bs in the 2024-2025 academic year. Currently we offer pads, tampons, liners, internal and external condoms, dental dams, pregnancy tests, and Plan B. Occasionally, FORCE receives donations of these items from students, community members, or the brands themselves. Primarily, FORCE's ability to fund the Feminist Pharmacy is fully reliant on our \$10,000 fiscal year budget. This budget is also the main source of support for FORCE's annual large-scale programs, like the SlutWalk in the fall. The sustainability grant will enable FORCE to expand our offerings to more students, providing accessibility to menstrual products and meeting students' immediate needs. This would be especially beneficial to students from marginalized backgrounds who are disproportionately affected by period poverty and the lack of menstrual resources on our campus.

## Project Description

*Please provide a thorough description and explanation of your project. Be explicit in what your team is proposing. What will your project's outcomes be and how will you achieve them? Outcomes should be specific, measurable, achievable, realistic, and timely.*

### Response:

FORCE's Feminist Pharmacy has been operating for 10+ years on UArizona's campus, and last semester alone served over 300 students (total Plan B distributed). This pharmacy provides the only consistently available free menstrual products on campus, in addition to other safe sex and hygiene products. In the last two years there has been an increasing demand not only for the items provided by the pharmacy, but in education around menstrual health, reproductive justice, and period poverty and the disproportionate burden it places on BIPOC students across our community. In prior iterations of this grant, we learned that menstruation is particularly difficult for international and BIPOC students to discuss due to cultural norms, which also means they are the folks who need the most outreach - we aim to do so with new partnerships this time around. Through this grant, FORCE will strengthen partnerships with the Campus Pantry, whom we already rely on for food distribution and whom already markets our Pharmacy to offset high needs for pantry users. The Campus Pantry sees a high proportion of international and BIPOC students, which will make them a strong partner.

Our proposed timeline is dependent on the disbursement of the grant funds due to FORCE's limited operating budget, but will follow this general structure:

- Restock the pharmacy with the sustainable options AND with intern-created educational materials
- Stocking the campus pantry, as well as continuing heavy advertising of the feminist pharmacy when the campus pantry is low on available resources. We intend to provide half of the reusable products that are purchased to the pantry for their own distribution.

FORCE spent nearly \$4,000 last academic year alone on menstrual products, and with rising costs we as FORCE have had to look to the community for donations of menstrual products. We expect that this grant will allow us to not only better serve the campus community with an increased capacity, but with challenging stigma around menstrual cycles, sustainability, and period poverty. To answer the board's question about project continuity, we hope that this program would allow us to advocate for an increase in FORCE's operating budget on Student Service Fees, which is our long-term funding source.

## Timeline

*Please provide a timeline breakdown for the key steps in your project. The timeline can be basic, but please include anticipated timeframes for each major step, including any key dates for when certain elements must start or be completed. The timeline can be in list format.*

### Response:

We anticipate that we will be able to secure inventory within 2 months of receiving this grant. This means we will be able to begin distribution upon the arrival of them - If, for example, we receive the grant funds this semester, we would be able to do our first "drop" of inventory for Reading Day. Otherwise, we will begin in late February-early March next semester.

Upon receiving the grant, we will:

- Begin creating educational materials for both social media and print distribution. Not everyone who uses the Feminist Pharmacy and Campus Pantry use social media, so the print option will allow us to reach a broader audience vs. relying only on digital formats.
- Purchase the inventory, to be delivered to and stored within the Women & Gender Student Space
- Do intentional outreach announcing these sustainable options, including having interns ready to educate guests about these new resources + how to use them.

To answer the board's question about educational outreach: Our team saw a significant cut in staffing with the university choosing to lay off the director of Women & Gender Student Space, and last year the coordinator and director both advised and co-facilitated the educational opportunities. With less staff doing more work, we are trying to find a balance of providing education needed without overtaxing ourselves. We plan to use intentional tabling events to still provide face-to-face educational opportunities, but supplement fewer formal "discussions" with the printed materials. We also discussed as a team using the distribution dates for the shampoo, conditioner, body wash, etc., as days also meant for intentional education opportunities about period poverty and sustainability.

## Budget Narrative

*Use this section to provide supplemental justification for the items you are requesting on your budget sheet. Please break down your justifications into the budget categories: Personnel or operating budget. Do not list out each expense or repeat notes made in the budget template, but instead address why the line items are being*

*requested and the purpose they will serve, providing elaboration when necessary.*

*If you are requesting funding for personnel, use this section to elaborate on the position you are creating and how the budget and timeline was established for it. If you plan to hire students, describe in what capacity.*

*Describe relevant details thoroughly (wages, responsibilities, duration of job, extent of involvement, how you will solicit/ market these opportunities etc.).*

*Ensure the descriptions match the line items in the budget sheet.*

*If matching or supporting funds are secured for the project, identify the source and amount in this section, and detail the impact of the matching funds on your overall budget.*

**Response:**

We did research into menstrual brands that not only have a sustainable or environmentally neutral business model, but who also actively work to decrease/teach against period stigmatization. We are especially excited about these options for the menstrual cups and discs.

For period underwear, we are acquiring these due to certain taboos around insertable products. The same is true for the small supply of sustainably made disposable products - There is a lot of stigma around period blood that some of our guests might not be ready to discuss or learn about, but would turn them away from reusable options. We plan to use these sustainably made items to talk about the creation of pads + tampons, how they weren't even tested with menstrual blood (often leading to their lasting much less than advertised), and about period poverty more generally.

For the underwear in the boxer style, these are vital options for transgender and non-binary students who would not feel comfortable wearing any underwear in a more feminine cut. These students can similarly experience gender dysphoria around any insertable options, so the boxers are truly their ONLY choice.

We were inspired by the Campus Pantry's bulk item distribution in order to address general hygiene needs that both the Feminist Pharmacy and Campus Pantry are working to address. Students will receive the plastic bottles and will have to bring them back in order to get refills of the body wash, shampoo, and conditioner, which will only be distributed on certain days by WGSS staff. If they do not return the exact bottle or we run out, we will accept them bringing their own to refill.

## **Project Feasibility and Logistics**

*The Campus Sustainability Fund will only fund projects that have completed the necessary work to ensure they can succeed, be completed in the grant's timeline, or have an accurate budget.*

*Please provide a description of the work that has been completed so far to make this project feasible. Please provide a description of the work that has been completed so far to make this project feasible. If relevant partners have been contacted/coordinated with, please identify them in your response.*

*For example, have you received consent or authorization to complete your project (such as from Housing and Residence Life, Facilities Management, Parking and Transportation, etc.)? If you are making modifications to campus, do you have written authorization or official quotes from Facilities Management to accurately identify the cost of labor and supplies?*

**Response:**

The Feminist Pharmacy currently maintains a stock of menstrual and sexual wellness products and has done so for the past ten years (based on institutional knowledge of current staff). As a result, FORCE interns have extensive knowledge around how to order, receive, stock, and track inventory for the Feminist Pharmacy. Additionally, with years of experience, we have been able to learn how to outreach to students in a productive and effective manner via our growing social media presence on Instagram. Just last semester, FORCE reached around 2,500 followers, and through consistent outreach we are seeing continued growth and engagement on the platform. It is this knowledge that allowed us to make quotes for the products we've selected, which included research into the best brands in terms of their sustainability practices (using recycled and/or biodegradable materials, safe farming and labor practices, stated dedication to social justice, and effectiveness in terms of absorbency, odor reduction, and durability for the products themselves). We also know which sizes are most needed but in our consideration of the budget we have included capacity for all sizes, and so our proposed orders reflect what the pharmacy sees as a most frequent need stated visitors.

To assess this program, we plan to host re-stock events for the hygiene items in which we advertise (via Instagram and the WGSS newsletter) ahead of time, and then while distributing the bath products we can provide satisfaction surveys and educational opportunities on period poverty, sustainability, and the products we are providing. This will allow us to capture use via strict inventory tracking without necessarily having to capture names, because respecting anonymity is important to our team.

We have also partnered with Campus Pantry in the past, and have communicated with them as well as the staff in the LGBTQ+ Resource Center (SUMC Hub 404) to communicate our plans to acquire trans-affirming items AND to provide inventory to the Pantry for distribution. Their letters of support are attached. In order to restock these spaces, we intend to visit them monthly during the semester (starting in February or March, depending on how long it takes to receive items) and record both what they went through and what has been given to them. We have a robust tracking system already in place for the Feminist Pharmacy that we will use for this project as well (for example, "Distributed [#] period panties in February").

The Feminist Pharmacy's main location is within WGSS and maintained by FORCE interns to ensure product quality and cleanliness. We know the LGBTQ+RC and Campus Pantry also maintain similar standards and so do not expect to have to organize their own spaces. Rather, we will support them through monthly drops (limit depending on funding amount) and allow them to incorporate the products into their own strong systems of student support. We do hope to table at these drops to support them.

## **Environmental Sustainability Outcomes**

*Please provide a description of how you expect your project to advance environmental sustainability on campus. A definition of environmental sustainability is provided on our Guides and Tips page.*

**Response:**

The products we are asking for are either completely biodegradable, made out of recycled plastic, or are completely reusable and therefore eliminate waste from a menstrual cycle. The completely reusable products can last up to ten years or more, and can help reduce the carbon footprint of the Feminist Pharmacy and those who use it. Most menstrual waste comes as a result of tampon applicators and pads which are made of plastics. By making the switch to reusable and more sustainable products, Zero Waste Scotland has been able to estimate that a person that switches from tampons to menstrual cups or disks can reduce their carbon footprint by 7 kg of CO<sub>2</sub> per year. This would be 16 times less than if they were to use regular tampons. Furthermore, the International Journal of Gynecology and Obstetrics found that disposable pads and tampons as well as their packaging create around 400 pounds of waste per person in their lifetime. As a result, we would be able to decrease this number through the use of sustainable pad alternatives as well as promote a more sustainable mindset which concurrently challenges period stigmatization (i.e., period blood isn't "dirty" and so reusable items are completely safe).

## Social Sustainability Outcomes

*Please provide a description of how you expect your project to advance social sustainability on campus. A definition of social sustainability is provided on our Guides and Tips page.*

### Response:

FORCE is heavily involved in and focuses all of its work on the topic of social sustainability. As a part of our mission, we deliberately aim to reduce period poverty, reduce stigmas around menstruating, and reduce stigmas surrounding the use of period products (particularly those that are inserted, which can touch on virginity taboos for some cultures). Research shows that Queer Trans Black Indigenous People of Color and Two-Spirit (QTBIPOC+2S) people are structurally and systematically impacted by these issues in a disproportionate manner (Cardoso, Scolese, Hamiddan et. al). As a result of this, the climate crisis affects them the most. Redlining is a pertinent example of this. Typically QTBIPOC+2S students are subject to living in areas where chemical dumps, pollution, and unsafe conditions are common.

Being able to provide and educate on sustainable menstrual products in FORCE's already well-established feminist community would allow them to have a safe space to learn and meet their tangible needs so that they can attend classes without the stress of finding menstrual products when their cycle comes. Worrying about being able to afford menstrual products and worrying about how you are affecting the Earth is something that students' should not have to worry about on top of all their other responsibilities.

As stated before, we know that one method of products does not fit into the safest experience for all of those who menstruate. It's important to provide different methods that go beyond pads or tampons, because not everybody has the comfortability. We also hope to provide education that is gender-neutral (and so trans-affirming) and educational about not only period poverty and stigmatization, but about the cost benefits of sustainable options.

## **Student Leadership & Involvement**

*Please provide a description of how your project will benefit students on campus regarding the creation of leadership opportunities or student engagement. What leadership opportunities exist within your proposal? If you plan to seek student involvement, include relevant details thoroughly and how you will solicit/ market these opportunities.*

### **Response:**

FORCE is a completely student-led initiative. Our advisor, Audrie Ford, merely supports with the professional aspects and the professional developments of the interns. We are a team of 12 this year, including our two student co-directors, and each intern provides valuable insight and programming support. We anticipate that this proposal will provide opportunities especially for our interns who are studying public health or other medical care adjacent fields, as well as those interested in marketing who will be able to support with creating the educational materials we plan to distribute.

## **Education, Outreach, and Behavior Change**

*What opportunities does this project provide for members of the campus/community to learn about sustainability? How will your project educate the campus community and/or incorporate outreach and behavior change, particularly those who are not currently engaged with sustainability or environmental work? Please provide a description of how you expect your project will communicate its impacts to the campus community.*

### **Response:**

Waste ties to all types of poverty, but for us period poverty is already defined by not having enough. Whether that be wearing a pad or tampon for longer than recommended, which can increase risks of irritation and infection, or simply going without - we aim to educate about this phenomenon and encourage folks to think about how sustainability can address it. This will also open the door for us to talk about certain taboos around virginity and insertion, because by teaching folks how to use the reusable options these questions will inherently come up. We also anticipate unforeseen questions such as around bodily autonomy and anatomy, which actually came up the last time we held this grant - Students would ask, "But how do I pee with this inside of me?" and this would allow our team to educate about certain anatomies that students haven't had safe chances to talk about before. Sex Ed is woefully failing students and talking about periods helps us open the door for questions.