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Women's Studies Newsletter 01-2010

Susana Peña

Bowling Green State University, susanap@bgsu.edu

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Women's Studies Newsletter

January 2010 Issue 3

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Welcome to the Spring 2010 edition of the Women's Studies newsletter. This issue highlights community building efforts of individuals across the BGSU campus. We are honored to include a profile of President Carol A. Cartwright in this issue and to have had the opportunity to discuss how she represents BGSU on a regional and national level. Furthermore, we had the pleasure of interviewing Anita Sanchez Serda, founder of the Perrysburg Heights Community Association, and she shared her strategies for community outreach. Dr. Vikki Krane has recently received international recognition for her excellent scholarship. Lastly, we highlight the organizing efforts of undergraduate students in Vision.

Keep up with news from the Women's Studies department by becoming a fan of Women's Studies @ BGSU on Facebook. Also, March is Women's History Month--keep your eyes open for events and a special edition of this newsletter in the near future.

Beyond Headlines: A Profile of President Carol A. Cartwright

President Carol A. Cartwright is used to being upheld as a trailblazer. This is somewhat inevitable as she has the distinction of being BGSU's first woman

president, and she made headlines for being Ohio's first woman president of a state university when she became presi-



dent of Kent State in 1991. However, beyond these honors, the students, faculty, and staff of BGSU may look towards President Cartwright as a compelling example of the kinds of rich professional lives an academic community such as ours offers. Her distinguished career includes a broad spectrum of teaching, administrative, and executive leadership experiences. In addition to her responsibilities as president, she currently serves on the board of directors for the American Association of Colleges and Universities, the Knight Commission on Intercollegiate Athletics, and National Public Radio. When asked to contribute to this newsletter, President Cartwright shared her thoughts on community-building efforts in BGSU, gender dynamics in academic administration, and the (productive) challenge of balancing one's academic, professional, and personal life.

When asked what kind of role BGSU should play within the larger community, President Cartwright stated, "Our mission includes outreach to the region. That certainly includes

undergrads who are engaged in service learning and grad students who pair their academic interests with volunteer interests, and faculty and staff who support these efforts." She noted that she is particularly proud of the Office of Service Learning for this reason. She also pointed out that many students work within the greater community in businesses, hospitals, non-profits, schools and internships. President Cartwright sees this kind of work as crucial for students because it provides "real world experience that contributes to the community and to the scope of their own education and training." President Cartwright also stated that, "If community engagement is done well, it's really characterized by reciprocity, a partnership of ideas. It's not just the University telling you what we can bring to you or what you should do. Instead, you bring something, and we bring something." Lastly, she believes that the University has a key role in community-building because it "makes contributions to the economy by training prepared individuals who will go on to work within the region."

Beyond supporting the creation of connections outside of BGSU, President Cartwright has demonstrated her dedication to fostering strong alliances within BGSU by taking the time to speak at events like the Women's Studies Reception earlier this fall. This event was held in honor of new women faculty and newly tenured women professors. When asked why she found it important to attend this event, President Cartwright spoke of a time in academic administration when women leaders were not always so eager to support other women. She stated that, "There was a hinge-point in history as I was becoming involved in academic administration from a faculty position. At the time, women who were 5-7 years ahead of me in their careers, as a group, were generally unwilling to help other women. They

were concerned that they might be viewed as less committed to their careers and responsibilities. They didn't want to be perceived as being only interested in women's issues." President Cartwright believes that this was due to the great pressure put upon professional women of that time to "embody the image of a male leader," as was reflected in their reluctance to align themselves with other women, their choices in attire, and so on. She went on to describe how fortunate she feels to have had the opportunity to be involved with several women's networks created by the American Council of Education, including those at Penn State, the University of California school system and the Ohio State school system.

President Cartwright believes that these kinds of organizations were representative of the changes taking place within academic administration. She noted, "As I became more senior, I was still almost always the only woman at the decision making table, but the environment had shifted." She stated that what had changed was that women administrators were able to mentor other women and be engaged with women's issues without being perceived as *only* interested in the advancement of women

and women's issues. She stated that she is very thankful for this shift in the political environment of academic administration because, "It's my natural inclination to be a mentor and a coach. I feel fortunate to have the ability to do that." As far as gender dynamics in academic administration today, Dr. Cartwright acknowledged that, "Gender is a factor, and will be a factor for some time to come, but it is quickly replaced by other issues." She went on to say that, while a woman like herself may initially garner a lot of attention based on the fact that she is the first woman to hold a top leadership position, eventually gender becomes secondary to what one is doing as a leader. She stated, "People see you in action a few times and it's no longer so unique. People become more interested in 'What are you accomplishing for the University?' 'Are you getting results?'"

As for her varied and prolific career which includes executive positions on the boards of organizations like the Northeast Ohio Council on Higher Education, the Center for Research Libraries, and the Ohio Technology in Education Committee (to name a few), Dr. Cartwright is quick to note, "I didn't do them all at once. I never took on an outside

position unless I thought it was going to compliment the work I was doing for the University. There's a personal growth and development that comes from interacting with different organizations." When asked what advice she has for students who are anxious about how to balance their careers with their families, their service work, their political activism, and/or their creative efforts, Dr. Cartwright stressed that, "You have to be who you are. That is at the core of being successful at a professional career and in life." Furthermore, she believes that, "Institutions should create the possibility for people to find balance."

Some examples she gave of the ways that institutions could provide this support are flex time and parental leave, but, in the end, Dr. Cartwright stated that every individual "has to decide what works for them." She acknowledged that most people at a certain point in their careers will feel overwhelmed, and that this is, to some extent, inevitable. However, she argues that if institutions provide a supportive environment, individuals can use these resources to make the best decisions about their lives. Furthermore, she noted that this anxiety about balance in one's life "often falls to women more than to men,

but that has changed quite a bit.” Dr. Cartwright expressed enthusiasm about how younger generations of professionals are negotiating issues of work and family in ways that would not have been possible when she began her career.

Overall, Dr. Cartwright attributes her success to honoring her own strengths and desires, and advocates that others may find similar fulfillment in their professional lives by doing the same.

Cultivating Pride in Perrysburg Heights: An Interview With Anita Sanchez Serda

Anita Sanchez Serda, founder of the Perrysburg Heights Community Association (PHCA),

is not one to be defeated by bad reputations. Perrysburg Heights, a working and middle class neighborhood with a large population of Latino residents, is an area with a reputation for drug dealing, high drop-out rates, and poverty. Yet, since 1991, Serda and her allies at the PHCA have worked to improve the

quality of life in Perrysburg Heights, provide its residents with crucial resources for success, and highlight the positive activities occurring within this diverse and vibrant community.

Serda was born in Toledo, Ohio and raised in Perrysburg, Ohio. She graduated from Perrysburg High School and from Penta County Vocational High School. She has worked at BGSU since 1988, and has held positions in the Office of Registration and Records, the Office of Admissions, the Center for Innovative and Transformative Education and Partnerships for Community



Action (CITE & PCA Offices), the Canadian Studies Center, and the Math & Statistics Department. Serda has been a Partnership Support Grant recipient in 2000 and 2006 (a grant done in partner with the College of Technology and Communication Studies). She has been honored for her work with the PHCA by being named a 2006 AAUW-Outstanding Community Member, and PHCA was the 2004 recipient of the Diamante Award.

Serda is a prime example of the kind of community leader that we in Women's Studies aim to partner with and learn from. Serda took time from her busy schedule to answer my questions about the PHCA and community-building strategies.

CL: What motivated you to start the PHCA? Who helped you achieve this goal?

AS: Motivation came from my wonderful parents, Florentino and Amalia Sanchez; they moved to Perrysburg in the late 1940s and were instrumental in bringing together several residents of Perrysburg Heights to have paved streets added, electricity, indoor plumbing and also helped in creating the first Civic Group in the neighborhood. After seeing the high drop out rate of the community year after year, I felt it was important to establish a support system that would allow each individual in the community to be empowered to set goals for themselves. The initial support of my parents and community elders helped to encourage me and other residents to continue what our parents before us started. We went to the Peace & Justice Committee of St. Rose Catholic Church in Perrysburg and presented to

them our ideas for establishing educational, recreational and social programs for a community that did not have easy access to the City of Perrysburg's Parks and after-school programs. A strong collaboration of community advocates came together from Perrysburg, Toledo, and residents from the community of the Heights.

CL: Who uses the services of the PHCA? Most of your programs seem directed at young people, but do a variety of people come to the PHCA?

AS: The services at the center do primarily target youth but we do have other events as well. Not only do community residents use the center but we have a Reading Program that is open to the whole Perrysburg School District. When we started the Program we had approximately 15 students enrolled in both our Spring and Summer Sessions, now there are over 60 in the Spring and 85 in the Summer. The majority of the students enrolled are students from the City of Perrysburg taking advantage of our free services, and all students are exceeding the goals of improvement on their reading skills and levels. We also have a Senior Citizens Group that does activities monthly at the Center as well as attending dinner theatre

functions, outings, and programs, all sponsored by PHCA. We have Bingo Night the first Tuesday of each month and it is open to all adults. We have Open Gym every Thursday evening also open to adults. We will be beginning a Community Dance the first Sunday of each month starting in December and open to all to learn styles of dance from Square dancing to Tejano!

CL: There's an impressively broad range of services offered through the Center, how did you decide what programs would be most effective in meeting community needs/wants?

AS: In the early years of creating programming we did door to door surveys and asked the families to list the priorities they wanted to see us help with in services. Education was on top! We are now working with the school district to provide us with updates on projects and assignments that are due so we can facilitate a structured tutoring program to assist the children in completing their assignments. Also faith was a significant factor in bringing the families together, so many of our resources have been collaborations with churches and faith-based organizations to provide mentoring and home remodeling

assistance as well as regular community clean-up projects and community events.

CL: Do you have any plans for expanding the services of the PHCA in the future? Are there any big events coming up this year?

AS: Services at the Center will always incorporate an opportunity for new focuses. The success of any project, program or organization requires a willingness to adjust to the times, needs and direction that life takes us in. What I see for the center is to encourage new participation of those that otherwise may not utilize the facility. I think that there can be more athletic and health programs to be developed for adults and team structured programs such as basketball leagues, wrestling and dance. As well as meetings for groups that do Bible study, book clubs, mentoring programs, and volunteerism. We have one significant, now nationally known, fundraiser which is Ohio's South of the Border Festival. This event started off as a community picnic and has now blossomed into an event that brings in approximately 1/3 of our annual operating expenses. We hope it continues to grow and at the same time allows us to develop a new appreciation for the role the

Association has in the broader community.

CL: What kinds of roles are available for those who wish to volunteer their time at the PHCA?

AS: Volunteerism can have a very broad role for those who want to contribute their time. Many times programs are started based on the talent of the volunteer and what they'd like to offer the members at the center—from wood-working projects, to art classes, to dance. There is a big focus placed on education and developing study skills for the children. We have an extensive library and a need to start a book club for several different ages at the center. Mentoring youth is a program that the board and program coordinators would like to establish in order to give youth encouragement to believe in their own goals and not give into peer pressures. Giving of yourself at any age can be very fulfilling and we welcome volunteers of all ages.

CL: In what ways does the PHCA work directly with BGSU? Do you see opportunities for the University to become more involved with the PHCA and community-building in general?

AS: Since before an association was established, BGSU, through many student organizations, has connected to the community and residents of the Heights. A tutoring program was established in the early 70's; each Wednesday a bus load of BGSU students would come to student's homes and help children with their homework. The students became wonderful mentors to the children as well as becoming an extension of the family. The students gained an understanding of Mexican culture, and brought their own customs and life experiences into the homes of many of the families as well. Since 1991, when PHCA was established, the College of Education and Human Development developed a strong relationship to offer assistance with programs at the Center. Each division of this college has developed a significant relationship with the staff at the Perrysburg Heights Community Center offering Reading Programs, Tutoring Programs, Mentoring and Family interaction. The programs bring in actual teachers pursuing their Masters or Doctoral degrees with individualized and group reading techniques to all the children of Perrysburg. BGSU has also partnered with PHCA in grant writing opportunities for both operating and programming

dollars since 2004. We were able to create an Oral Histories, Digital Presence and Wall Mural project with Dr. Radhika Gajjala of the School of Communication to interview families and establish how the work of the Association has helped the families in improving their quality of life. There have been so many projects and partnerships developed with many representatives of BGSU, as well opportunities given to me personally to teach BGSU students about service learning and partnership building. PHCA hopes to work with BGSU in 2010 on additional grant writing endeavors to help with the sustainability of the center.

CL: Are there any programs offered by the PHCA that serve women specifically? Or, are there any services that you believe are important for women in particular to have access to?

AS: This is an area that has been sporadic, sustaining programming can be challenging when the base of the structure relies heavily on volunteerism. We have offered programs for women in the past by partnering with organizations like the Women's Center at BGSU, ABLE, ROI PathStone on Domestic Violence. This is an area that needs support in estab-

lishing a network or committee to create a schedule to offer additional services.

CL: When one looks at community building organizations, one will often find that women hold leadership positions in these kinds of organizations. What do you think draws so many women to community outreach work?

AS: I believe as women we have a nurture characteristic that thrives on providing quality of life to others. I personally received my inspiration from my parents; my mother, with a second grade education, raised a family of eight children and instilled in me the strength and endurance to go after what I believed in. She taught me how to respect and serve others through her constant faith and devotion to the Virgen de Guadalupe. She would always say, "The Virgin Mary is always watching you." I learned compassion and leadership from my father, he taught me to be proud of who I am, where my family came from, and what sacrifices in life give you in return. He called me his Champ; he said that he was proud for what

I could accomplish and those words continue to give me the endurance and passion to serve. Culturally, for me, life is a balance of faith, support from friends and family and understanding that tomorrow is filled with hope. Creating and establishing a service organization that can help empower others is the driving force for many women to reach out to others because it creates an inner peace that nurtures that characteristic within us individually.

I believe it is a self-gratifying feeling of balance deep within our souls that no one can tell you failed at, because it is goal we set for ourselves as individuals.

CL: On the PHCA's website, it states that the PHCA aims to "promote and improve pride" in the Perrysburg Heights area. What does pride mean to you? How is pride transformative for a community?

AS: Still today there are a significant amount of people who believe in stereotypes and some prejudice. The community of Perrysburg Heights for many years has carried a stigma based on the "unknown." It is a community of families just like every other filled with diversity, beliefs, culture and pride. Individual pride is important at such a personal level, yet there are many that follow another's lead. The PHCA set a goal that a community of organized residents would stand strong for others who many times can't stand alone. Pride is including a community such as Perrysburg Heights in the future success of the area—not to be cast aside as a neighborhood with no value. Pride to me is knowing that my children have been instilled with the importance of giving to others and being proud of who they are and what they've personally set for themselves to be proud of. I have done my job as a parent to be able to raise incredible children to continue to believe in faith, each other, and themselves. I believe when a community feels a sense of unity and belonging that it does transform them to strive to set their



own goals to promote respect for themselves. Life is a checks and balances process that only as individuals can we say to ourselves, I'm proud of what I am.



Group photo featuring James Serda and Michael Weigman; Program/Youth & Family Coordinators at the Perrysburg Heights Community Center, members of AmeriCorps.

CL: Anything else you would like to add?

AS: We learn from life's experiences every day, be open to serving people around you, every day you contribute to the improvement of life. My goals for the Perrysburg Heights Community Center are simply to grow in serving everyone who will at some point in their life pay it forward.

Recent Honors in Women's Studies: Dr. Vikki Krane

Dr. Vikki Krane was invited by the Norwegian School of Sport Science in Oslo to give a series of lectures this past October. These lectures were presented to the Department of Cultural and Social Studies and to the Department of Coaching and Psychology. Dr. Krane's talks covered a range of material—including research methodology, gender and sport, sport psychology, and queer theory. Her presentations were entitled "A narrative journey: Current Trends and Challenges in Qualitative Research," "Queer Theory: An introduction," "Quiet competence: Trailblazing Women in US Sport Psychology," and "Qualitative Data Analysis." While en route to Oslo, Dr. Krane visited Strathclyde University in Glasgow, Scotland where she had been asked to facilitate a workshop for the Department of Sport, Culture and the Arts on qualitative methods and data analysis.

Please take the time to congratulate Dr. Krane on this recognition of her scholarship if you haven't already.

Undergraduate Leadership: Vision

Vision is the LGBTQAIQA Organization at BGSU. We like to call ourselves the "Queer Student Union." The letters in our alphabet represent the groups we include: Lesbian, Gay, Bisexual, Transgender, Queer, Asexual, Inter-sex, Questioning, and Allies. We meet Tuesday nights at 9:00 p.m. in 107 Hanna Hall. It is important to note the separation of these groups, but also the unity between us. And to its members, Vision means a lot more.

Vision is an educational organization that covers a wide variety of topics. We discuss openly and honestly our views and society's views on sex/sexuality, gender identity, equality and what it means to us, as well as the politics associated with our lives. Furthermore, Vision offers educational panels to classes that discuss diversity, discrimination, and sexuality. These panels are student run and provide an open and honest forum for other students to ask anything on their minds about being LGBTQAIQA, and issues associated with it. Any and all questions are welcome; it is seldom that a panelist is shocked. However, Vision, while educational, is also actively out in public spreading the love.

Vision provides events open to the public throughout the year. Annually, we have two weeks of events, one in the fall and one in the spring. In the fall we have Coming Out Week, which is held around National Coming Out Day on October 11th. This year we organized a mini-Pride Parade to show visual representation of our community within the University's. In the spring we host Rainbow Days, because, well, rainbows are a sign of spring and pride. At the end of Rainbow Days is Vision's Queer Prom. We offer prom to everybody and do not

discriminate against the gender of your date. This is a chance for LGBT youth to experience the prom they might not have been able to in high school. Vision is proud to sponsor and host H.I.V./A.I.D.S. Awareness days from November 30th to December 4th, in recognition of World A.I.D.S. Day on December 1st. Above all else, Vision provides an immense amount of support for its members. We inform our members of the resources available to them, so they have the means to educate and explore concepts and ideas unique to them. One of those resources is the LGBT Resource Center in Conklin. A source of support provided by the Center and Vision is the Coming Out Support Group which meets on Thursdays 6:00 p.m. in 107 Hanna Hall. Here, students can discuss their feelings and concerns about homosexuality in an intimate setting. Vision and its members also have a close family connection. Vision fosters an open, honest, and safe environment to be yourself. All are welcome and all are appreciated. With Vision's inclusive nature, everybody can feel a connection.

Finally, Vision is a proud organization. We are proud to exist on BGSU's campus and proud to have the opportunity. We recognize that our organization does not have to be here. We appreciate the privilege we have received to unite, to share with each other, and help spread the message of equality throughout BGSU.

By John Paul Gordon
Vision Secretary

SPRING EVENTS

ICS LECTURE SERIES

The Institute for the Study of Culture & Society's Spring 2010 Lecture Series offers opportunities to engage with scholars producing exciting and innovative work. This semester's lectures will be given by José Esteban Munoz, the Chair of the Department of Performance Studies at the Tish School of the Arts at NYU, and Anne Anlin Cheng, of the Department of English and the Centre for African American Studies at Princeton University:

****José Esteban Munoz, "Becoming Otherwise: Mario Montez, Sonia Sotomayor, and the Affective Life of Brownness."** Wednesday, March 17th at 7:00pm in Room 206 of the BTSU.

****Anne Anlin Cheng, "Skins, Tattoos, and the Lure of the Surface: Josephine Baker, Adolf Loos, and the Modern."** Wednesday, March 24th at 7:00pm in Room 206 of the BTSU.

This semester will also feature talks given by BGSU ICS fellows Stephanie S. Gearhart (of the Department of English) and Beatrice Guenther (of the Department of Romance and Classical Studies):

****Stephanie S. Gearhart, "Drama and the Politics of Generational Conflict in Shakespeare's England."** Tuesday, January 26th at 1:00pm in Room 207 of the BTSU.

****Beatrice Guenther, "Trading on Cultural Capital: Madame de Staël's Politics of Literature."** Tuesday, February 23rd at 1:00pm in Room 207 of the BTSU.

GRADUATE WOMEN'S CAUCUS ROUNDTABLES

The Graduate Women's Caucus will be holding three rountable discussions this semester. Topics for disscusion will include (but not be limited to) gender dynamics in academia, social justice issues, and feminist pedagogy. Specific topics for each rountable will be announce shortly before the event takes place. Rountables will be held Feburary 3rd, March 3rd, and March 31st at 1:00pm in The Women's Center. Lunch and refreshments will be provided. These events are open to all.

Ongoing Events



The Women's Center has three ongoing lecture series (Brown Bag Series, Women's Professional Development Series, and the Women's Research Network) which address a wide spectrum of scholarly, gender equity, and professional issues.

All lectures and workshops are held in the Women's Center in 107 Hanna Hall. For a schedule of events, see <http://www.bgsu.edu/offices/women/page53193.html>

SPRING EVENTS CONTINUED...

Starting March Tuesday, March 13th, there will be a series of lectures, screenings, art exhibits and other events in honor of Women's History Month. Two of these events are listed below, but be sure to check to Women's Studies website and the University calendar for more related events.

THAT TAKES OVARIES!

Join Bobbi Ausubel, playwright and book contributor to *That Takes Ovaries: Bold Females and Their Brazen Acts*, for a night of outrageous and courageous stories of estrogen-fueled deeds. BGSU students will perform dramatic readings from the book and audience members will be invited to share stories of strength and empowerment.

Monday, March 22nd, 6:00-8:00 p.m., Honors Learning Community Loft (209E) in Harshman Dunbar. For more information, please contact Dr. Sarah Rainey at sasarah@bgsu.edu or 419-372-6949. This program is made possible through the collaborative efforts of the Women's Studies Program, Honors Program, Women's Center, College of Arts and Sciences, Ethnic Studies, Organization for Women's Issues, and Residence Life.

SEX TRAFFICKING

Join Bobbi Ausubel, feminist activist, playwright and Act Director of *That Takes Ovaries!*, will give an informal talk on sex trafficking, based on her experiences working with women and girls in India.

Tuesday, March 23rd, 2:30-4:00, location TBA. Please contact Dr. Sarah Rainey at sasarah@bgsu.edu or 419-372-6949 for more information.