Our Women's Commission: A Call for Participation

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be limited to one sex. Only sex. But there is more than that single-sex education is to participate in classrooms search on the effect of single-views that it is either neutral or single-education for girls and institutions are going to go ask is, what is happening in coeducational schools and all schools, we see a lower sex. However, have been able to had trouble finding—academic institutions. In all-female set up, as they are—to be sure, still as male faculty. We need education has a more beneficial

**OUR WOMEN’S COMMISSION: A CALL FOR PARTICIPATION**

*Gabriela Pozzi and Cindy Mader*

The newly established GVSU Women’s Commission is equally representative of all the groups who work for and study at Grand Valley. Our mission, in consonance with the New Agenda for Women in Higher Education, reads:

To insure an environment that supports the rights of women at GVSU, the Commission is committed to working in partnership with the University on the development of policies that remove barriers that impede women's learning, professional growth, creativity, employment, and society. The Commission also seeks to create opportunities for interactions among all women on campus.

We have started our work on several fronts. During this year we will investigate overall university policies and procedures which may affect women negatively: e.g., employment practices, salaries, curriculum and instruction. We have already received requests to look into the status of faculty outside the tenure system. We will also examine the campus climate in general. For these purposes we are inviting key people on campus to speak to us. As the year continues, we hope to learn of other concerns that affect work and learning. By the end of this semester, we plan to target distinct issues for each faculty, staff and student group, and these will inform the agenda for next year.

One of our main tasks will be to determine the structure best suited for the Commission and the strategies we should use in examining and overcoming problems. We have begun to look at other institutions for models. Some universities have a Dean for Women’s Affairs, some have a fully staffed Women’s Resource Center, and some have only an office and a full-time coordinator; but they all have a physical space and at least one full-time staff member. We have no place of our own, but plan to request one as well as funds for its operation. Some institutions organize workshops and sponsor speakers. We may ask the Teaching and Counseling Centers to collaborate with us in such efforts. Additionally, our by-laws require that we participate in candidate interviews for upper-level positions and organize an annual awards ceremony.

The establishment of a Women’s Commission on our campus marks a major commitment from the University administration to improve the climate and conditions for women. As we approach the twenty-first century, we must all work towards equity in our society. For the Commission to succeed, we must gather as much information as possible and hear from all the areas of our community. We are your

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representatives, and we urge you to contact one of the following members of the Commission if you have ideas or concerns:

**Administrative and Professional:**
- Cynthia Mader, School of Education
- Pam Potter, Administrative Computing
- Brenda Robinson, International Affairs
- Mary Seeger, Academic Resources and Special Programs

**Clerical, Office, and Technical**
- Alice Emmert, Bookstore
- Lorna Holland, Student Employment
- Marie Noe, University Relations
- Betty Searle, Math and Statistics

**Faculty**
- Jacqueline Johnson, Sociology
- Gabriela Pozzi, Foreign Languages
- Star Swift, School of Business
- Charlotte Torres, School of Nursing

**Public Safety and Plant Services**
- Brandon DeHaan
- Carol DeWitt
- David Durell
- Diane Roper

**Students**
- Krista Evans
- Christine Grohowski
- Aaron Hubner
- Kristen Palma

**Ex Officio Members**
- Christine O'Connor, Psychology, Co-Director of Women's Studies
- Doris Rucks, Sociology, Co-Director of Women's Studies
- Michael Woods, Director of Affirmative Action

In its first screen appearance, Godzilla is depicted as a small island populated by small human inhabitants. He is the physical incarnation of a dangerous force, the sacrifice of a young girl. Although he is the result of atomic bomb tests, neither is their supernatural origin explained for the appearance of the physical incarnation. This is because it connects a fear of the unknown to the development of atomic bomb tests. Dr. Umani, "a pacifist who is not a pacifist," places a link and specifies on the relationship of the many, saying, "The question we must ask is: how long will we continue to tolerate this monstrosity?"

Godzilla and other fallout from nuclear war are reminders of the radiation that became intense after the Trinity Test of July 16, 1945. The effects of radiation have been poorly understood and its direct impact is a subject of much discussion. Young women employed in the chemical industries were contaminated downwind of the test site because of the use and human tolerance of radiation. The use of chemical industries was standardized around 1934. At that point, the first atomic bomb test was conducted. The fact that the tests were contaminated downwind of the test site is a matter of dispute.

The history of nuclear testing is rife with misunderstanding, misinformation, and the scientists who developed nuclear weapons were sometimes contaminated. The early example of radiation tolerance knowledge that has characterized the use and human tolerance of radiation has been questioned. Radiation became a standard practice in the 1950s and 1960s, further underscored the lethality of the use and human tolerance of radiation. The devastating effects of radiation have been demonstrated by the scientists who developed nuclear weapons. Unfortunately, such caution was often ignored, with the result that unquantifiable numbers of people were contaminated downwind of the test sites.

The history of nuclear testing is a testament to the importance of understanding, misinformation, and the scientists who developed nuclear weapons were sometimes contaminated. The early example of radiation tolerance knowledge that has characterized the use and human tolerance of radiation has been questioned. Radiation became a standard practice in the 1950s and 1960s, further underscoring the lethal effects of radiation. The devastating effects of radiation have been demonstrated by the scientists who developed nuclear weapons. Unfortunately, such caution was often ignored, with the result that unquantifiable numbers of people were contaminated downwind of the test sites.