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Spotlight

Providing Leadership in Challenging Times

Over the past few years departments and research units within institutions of higher education have faced numerous fiscal challenges that resulted in the need to re-evaluate our respective missions, consider changes within our departments/units, and re-assess the extent to which we can partner with our wider community. We have had to consider what is vital to our programs, how we carry out our work with fewer dollars and staff resources, and how we can be effective leaders during challenging times. In times like these the temptation is to turn inward and to collaborate less; yet I have found that what is really needed is leadership that inspires increased collaboration and inclusivity.

Leadership is key in retaining enthusiasm and fostering advancement. The concept of leadership not only applies to directors and other members of administration, but as we have experienced at UA-SIROW, leadership is evidenced just as often by individuals and teams who are not necessarily thought to be in "leadership positions." Reviewing the characteristics of respected leaders of the last century provides insight into attributes of effective leaders - attributes that anyone in any position might possess. Leaders not only have technical skills and expertise, they also have the capacity to

understand and support those with whom they work. Effective leaders generally possess six fundamental attributes: (1) they are comfortable with change, (2) they develop their own leadership style, (3) they have emotional intelligence, (4) they are able to make decisions, (5) they keep a positive attitude, and (6) they are able to see the bigger picture. Different situations call for a range of leadership styles. If working across campus with numerous colleges and departments, effective leadership requires superb negotiating skills. When working with community development projects, leaders may need to be invisible – empowering community members to take leadership positions and then supporting them to be successful. In other situations, if forward progress is stalled, a more forceful leader may be needed.

Facing fiscal and resource challenges, researchers at UA-SIROW made a conscious effort to intensify our collaborative engagements with our University colleagues and community partners thereby enhancing resources and allowing meaningful work to continue. Our recently funded project, "My" Treatment Enhancement for Adolescents on the Move (i-TEAM) is an excellent example— a project in which UA-SIROW collaborates with five community-based agencies to provide an intensive and innovative program for gay, lesbian,

SOUTHWEST INSTITUTE FOR RESEARCH ON WOMEN

SIROW

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- *International Work in Women's Studies*
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Look for our next issue of SIROW News in the spring of 2010.

bisexual, transgendered, and questioning youth who are homeless. Developing the i-TEAM project required negotiating skills, but as we move into project implementation, a more invisible leader is called for – allowing each agency to lead their respective service component while promoting ownership of the entire project. Certainly those of us working in institutions of higher education will see additional challenges calling for a variety of leadership styles. If we face these new challenges together we will not only increase the occasions to engage in meaningful and productive work, we will also foster enthusiasm and synergies that give rise to additional opportunities.

*Contributed by: Sally Stevens, Ph.D.
University of Arizona*

In The News!

Arizona State University initiates School of Social Transformation

Professor of Women and Gender Studies, Mary Margaret Fonow, is the founding director of the School of Social Transformation, which was launched in October. The focus of the new school "is on the creation of transformational knowledge that will allow us to envision the future and achieve change that is democratic, inclusive and just." An ASU News article as well as other information about the School of Social Transformation can be found at their website: <http://sst.clas.asu.edu>

Director of Border Research for SIROW Invited Speaker at Congressional Forum on Immigrant Detention

Nina Rabin presented findings from the report "Unseen Prisoners: A Report on Women in Immigration Detention Facilities in Arizona," released earlier this year which was the result of a year-long research project in Arizona detention facilities. For more information, visit the UA News article: <http://uanews.org/node/26079>

UA Gender & Women's Studies Transforms the University, World

The University of Arizona Department Gender & Women's Studies, with a Ph.D. program initiated in 2008, is making waves on campus. Read more on the Arizona Daily Wildcat website: <http://www.dailywildcat.com>

Girls and Armed Conflict: Participatory Action Research

For ten years, Dr. Susan McKay with the University of Wyoming Women's Studies Program has been studying girls who have been in armed conflict. Her present research is being conducted at 20 field sites in three different countries: Liberia, Sierra Leone, and Uganda. The United Nations has focused much of its disarmament and reintegration efforts on boys and men, as they are perceived as a greater threat. Girls who have been in armed groups are dismissed as soldiers' wives and are often reduced to "sex slaves" by the media and international agencies, when in reality they have been through a multitude of experiences and played a variety of roles in conflict, including having been soldiers themselves. Their reintegration into society is difficult, but is particularly problematic because girls are stigmatized when they return to their communities as single mothers caring for a child or children.

McKay's methodology is participatory action research: she and her co-investigators are engaging girls as participants to support them in addressing the stigma they face from community members. The girls engage in activities that later provide documentation, and agency staff and in-country academics collaborate with the girl mothers to capture indicators. One of the potential benefits of this methodology is that girls are empowered in societies where their

status is low at the outset, notwithstanding the further challenges to health that warfare brings.

Most of these young mothers are poor and are deprived of adequate food, shelter, healthcare and education. Some, and perhaps many, engage in transactional sex to feed themselves and their children and some live with commanders they were forced to marry during warfare. No matter their situation, they have found it very useful meeting others like themselves. McKay's group, Girl Mothers' Participatory Action Research (<http://www.uwyo.edu/girlmotherspar>), found that bringing these young mothers together and supporting subsequent meetings led to their feeling supported, more aware of their rights, and in a better position to find opportunities. The young mothers are coming to consensus about their own goals and are creating micro-enterprises for long-term livelihood. They are learning about networking, borrowing, and accounting, and are improving their daily lives and their ability to care for their children's health. Furthermore, by performing informal dramas to sensitize the community to their issues and by initiating community dialogues, they are slowly making inroads to community members' mindsets, altering their preconceptions.

Featured Unit: The Institute for Women's Studies and Services at Metro State

The Institute for Women's Studies and Services (IWSS) at Metropolitan State College of Denver, founded in 1985, is one of the nation's few fully integrated Women's Centers and Women's Studies Programs. The Institute has been through a number of changes and transformations in the last year and continues to be a hotbed of activity on the Auraria campus, as well as in the larger Denver community.

Dr. Maurice Hamington became the IWSS Director in the fall of 2008, and brought over twenty years of experience in higher education and Women's Studies. He is striving to make IWSS the center for feminist activism, research, studies, and services in Denver.

In August 2009, IWSS, housed in a historic two-story house on the downtown campus of Metropolitan State College of Denver, opened the *More Than Muses: Feminist Art Gallery*. Under the direction of feminist art historian, Deanne Pylinski, the gallery will feature provocative student and professional art with feminist and gender-related themes.



The IWSS recently hosted a public talk by feminist environmental activist Vandana Shiva in Denver.

Over the last year, the Institute

the issue of human trafficking regionally, which have been lead by former IWSS Director Dr. AnnJanette Alejano-Steele. With the support of law enforcement and service provider networks, IWSS created protocols to provide long-term resources to survivors of human trafficking, by providing access and support services for higher education goals. These efforts will be featured at the NWSA national conference in November. As part of this community collaborative work, IWSS served as lead co-sponsor for a statewide Health Care and Human Trafficking Train-the-Trainer Institute in October. The first of its kind in the country, the Institute trained health care providers, encompassing the complex physical and mental health needs of survivors of human trafficking.

In addition to new and ongoing projects, in early summer 2009, the IWSS community said good-bye to Jodi Wetzel (1943-2009) who served as Director for most of its existence. A feminist scholar, teacher, and leader, Wetzel worked tirelessly to create a nationally recognized program and one of the largest in the state.

The Institute for Women's Studies and Services celebrates its 25th anniversary in 2010. For those in the area, events to mark the occasion will be posted on the IWSS website.



Remembering Jodi Wetzel (1943-2009): Feminist Scholar and Women's Studies Foremother

Born in 1943 in Salt Lake City, Jodi earned her B.A. and M.A. degrees in English literature at the University of Utah. She married David N. Wetzel, also a native of Salt Lake City, in 1967. They attended graduate school in American Studies at the University of Minnesota, where Jodi received her Ph.D. in 1976. During her time at Minnesota, Jodi became involved in the Women's center, one of the first in the country, which permanently altered her career.

After earning her degree, Jodi moved to Denver where she helped found the Women's Studies department at the University of Denver before becoming the first director of the Institute for Women's Studies and Services at Metropolitan State College of Denver in 1986. Jodi served as the Director of the Institute

Jodi (cont.)...

for the next two decades. She taught infamously tough courses in women's studies and feminist theory, developed the women's studies major at Metro, and oversaw the publication of an innovative textbook, *Thinking Women: Women's Studies* (1993).

Jodi was honored by the Institute in 2006 with an Outstanding Woman's Award. Her colleague at the Institute, Tara Tull, said at the ceremony, "She was a fantastic support, supervisor and mentor, and she worked tirelessly to support women in education. It really has been her mission." Jodi is remembered by students as the professor who really pushed them to realize their potential. A former student Sarah Friedmann comments, "I appreciated her high expectations of Women's Studies students - and how she continually challenged me in my coursework. She wasn't afraid to tell you when you weren't performing to your potential, yet she also quick to compliment your achievements." A memorial service for Jodi was held on June 7th on the Auraria campus. Jodi will be missed, but her legacy will continue in the tremendous impact she had on shaping Women's Studies in the region.

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Social Justice in Culture and Practice: University of Wyoming Women's Studies Students Learn from Trip to India

Dr. Bonnie Zare, professor of Women's Studies at University of Wyoming, will lead a group of undergraduate students to Delhi and Hyderabad, India, in December for her course "Social Justice in Culture and Practice." Dr. Zare led a previous trip during the winter semester in 2007, and the students, who visited social justice organizations focusing on the lives of women and children, commented, "We learned that what we had read is true, even today, and now have a vivid image of it...Yes, we can read and imagine these things, but the actual experience is the only way to really understand it."

classes to local women, the space to teach embroidery skills as well as a tailoring cooperative, where items such as pillow cases are being produced for sale.



Aarti Home Director P.V. Sandhya, her nephew Abhiram, and Associate Professor Bonnie Zare

As part of the trip, the Social Justice and Practice class visits the Aarti Home (<http://www.vftrust.org>), where students will have the opportunity to befriend eighty young people and meet the founder of the organization dedicated to women and children, P.V. Sandhya. Sandhya, who began her career as an English professor, was frustrated by the clear discrimination against girls that she encountered in many contexts, including girls of six or eight years drudging away as domestic servants rather than attending school. In 1992, Sandhya started the Aarti Home, which has grown from housing five to eighty girls in less than two decades. Students are also exposed to Sandya's efforts to create a true paradigm change in India. Her answer: provide the building blocks for women to earn an income. The Aarti Home is outfitted to offer basic computing

One student commented, "The trip to India provided the opportunity to not only apply what I had learned but also allowed me hands on experience that has truly been the highlight of my undergraduate career. I learned and experienced more in three weeks than I ever have in a semester." Dr. Zare said the trips are equally as informative from a professor's perspective. For instance, traveling abroad with students necessitates the importance of addressing Orientalist assumptions and helping students to be continually on the watch for them. She points to the vital experience that informal discussions with NGO workers and activists can provide students, and notes the multiple benefits to students that come from engaged learning.

Reflections in Place

Dr. Donna Deyhle, professor in the Department of Education, Culture and Society and Ethnic Studies as well as coordinator of the American Indian Studies program at the University of Utah, takes an anthropological approach to the structural forms of oppression faced by Navajos in the U.S. education system in her most recent book, *Reflections in Place: Connected Lives of Navajo Women*. From the University of Arizona Press:

“Woven together in Donna Deyhle’s ethnohistory are three generations and twenty-five years of friendship, interviews, and rich experience with Navajo women. Through a skillful blending of sources, Deyhle illuminates the devastating cultural consequences of racial stereotyping in the context of education. Longstanding racial tension in southeastern Utah frames this cross-generational set of portraits that together depict all aspects of this..struggle.

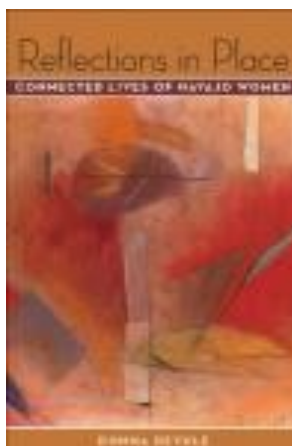
Deyhle chronicle[s] the lives and “survivance” of three Navajo women in a way that is simultaneously ethnographic and moving. Her critique of the U.S. education system’s underlying yet very real tendency toward structural discrimination takes shape in elegant

prose that moves freely into and out of time and place. The combination of substantive sources and touching personal experience forms a profound and enduring narrative of critical and current importance.

While this book stands as a powerful contribution to American Indian studies, its compelling human elements will extend its appeal to anyone concerned with the ongoing plight of American Indians in the education system.”

Reflections in Place is a must-read for activists and academics interested in learning about Southwestern women’s lived experiences, addressing the deeply rooted inequities in educational systems, and becoming familiar with innovative interdisciplinary research methods.

University of Arizona Press, 2009



Send an Article to SIROW News!

SIROW would like to thank those programs that contributed stories to this edition of SIROW News! We are proud to feature the achievements of programs around the Southwest in our newsletter. SIROW would also appreciate submissions for our Spring edition. Stories and publication submissions must be 350 words or

less and geared towards showcasing the depth and breadth of projects happening in our region. Submit stories in Microsoft Word via email by **March 1st, 2010**. To submit stories or for further information you may email urban@email.arizona.edu or call Erin Durban at 520-621-2167.

(EN) GENDERING SOCIAL INQUIRY: CRITICAL FEMINIST CONCERNS

Friday, February 26, 2010.
Arizona State University,
Tempe.

This conference will explore a broad range of humanities and social science topics related to Women, Gender, Race, Sexualities, and Intersectionalities. The purpose of this conference is to highlight the work of graduate students working in Women and Gender Studies, Justice Studies or other related areas, provide a space to fine-tune research topics, as well as to network with and recognize the work of other upcoming scholars from a variety of disciplines and universities.

In addition to panel presentations we are pleased to offer a keynote feminist methods workshop with **Adele E. Clarke**. This workshop will center on *situational analysis* as a method for feminist research and knowledge production. Adele E. Clarke, author of the recently released *Biomedicalization: Technoscience and Transformations of Health and Illness in the U.S.* is Professor of Sociology and Adjunct Professor of History of Health Sciences at the University of California, San Francisco.

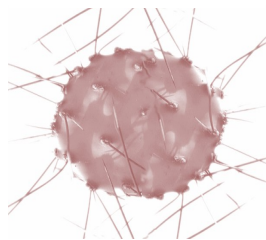
Abstracts due December 10th**
Email gsgsas@gmail.com to get the full CFP or for any additional information.

****We highly encourage graduate student submissions; however, this conference is open to all faculty, researchers, and practitioners.**

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The **Southwest Institute for Research on Women (SIROW)**, established in 1979, is a regional research and resource institute within the Gender and Women's Studies Department at the University of Arizona. SIROW's region includes Arizona, Colorado, Nevada, New Mexico, Texas, Utah, Wyoming, and the Northwestern Mexico border.

SIROW Mission:

To develop, conduct and disseminate collaborative research and education/outreach projects of importance to the diverse groups of women and children in the southwestern U.S. and in northwestern Mexico.

SIROW Goals:

- To develop collaborative feminist research focusing on southwestern problems or populations of interest to scholars in the SIROW region.
- To identify and disseminate research on women, children, and gender differences.
- To provide advocacy for women and children by linking researchers with community organizations and policy makers.
- To support equality for women in the workforce and conduct research on women and gender in the work environment.
- To carry out participatory action research on a wide range of health, legal, and educational issues
- To support graduate, undergraduate, and K-12 education for women and children.
- To examine women's contribution to literature, the arts, and southwest heritage.