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Research & Action Report, Spring/Summer 2010

Wellesley Centers for Women

Georgia Hall

Amy Banks

Jean Hardisty

Rangita de Silva-de Alwis

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HEALTHY LIVING *in* Out-of-School Time

Assessing physical activity and healthy eating standards and practices in out-of-school time programs.



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SAVE THE DATES!

Wednesday, October 27, 2010

3rd Annual "Women and ..." Luncheon, The New York Athletic Club, New York, NY

Women and Sports: Get in the Game

What causes (or thwarts) a thriving sports career for professional women athletes, why do professional women's sports succeed (or fail), and how does sports participation prepare young women athletes to become trailblazers in business and society?

Learn more at: wcwonline.org/nycevent

Saturday, November 13, 2010

Celebrating WCW Milestones—Women's Perspectives, Women's Voices

Afternoon Symposium: 12:00–3:45 p.m., Wellesley College, Wellesley, MA

Reflections, Conversations, New Directions

Wellesley Centers for Women scholars, past and present—and some very special friends—will share their perspectives and insights during an afternoon program of thought-provoking seminars. Join us as we take a fresh look at some all-too-familiar issues and explore new challenges.

Gala Dinner & Celebration: 6:00–10:00 p.m., John F. Kennedy

Presidential Library & Museum, Boston, MA

35 Years of Research and Action

25 Years of Visionary Leadership

Join us as we celebrate 35 years of innovative research and action and as we honor Susan McGee Bailey for 25 years of visionary leadership at the Wellesley Centers for Women.

Learn more at: www.wcwonline.org/35thcelebrations



Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects and training programs. By sharing our work with policymakers, educators, practitioners, and the media we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

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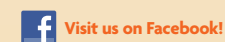
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FROM THE EXECUTIVE DIRECTOR

As we celebrate the 35th Anniversary of the Wellesley Centers for Women, it is encouraging to see the progress women have made. It is also heartening to observe the sometimes subtle, but crucially important, shifts among many men working with women as equals in the labor force and devoting increased time and attention to their families and children. But progress is uneven and, while gender roles shift, not all changes are in the direction of greater equality and increased options for both sexes.

We live in a sound-bite world where either/or is the norm, gender differences are sexy, the much greater similarities between men and women are seldom deemed newsworthy, and where too many are quick to jump to the conclusion that all is well for women. Pointing to the larger percentage of women in post-secondary education or the increase in the number of women who are primary breadwinners for their families, some would have us believe that women and men are now basically on equal footing. These views ignore today's economic, political, and social realities: starkly differentiated and unduly confining gender stereotypes press in on young boys and girls, and women remain disproportionately concentrated in low-wage jobs, vastly outnumbered in the top echelons of corporate leadership, and subjected to gender violence and appalling abuses of their human rights around the globe.

This issue of *Research and Action* reports on several new initiatives here at the Centers; some involve work on new issues but others can only be described as continuing work on old issues. Child care options

remain stubbornly inadequate. As Jean Hardisty notes in her commentary, affordable child care of reasonable quality is a key ingredient if more working mothers are to gain access to education and training that can build their skills and enable them to earn salaries that can truly support a family (see page 16). Even for those women with high levels of education and income, child care options are often lacking and always expensive.

Our newest work on women's human rights illustrates the ways in which issues cut across national boundaries and how work in one location can inform work in another. Examples such as work on gender and law issues in China, efforts with the United Nations to address intersections among work on the rights of women, children, and persons with disabilities, and studies in the Massachusetts Family Courts to better understand how best to preserve litigants' personal safety, and safeguard children, all add depth and nuance to our perspectives and our research.

Social change is a slow process and a collaborative one. As we move forward with the initiatives described in this issue of *R+A* as well as many more, it is obvious that from our work with funding organizations to our work with colleagues in dozens of institutions, all of our efforts are developed and conducted in connection and collaboration with others of like mind and will.

All of you are part of this web of commitment to a more equitable world—and all of us at WCW thank you for your energy, your support, and your vision! ■



spotlight on funding

PARENTAL CHOICE: RESEARCH EVIDENCE FROM TWO NATIONAL DATASETS

Nancy Marshall, Ed.D.

Funded by Administration for Children and Families (ACF)

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This project uses secondary analyses of existing data from two national datasets—the NICHD Study of Early Child Care and Youth Development, and the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)—to explore the relations among child, family, employment, and program characteristics and parental choice. The project examines five research questions: 1) What are the most common eco-cultural profiles of parental preferences, attitudes towards maternal employment, and beliefs about raising children? 2) Are parents in specific “ecological niches” more likely to hold these profiles? That is, do race, ethnicity, language, parent education, single-parent/two-parent family, or employment history predict membership in specific preference profiles? 3) What is the relation between parental preference profiles and child care utilization patterns (type of care, hours of care, and quality of care used)? 4) How do opportunities and constraints shape child care utilization patterns, given parental preferences, attitudes, and beliefs? 5) Do the relations among parental preferences, opportunities, constraints and child care utilization vary for specific subpopulations of: [a] low-income working families at risk of needing TANF benefits; [b] language, ethnic, and racial minority families and children; and [c] families with infants and toddlers?

EVALUATION OF READY TO LEARN PROVIDENCE PLAN (R2LP)

Joanne Roberts, Ph.D. and Wendy Wagner Robeson, Ed.D.

Funded by U.S. Department of Education with The Providence Plan

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Drs. Roberts and Robeson have been selected as the external evaluators of Ready to Learn Providence’s Early Reading First (ERF) Program, funded by the U.S. Department of Education. The R2LP ERF Program is designed to provide approximately 240 children at-risk for academic failure with the early language and literacy skills they need for a successful transition into kindergarten. Over the course of a three-year period, the researchers will conduct site visits to gain insight into the implementation processes and to provide technical assistance regarding implementation, assessment, tool development, progress monitoring protocols, data documentation, and the delivery of professional development by R2LP.

BOSTON QUALITY STUDY

Wendy Wagner Robeson, Ed.D.

Funded by Associated Early Care and Education, Boston Equip

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The project team will conduct observations and survey families and program directors to provide a comprehensive picture of the quality of Boston’s early care and education programs for infants, toddlers, and preschoolers, in both centers and family child care homes.

BPS EARLY CHILDHOOD STUDY 2010

Nancy Marshall, Ed.D., Joanne Roberts, Ph.D., and Wendy Wagner Robeson, Ed.D.

Funded by Boston Public Schools, City of Boston

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The 2010 Quality Study provides a description of the quality of Boston Public Schools through observations and child assessment of Kindergarten-1 and Kindergarten-2 classrooms across the city. Marshall and colleagues have conducted similar studies for the Boston Public School (BPS) system in 2006 and 2008. The results of earlier studies were presented to principals and teachers of BPS, and to the Boston City Council, and were used to inform policy and practice in BPS.

AFRICANS UNITED FOR STRONGER FAMILIES

Michelle Porche, Ed.D.

Funded by the Endowment for Health with Women for Women Coalition

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Dr. Porche is collaborating with Women for Women Coalition, a community organization dedicated to empowering resettled African-refugee women in Manchester, NH. She is working with African women leaders to help develop and pilot a parent support group and evidence-based curriculum designed to ease the stress of resettlement and provide support to mothers. The support group is designed to 1) enable African parents to address cultural parenting conflicts; 2) improve communication between parents and children in the African-refugee community; and 3) improve parents’ ability to interact with schools in order to participate positively in the academic experience of their children, which in turn will boost their children’s well-being and academic achievement. Porche will also conduct a formative and summative evaluation of the pilot support group and curriculum.

ADDITIONAL FUNDING

PROGRAM PRACTICES: AN INVESTIGATION OF PHYSICAL ACTIVITY AND HEALTHY EATING STANDARDS AND PRACTICES IN OUT-OF-SCHOOL TIME PROGRAMS

Georgia Hall, Ph.D.

Funded by the Robert Wood Johnson Foundation

This project is an investigation of physical activity and healthy eating standards and practices in out-of-school-time (OST) programs. The one-year project, a collaboration with the University of Massachusetts Boston and the YMCA of the USA, focuses on OST programs which serve children and youth, grades K-12, during OST hours, holidays, and vacations, with a particular focus on those programs serving low-income children of color. The project allows the investigators to initiate policy research that will assess current OST physical activity and healthy eating policies and practices and inform the development of new national guidelines and standards for physical activity and healthy eating.

AFTER-SCHOOL GETS MOVING

Georgia Hall, Ph.D.

Funded by the Centers for Disease Control and Prevention with Vida Health Communications

Vida Health is creating a multimedia staff-development program which includes DVD and print media designed to help afterschool program providers promote physical activity among children aged 6-10. This study completes development and production of enhanced DVD media and ancillary print materials, beta tests the materials, and evaluates the effectiveness of the materials. The National Institute on Out-of-School Time will employ a randomized control experiment to evaluate the media based training program. It is hypothesized that staff at intervention sites will exhibit greater increase in knowledge and skill related to promoting physical activity and will increase time spent implementing activities which entail moderate to rigorous physical activity than staff in control sites. It is also expected that children at intervention sites will increase physical activity at afterschool programs (measured through pedometers) more than children at control sites.

TRACY GLADSTONE received additional support from Children's Hospital Boston for the Prevention of Depression project and the National Institute of Mental Health and Judge Baker Children's Center for Prevention of Depression: Impact on the Transition to Early Adulthood.

AMY HOFFMAN received a grant from the Massachusetts Cultural Council for continuing support of the *Women's Review of Books*, a project of the Wellesley Centers for Women (WCW).

PEGGY MCINTOSH received support from various individuals for the National SEED Project on Inclusive Curriculum.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME (NIOST)** at WCW received support for trainings, technical assistance projects and continuing evaluations from: Illinois Afterschool Network; Capitol Region Education Council; Alberta Resource Centre for Quality Enhancement; AIDS Action Committee of Massachusetts, Inc.; Ohio State University Extension; California School-Age Consortium; New Jersey After 3, Inc.; Framingham Public Schools; Leominster Public Schools; Berks County Intermediate Unit; Montgomery County Collaboration Council for Children, Youth and Families, Inc.; the U.S. Department of Education and Synergy Enterprises, Inc.; and the National Science Foundation and Education Development Center, Inc. for the Taking NPASS-to-Scale (NPASS2) project.

ELLEN GANNETT, Director of **NIOST**, received funding from the Monterey County Schools to co-facilitate a collaboration of the nation's leading afterschool technical assistance professional development experts to promote collaboration and identify promising practices in technical assistance delivery.

OPEN CIRCLE, a program at WCW, received continuing support for developing social and emotional learning programs from Patrick and Barbara Roche and gifts from individuals.

JOANNE ROBERTS and **NANCY MARSHALL** received additional funding from the U.S. Department of Education and the University of Massachusetts, Institute for Community Inclusion for Boston Ready: Universal Access to Professional Development for Early Childhood Educators.

WENDY WAGNER ROBESON received additional funding from Associated Early Care and Education, Boston Equip for the Boston Quality Study.

NAN STEIN received support from Drexel Medical School Women's Research Institute to present a talk titled "Teaching children and youth about sexual harassment, gender violence and bullying in schools."

Healthy Living in Out-of-School Time with Georgia Hall, Ph.D.

WITH FUNDING THROUGH THE ROBERT WOOD JOHNSON FOUNDATION'S ACTIVE LIVING RESEARCH PROGRAM, the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, has launched a one-year project designed to assess physical activity and healthy eating standards and practices in out-of-school time programs. A collaboration with the University of Massachusetts Boston and the YMCA of the USA, the project will look at out-of-school time programs that serve children and youth in grades K-12 during afternoons, evenings, holidays, and vacations. Programs serving low-income children of color will be a particular focus in the national sample studied. The project allows the investigators to initiate policy research that will assess current out-of-school physical activity and healthy eating policies and practices before new national policies are put in place.

Project directors Georgia Hall, Ph.D., senior research scientist at NIOST, and Jean Wiecha, Ph.D., associate professor in the UMass Boston department of exercise and health science, will work with Ellen Gannett, M.Ed., director of NIOST, and Barbara Roth, M.Ed., YMCA national director for youth and family programs, in carrying out the study.

WHAT EVIDENCE MOST CONCERNS YOU ABOUT THE HEALTH OF CHILDREN IN THE UNITED STATES?

Studies show that roughly one-third of American children don't get enough physical activity and/or aren't eating a sufficiently healthy diet. That's really frightening in terms of the implications for the future health and well-being of our kids, *and* our country. It certainly motivates those of us with something to contribute to study the problem and work for change.

HOW IMPORTANT IS OUT-OF-SCHOOL TIME IN ADDRESSING CHILDHOOD HEALTH?

First off, we know that 6.5 million children attend after-school programs, spending roughly three hours a day there. That's a big chunk of the day for millions of kids.

Let's start with physical activity. We know that, for all kinds of medical reasons, the current recommendation is that children have at least 60 minutes of at least moderately intense activity every day. Almost all elementary schools provide, on average, 30 minutes of recess per day, but a recent study showed that only 3.8 percent provide daily physical education, and 30.7 percent don't require any physical education at all.

So the stakes have been raised for settings outside of school to increase opportunities for physical activity. Meanwhile, there's been a shift to *less* physical activity once kids get home. A lot of things have contributed to that, including the shift in families' perception of neighborhood safety as well as kids' opportunities to be more involved with TV, video, and computer games. There are many assets in media and technology that contribute to kids' lives—but there's really been a shift away from home time

STUDIES SHOW THAT ROUGHLY ONE-THIRD OF AMERICAN CHILDREN DON'T GET ENOUGH PHYSICAL ACTIVITY AND/OR AREN'T EATING A SUFFICIENTLY HEALTHY DIET. IT CERTAINLY MOTIVATES THOSE OF US WITH SOMETHING TO CONTRIBUTE TO STUDY THE PROBLEM AND WORK FOR CHANGE.

—GEORGIA HALL, PH.D.

spent in physical activity. Afterschool programs have an opportunity to add back that time.

As for healthy eating, we know that in general American children eat inadequate quantities of fruits and vegetables and too many sugar-sweetened beverages, sweets, sweetened grains, and trans fats. Out-of-school programs can help change at least part of that picture.

WHAT DO WE KNOW ABOUT CURRENT PRACTICES IN OUT-OF-SCHOOL TIME PROGRAMS?

Way too little. There are many sets of guidelines and standards issued by local and state licensing bodies that address physical activity and healthy eating. Nationally, there are guidelines set by the Centers for Disease Control and the National Institutes of Health, as well as by other institutions and national youth-serving organizations. But guidelines and standards don't necessarily translate into implementation at the program level, and we suspect there are huge barriers to meeting these standards.

There's a need for more national understanding of what practices are in place, across the country. Our project will help provide critical national data about that.

WHAT WILL YOU DO WITH WHAT YOU LEARN?

First, we want to help revise voluntary, national standards of quality in physical activity and healthy eating in out-of-school time. There's a need for stronger language and more rigorous guidelines in the policies that currently exist across a number of different organizations, and a need for setting up accountability structures, such as connections to funding and accreditation.

At the same time, we'll need to work toward developing supports that will enable program staffs to meet the guidelines and standards.

YOU'VE SPOKEN OF HAVING A "WINDOW OF OPPORTUNITY" TO STRENGTHEN THE NATIONAL GUIDELINES AND STANDARDS FOR PHYSICAL ACTIVITY AND HEALTHY EATING. WHAT IS THIS "WINDOW"?

Right now there's great national momentum on this issue. The medical community has sent out the alarm about childhood obesity, and major organizations and institutions

with vital roles in the national opinion about children's health are now moving in the same direction. It's a perfect time to gather baseline data that will help show us what we should be doing.

To top it off, this past February Michelle Obama announced her "Let's Move" campaign to curb childhood obesity. I was in San Diego at the Active Living Research Conference when that announcement came out one morning as the headline on our newspaper.

THAT MUST HAVE BEEN EXCITING.

Very exciting! It's wonderful to have someone in as high a rank as Michelle Obama put her energy and her stamp on this issue, declaring that it's something we all need to be concerned about and put work and resources toward. That may have already stimulated policy-level changes within communities and even states. Right here in Massachusetts, our legislature has been considering policy change around the type of vending machines that are in placed in schools. I think we're going to see more discussion and change around this issue because of the attention it's getting at the national level, from a national figure.

YOU'VE SAID IMPORTANT CHILDREN'S-HEALTH ORGANIZATIONS ARE NOW MOVING IN THE SAME DIRECTION. WILL THIS NIOST PROJECT INVOLVE SOME OF THEM?

Yes. Besides working with our project partners, UMass Boston and the YMCA of the USA, we'll be in steady conversation with the National Afterschool Association. And an important part of the project is that we're bringing together a collaboration called "HOST"—healthy out-of-school time—made up of many different organizations concerned with physical activity and healthy eating during out-of-school time. The more we reach out to include these organizations, the more opportunity there'll be for improvement in guidelines and standards across a variety of sectors. And this process invites perspectives from a lot of organizations and innovative ideas about trying to reverse this national dilemma.

WHAT IS THE DESIGN OF THE PROJECT?

Robert Wood Johnson's focus is on populations of children and youth who are of lower economic means,

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ethnically diverse, and considered at risk. So our study is targeted on school districts in ten cities or regions that reflect these priorities.

One of our first tasks was to interview key people involved in these concerns across the United States, including some in the areas where we're going to be collecting data. We asked them their perspectives on how well programs are able to meet existing guidelines and standards within their cities or regions, and whether more rigorous guidelines and standards could improve the programs' ability to implement them. If not, what are some of the barriers preventing change?

We interviewed 17 of these people. Some are in state positions that involve out-of-school programming. Others come from intermediary organizations that work with a network of programs, or from youth-serving organizations that are significant providers of out-of-school time programs within those areas.

Now we're using that information in preparing a program-director survey for the ten areas we've targeted. The survey also uses previous work done by our partners, UMass Boston and the YMCA, information from our key interviews, and a review of current standards and guidelines. We plan to contact 80 to 100 program directors in each of the target areas.

Then we'll synthesize and report out that information as an understanding of what's going on in programs around the country regarding physical activity and healthy eating, what the relationship is between program characteristics and the kinds of practices they're able to implement, what factors help programs have stronger practices, and what barriers programs face on the ground.

WILL YOU BE DOING SITE VISITS AND LOOKING FOR PROMISING PRACTICES?

Yes. When we've synthesized the information, we'll visit and profile some programs that are doing exemplary work. There's real value in profiling very successful practices that can be easily transferred into other programs. In spite of the barriers they face, sometimes program directors just need to know about a great practice—and know how somebody else is doing it—to all of a sudden make that change happen.

SAY MORE ABOUT THOSE BARRIERS THAT PROGRAMS OFTEN FACE.

I think we're going to find some really huge barriers. For healthy eating, family economics is often a barrier. For example, there are now curriculums available that focus on healthy eating and offer wonderful recipes for children to bring home and make with their families. But families still need to be able

to access the food in those recipes, and to purchase it. And, of course, they need to have the time to follow through.

For physical activity, time is a major barrier. As the content of the school day has shifted, not only have afterschool programs become more responsible for physical activity, but they've also taken on a huge responsibility for supporting students' academic progress. Today a large chunk of out-of-school programming is devoted to homework, tutoring, and academic support—which can cut heavily into the time for physical activity. Programs often feel very pressured, particularly around homework. There's an expectation from families that when children come home from an afterschool program their homework is completed.

The lack of appropriate space is also a problem. Programs may be in shared spaces, or in spaces that are incompatible with outdoor—or even indoor—physical activity.

Out-of-school time staffing can pose particular problems, too. For example, staff turnover is often larger than in other fields, and many afterschool professionals need to hold other part-time jobs as well.

In terms of physical activity, even if there's curriculum available, there often needs to be training. Some afterschool professionals are saying, "We'll make the space and time available for physical activity in our program day, but we need to know how to do it. We're not physical education specialists, we're not coaches, we're not trainers."

Along that line, we've just started another project, working with Vida Health of Cambridge, Massachusetts. It's called After School Gets Moving, and it's funded by the Centers for Disease Control. For that project, Vida Health is creating a professional-development DVD series that we'll eventually pilot test as one approach to training staff about improving physical activity for kids. In that study, we'll actually be tracking kids' activity through pedometers.

We can't expect programs to come up with training and curriculum resources on their own.

WHAT ABOUT THE OUT-OF-SCHOOL TIMES THAT CHILDREN ARE NOT IN PROGRAMS—WEEKENDS, HOLIDAYS, VACATIONS?

Actually, many out-of-school time programs also serve kids during holiday times and school vacations. And the work that we do in this project can certainly have a role in the time kids spend at home on weekends, and so on.

NIOST is doing other work about understanding children's physical trajectories, their paths of physical activity from younger to older ages. An on-going project called Physical Activity over Time, which is now in its final stages, is

a secondary analysis of data about children's physical activity collected from birth to ninth grade. In this project, we're interested in learning how to promote a physical activity pathway for children and youth. What could be happening in out-of-school time hours that would change children's and youths' behaviors so that whatever setting they're in, they're going to continue being physically active because they've acquired a habit for it, a desire for it?

So we have some really nice synergy among a number of projects going on at the same time, all of which are related to children's physical activity.

YOU'RE AN ENTHUSIASTIC SPORTS PARTICIPANT. IS PHYSICAL ACTIVITY A NATURAL WAY OF LIFE FOR YOU AND YOUR FAMILY, OR DOES IT TAKE SOME WORK?

Let's call it active living. That's the name of the Robert Wood Johnson research domain that covers this project, and I like that term.

I grew up in the time when we left the house on a Saturday morning at ten o'clock, breezed in for lunch, went back out, and came back when we heard someone calling us for dinner. That whole time we were running around, riding bikes, playing ball games, climbing trees.

Today it's harder to be an active-living family. It takes more resources, more work, more planning, more transporting than it did years ago. There are safety and supervision concerns. Also, there's a lot of pressure for families to compete with media. The lure of the computer, the DVD, is very strong.

WHAT ADVICE WOULD YOU GIVE OTHER PARENTS AND CAREGIVERS TO ENCOURAGE HEALTHIER PHYSICAL-ACTIVITY HABITS FOR CHILDREN AND FAMILIES?

It's especially important for families and children, activity leaders and children, to be involved in activities *together*. Children are more likely to be enthusiastic, to be engaged in activities when the adult is also enthusiastic and engaged. It's a dual benefit; you're getting the activity, the children are seeing that you value the activity also. That's the message you want to give.

Several years ago, I watched an indoor kickball game at a Boys' and Girls' Club. Twice the program director came and played in the game. When he had to step out for a while, the whole climate, the engagement in the game went down. When he returned, the engagement shot right back up. The children were really enjoying their time being physical. It was a really good example of how adult participation can stimulate a different experience for children.

It's also important that adults help frame physical activity to be sure that there's equal opportunity for involvement among kids. We need to be choosing activities that are both appealing and appropriate for different skill levels, and to be avoiding circumstances that can make kids feel demeaned.

Ultimately we're trying to create habits and desire for being physically active so that children and youth as they grow older will make choices that keep them active. That involves giving them a broad experience of physical activities so they can gravitate toward something that will work for them in a variety of settings and at a variety of ages, and help them stay on an active living pathway. ■



GEORGIA HALL, PH.D., a senior research scientist at the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women (WCW), has extensive experience in youth development and out-of-school-time programs, practices, and professional development. Hall is the principal investigator and evaluator for *From Out-of-School to Outer Space: Exploring the Solar System with NASA*, an afterschool-program curriculum developed by the National Aeronautics and Space Administration. She also currently serves as principal investigator on a project funded by the National Institutes of Health (NIH): a secondary analysis of National Institute of Child Health and Human Development (NICHD) study data related to physical activity. The managing editor of *Afterschool Matters*, a journal for out-of-school time professionals, Hall is also an enthusiastic coach of youth soccer, basketball, and softball in her local community.



IT'S ESPECIALLY IMPORTANT FOR FAMILIES AND CHILDREN, ACTIVITY LEADERS AND CHILDREN, TO BE INVOLVED IN ACTIVITIES TOGETHER. CHILDREN ARE MORE LIKELY TO BE ENTHUSIASTIC, TO BE ENGAGED IN ACTIVITIES WHEN THE ADULT IS ALSO ENTHUSIASTIC AND ENGAGED.

Connecting through Technology with the Jean Baker Miller Training Institute

Reflections and perspectives from Amy Banks, M.D., JBMTI director of advanced training

“I am so glad you are offering the webinars. Twenty years ago I went to the Wednesday evening Stone Center Colloquia and loved them. But then I moved to Texas and had kids so I couldn’t travel. These allow me to feel a part of it again.”

These words were shared with me last October by a participant who attended the pilot webinar, “I Feel Your Pain,” offered by the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women. This webinar was part of a new lecture series, **The Neurobiology of Connection**. Clinical trainings are not new for the Jean Baker Miller Training Institute. We have been teaching Relational-Cultural Theory to mental health providers, educators, and social policy advocates throughout the United States and abroad for almost 30 years.

What is surprising and different is the format for this lecture series. Formerly the Stone Center Theory Group, JBMTI built a national reputation in the field of psychology suggesting that human beings grow through and toward healthy relationship rather than toward separation and individuation. Participants at many of the training institutes, workshops, and lectures often commented not only on the content of lecture material but also on the relational experience and the supportive environment for discussing difficult clinical and organizational challenges they had while in the training.



Because the sense of community and the highly interactive nature of these institutes were so integral to the message we put forth, at first the idea of bringing RCT to people through online webinars felt antithetical to the model. It felt daunting and possibly disconnecting.

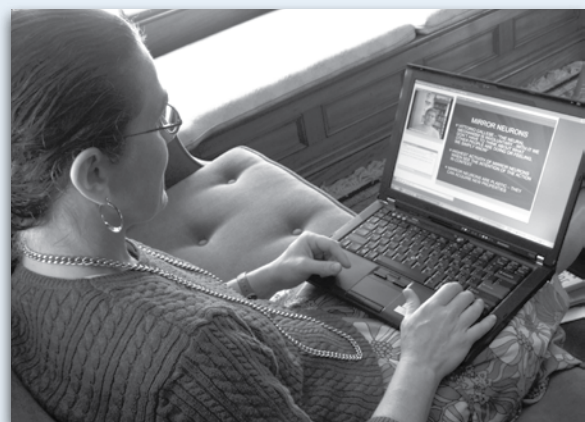
The global economic meltdown in late 2008 was just the jolt we needed to push us into the technology of the new millennium. Everyone, including JBMTI, was tightening budgets. Fewer individuals had extra money to spend on travel

to the northeast for training and fewer organizations were sending employees for extended trainings and workshops. As a result, JBMTI took a risk, moved out of our comfort zone and into a whole new world of communication. We began to look for ways to build a large virtual, but tightly connected, community.

Two initiatives were launched in the fall of 2009. The first *eConnections* newsletter, led by Maureen Walker, Ph.D., director of program development at the JBMTI, is now sent out quarterly and contains highlights of the work being done at JBMTI and by practitioners all over the globe. The second major initiative was the webinar series on the neuroscience of human relationships.

This field of neurobiology has exploded in content over the last ten years and all of it supports the basic principle of RCT—that connection and healthy relationship are at the core of all human existence. It is our hope that over the next few years, RCT practitioners will be as familiar with the neural correlates of connection as they are with concepts of empathy, mutuality, and relational images. It is also a hope that we can all use this neuroscience information to help battle the destructive forces of separation and individuation in our culture and globally.

Early on in the process of producing a webinar, the learning curve was particularly sharp. Finding our way around the technology was like trying to lecture in a foreign country. For me, the experience has been a fascinating one. The format is less interactive than a “normal” JBMTI teaching event and I realized early on, that talking into my computer camera rather than with a group of live human beings left me feeling...alone, less fluent. My mind spontaneously solved this problem. From a list of people in the audience, I found my mind literally creating a room full of people attending the lecture, complete with facial expressions and wardrobes. On March 17, I spoke on “developing the capacity to connect in early childhood relationships” and I imagined all of the attendees in my audience were dressed in green! It was clear to me that I needed a felt sense of interaction in order to organize my thoughts; speaking into a void did not work for me. This is just one



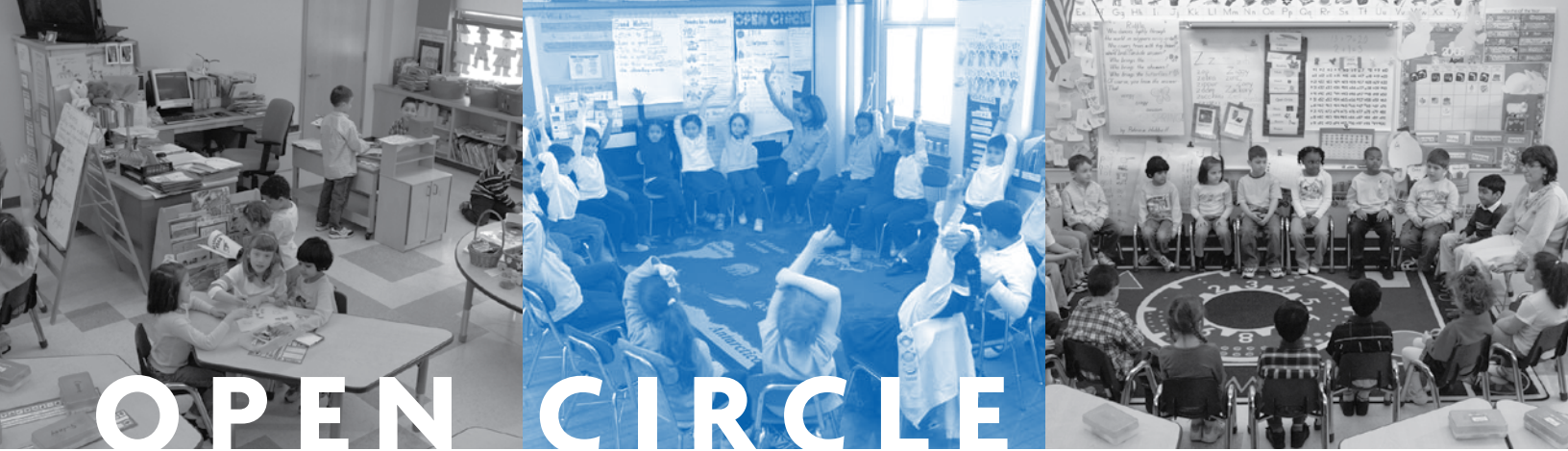
example of how we might adjust to this type of learning environment and still hold onto a sense of connection.

We have just begun this journey into on-line teaching. As we catch up with the amazing capabilities of the commuter programs we plan to have the capacity to have attendees speaking to each other during the webinar, to have break-out groups to work together on clinical material, and even to find ways to have participants communicate face to face through video. As my colleagues Judy Jordan, Ph.D., director of JBMTI, and Maureen Walker join me next year in online teachings we will be carefully tracking and developing ways to enhance the power of relationships in virtual communities. It is our goal at JBMTI to not only reach across the globe to teach RCT through online seminars but also to continue to pioneer ways to maximize the enormous benefits of learning about connection in connection. ■

STAY CONNECTED WITH JBMTI

If you would like to receive JBMTI’s *eConnections* newsletter and training announcements, please sign up online at www.jbmti.org/newsletter.

If you do not have access to email and would like paper mailings, please call Lisa Eure at 781.283.3007 or send a note to Jean Baker Miller Training Institute, Wellesley Centers for Women-STC, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203.



OPEN CIRCLE

Updates from WCW's Social Emotional Learning Program

Open Circle, a program of the Wellesley Centers for Women, works with elementary school communities in New England, New York, and New Jersey to help children become ethical people, contributing citizens, and successful learners. This program helps foster the development of relationships that support safe, caring, and respectful learning communities of children and adults. The Open Circle team is currently updating its grade-differentiated curriculum to provide more support around bullying prevention and increase accessibility and applicability to urban communities. More details about these updates will be posted in the next issue of *Research & Action Report*.

New Workshops!

Two new programs for elementary school personnel are now available. Past implementation of the *Open Circle Curriculum* is not required for participation in these programs.

The Relational Educator: Research indicates that one critical component to student success is the ability of the adults in the school community to create a collegial climate with each other. This new workshop series explores the link between adult relationships and overall school climate. Participants focus on three key ingredients to a healthy school climate among adults: trust, communication, and collaboration. Through interactive exercises, reflection activities, surveys, and a review of research, participants assess the current functioning of the adult community at their school, connect their current practice as an educator with desired outcomes, and create action plans to support ongoing work. Participants explore their relationships with colleagues and have the opportunity to work within existing teams, such as by grade level, to reach their goals.

The Pro-Social Educator: This new workshop series explores how enhancing educators' social and emotional competency (SEC) can help increase their engagement in teaching, strengthen their relationships with students, and improve their stress management—all of which lead to improved student outcomes. Through interactive exercises, participants examine the connection between

self-management and effective teaching, learn to identify early signs of burnout, reconnect to their identity as a teacher and develop a self-care plan for managing stress. They review the latest research related to adult SEC and how it can support effective classroom management and adult emotional regulation. Participants also examine their relationships with their most challenging students and strategize ways to develop better relationships with these students and their families.

Speaker Series

Open Circle and Courage & Renewal Northeast organized a dynamic speaker series that is bringing together researchers, writers, and practitioners in education for interactive discussions. The next program, "Ready to Rock the Heart of Learning: An Evening with Dr. Mac," will be held June 17, 2010, from 7:00 to 9:00 p.m. at Collins Cinema on the Wellesley College campus, Wellesley, MA. Child and family psychologist Don MacMannis, Ph.D., is an award-winning singer/songwriter who specializes in creative projects for young children. This presentation may be recorded. Visit www.open-circle.org for more details.

Recent programs in the series include: "Wounded by School," with author and educational consultant Kirsten Olson; "How Teachers' Spirituality and Religion Influence Their Work as Educators," with educator and researcher Joan Blanus; and "Seven Secrets of The Savvy School Leader" with author and clinical and organizational psychologist Robert Evans.

Since its inception in 1987, Open Circle has reached nearly half a million children and trained more than 10,000 educators. The curriculum is currently used in 262 schools across 98 urban and suburban communities throughout the Northeast. Recognized as a leader in addressing the need for social and emotional learning in schools, Open Circle is listed in the U.S. Department of Education Expert Panel guidebook of *Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs* and has been designed as a "Select" program by the Collaborative for Academic, Social, and Emotional Learning. ■

WANT TO KNOW MORE ABOUT OPEN CIRCLE?

Sign up to receive Open Circle's tri-annual e-newsletter and training announcements at: www.open-circle.org. Read archived newsletters at www.open-circle.org/newsletter.html. If you do not have access to email and would like paper mailings, please call Heather Gallant at 781.283.3277 or send a note to Open Circle, Wellesley Centers for Women-STC, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203.

new publications

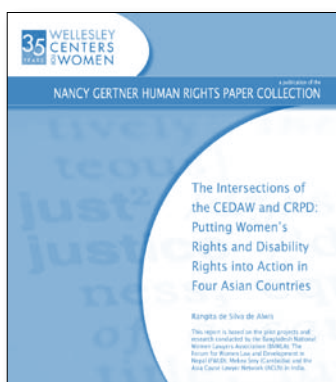
WCW SPECIAL REPORTS

THE INTERSECTIONS OF CEDAW AND CRPD: PUTTING WOMEN'S RIGHTS AND DISABILITY RIGHTS INTO ACTION IN FOUR ASIAN COUNTRIES*

Rangita de Silva-de Alwis, S.J.D.

This report examines a new model for advancing an intersectional human rights platform of action. Drawing from the framework of the Convention on the Rights of Persons with Disabilities, the Convention on the Elimination of Discrimination against Women, and the Convention on the Rights of the Child, this model promotes a holistic approach to human rights advocacy. In strengthening the rights of women and persons with disabilities, we can look at the successes of these four pilot programs—the Bangladesh National Women Lawyers Association, the Forum for Women Law and Development in Nepal, Mekea Strey of Cambodia, and the Asia Cause Lawyer Network in India. These programs focused on building bridges across the movements and developing laws, policies and advocacy strategies to address the issues of persons living with disabilities. This report is a publication of the Nancy Gertner Human Rights Paper Collection.

2010 / #WCW15 / FREE

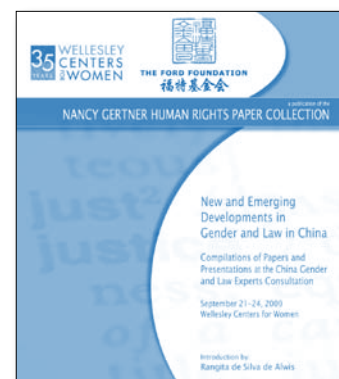


NEW AND EMERGING DEVELOPMENTS IN GENDER AND LAW IN CHINA*

Introduction by Rangita de Silva-de Alwis, S.J.D.

How has the role of women in China advanced since the Fourth World Conference on Women in Beijing, in 1995? This report published by the Wellesley Centers for Women (WCW) and Ford Foundation China is a compilation of papers presented at a closed-door strategy meeting at the Wellesley Centers for Women at Wellesley College in September 2009 by Chinese Gender and the Law experts. These papers feature new and emerging developments in gender-based law reform in China and assess the most urgent challenges facing women in China in the 21st century. The categories examined include domestic violence, sexual harassment, gender based employment discrimination, and rural women's access to land. Although some of the persistent problems addressed in the Women's Conference in Beijing in 1995 are still present today, the women's rights movement in China shows promise in the emergence of feminist advocacy groups, which promote alternative lawmaking models. The main purpose of this report is to examine and compile the new gender and law development in China. The first portion discusses the presentation made by Chinese Gender and Law experts and the Platform of Action they developed in three working groups, the second part includes the submitted papers. This report is a publication of the Nancy Gertner Human Rights Paper Collection.

2010 / # WCW14 / FREE



*These publications are available in electronic format (PDF) through the Wellesley Centers for Women's (WCW) website. Very limited hard copies are available; shipping and handling must be paid by customer for paper orders. Visit www.wcwonline.org/publications or call 781.283.2510 to purchase any WCW publication.

OTHER PUBLISHING NEWS

SUSAN MCGEE BAILEY, Ph.D. co-authored a point-counterpoint article (McGee Bailey, S., Whitmire, R.), “Gender Gap: Are boys being shortchanged in K–12 schooling?” included in the spring 2010 issue of *Education Next*.

Gender-Based Legal Reform in China: Opportunities and Challenges by **RANGITA DE SILVA-DE ALWIS**, S.J.D. will be published in the spring 2010 issue of the *East Asia Law*, published by University of Pennsylvania Law School.

“The importance of audience and agency for re-presentation: A case study of an urban youth media community,” by **LINDA CHARMARAMAN**, Ph.D. was published in the special volume of the *Sociological Studies of Children and Youth: Children and Youth Speak for Themselves*. Charmaraman and **JENNIFER GROSSMAN**, Ph.D. authored “Importance of race-ethnicity: An exploration of Asian, Black, Latino, and Multiracial adolescent identity” which will be published in a forthcoming issue of *Cultural Diversity and Ethnic Minority Psychology Journal*.

SUMRU ERKUT, Ph.D. authored “Self-esteem,” which was included in C. Clauss-Ehlers (Ed.) *Encyclopedia of cross cultural school psychology* published by Berlin, Springer-Verlag this year. Erkut also authored “Developing multiple language versions of instruments for intercultural research” included in Volume 4 of *Child Development Perspectives*.

JUDITH JORDAN, Ph.D. authored “The critical Importance of relationships for women’s wellbeing” included in Dana Jack and Alisha Ali’s *Silencing the self across cultures: depression and gender in the social world*, published this spring by Oxford University Press.

NANCY MARSHALL, Ed.D. and **ALLISON TRACY**, Ph.D. authored “After the Baby: Work-Family Conflict and Working Mothers’ Psychological Health” included in *Family Relations*, published in Volume 58 in autumn 2009.

MICHELLE PORCHE, Ed.D. co-authored (Porche, M. V., Fortuna, L. R., Lin, J., & Alegria, M.) “Childhood trauma events and psychiatric disorders as correlates of school dropout in a national sample of young adults,” which will be included in a forthcoming issue of *Child Development*. Porche also coauthored (Dickinson, D. K., & Porche, M. V.) “The relationship between classroom experiences of low-income children in preschool and kindergarten and fourth grade language and literacy abilities” which will also be included in a forthcoming issue of *Child Development*.

THE NATIONAL SEED PROJECT announces the reprinting of *SEEDing the Process of Multicultural Education*, edited by Cathy Nelson and Kim Wilson, originally published in 1998. The anthology contains writings by 25 teachers who have been SEED Leaders as well as framing essays by James Banks, David Mura, and National SEED co-directors **PEGGY MCINTOSH** and Emily Style.

NAN STEIN, Ed.D. co-authored (Taylor, B., Stein, N. & Burden, F.) “The Effects of Gender Violence/Harassment Prevention Programming in Middle Schools: A Randomized Experimental Evaluation” included in the May 2010 issue of *Violence and Victims*.

WCW IN THE MEDIA

Wellesley Centers for Women (WCW) researchers, program staff, and projects are often featured in news stories by regional, national, and international media outlets. Recent coverage includes: international media reports on the U.S.-Saudi Women’s Forum for Social Entrepreneurship and quotes by WCW’s experts and research findings on National Public Radio, in the *New York Times*, Huffington Post, and *More* magazine.

See all media citations at www.wcwonline.org/recentcoverage.

short takes

WCW Welcomes Economist/Researcher



The Wellesley Centers for Women is pleased to welcome Sari Pekkala Kerr, Ph.D. who

has joined the Centers as a Senior Research Scientist/Economist.

Most recently an econometrician at Keystone Strategy and Charles River Associates—a leading global consulting firm in Boston, MA—Kerr aims to understand the socio-economic effects of public policy. Her work has

focused primarily on the implications of education, employment, and immigration policy.

Research conducted by Kerr and her colleagues on educational policies in Finland which were developed decades ago to provide equal opportunity in primary schooling, found the practices to be important factors in increasing economic equality and mobility. She will continue some of her work with the Government Institute for Economic Research in Helsinki, including an examination of how changes in immigration policy have impacted the labor market in Finland.

Kerr is looking forward to returning to research full-time through her work at WCW and is interested in other policy stream studies related to families including maternity benefits and women's employment, child care, and subsidies, with a particular focus on labor market and benefits for women's economic security domestically and internationally. She is also interested in juvenile justice-rehabilitation systems and in exploring immigration policy research in the U.S.

Kerr received a University Diploma in Economics from the University of Kent at Canterbury in England, and an M.A. in Economics, Business Studies, Education and Linguistics and a Ph.D. from the University of Jyväskylä in Finland. Kerr has been a visiting scholar at Massachusetts Institute of Technology and Boston University (B.U.) and has taught at B.U. and the University of Kent at Canterbury.

Family Court Data Collection Project

The Family Court Snapshot Data Collection Project is poised to collect data in four Massachusetts Probate and Family Courts beginning later this spring. The project, led by **MONICA DRIGGERS**, J.D., WCW director of studies of gender policy in U.S. jurisprudence, began in 2008 as an effort to find out whether litigants in abusive relationships have different experiences in family court than do other litigants.

A pilot version of the project was conducted last summer and yielded preliminary data with striking implications. In contrast to claims made by both domestic violence survivors' groups and fathers' rights groups, the preliminary data indicate that family court litigants are generally satisfied with judges, regardless of the presence or absence of abuse. However, those in abusive situations were somewhat less satisfied with probation officers (sometimes referred to as mediators) than were other litigants. In addition, the pilot project revealed that litigants are extremely reluctant to report abuse, even in the relatively safe setting of an anonymous survey, and have difficulty presenting consistent information about abuse if it exists. Reports gathered from litigant respondents often indicated that abusive situations overlap with mental health and substance abuse issues, two problems that do not formally fall within the purview of family courts.

The full-scale data collection will pull together more detailed information about the results generated by the pilot and will also document litigants' experiences in preserving personal safety, safeguarding children, and securing the resources necessary to navigate the court process. Judges and probation officers will also complete surveys designed to obtain more detail about how often they encounter domestic abuse, mental health problems, and substance abuse problems, and how they manage these issues.

Recommendations made to the Massachusetts Probate and Family Courts may result in improvements—from better signage and access to resources, to support from domestic violence advocates—that are especially important to self-represented litigants. The project has also assisted the courts in obtaining resources to institute better domestic abuse assessment practices. A report on the full-scale data collection results, along with recommendations based on the research, is expected in the spring of 2011. Funding comes from the Boston Foundation.

NIOST's APT Tool Selected for Use in Massachusetts Quality Rating and Improvement System Pilot

This spring, the Massachusetts Department of Early Education and Care is piloting a new Quality Rating and Improvement System (QRIS) for child care and school-age programs. This initiative is aimed at engaging programs in quality improvement efforts, and ultimately improving the quality of experiences for children and youth across the commonwealth.

A key piece of the pilot entails having afterschool programs self-assess their quality against the newly drafted QRIS standards. The Assessment of Afterschool Program Practices Tool (APT), developed by **BETH MILLER**, Ph.D. and **WENDY SURR**, M.A., of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, is one of only two assessment tools approved for use by afterschool programs participating in the QRIS pilot.

The APT was first developed in 2004 as part of a state-wide afterschool research study conducted by NIOST and the Intercultural Center for Research in Education, which examined links between program quality

and youth outcomes in 78 afterschool programs across the state. One of the unique aspects of the APT is that it is designed to measure the program practices that research suggests contribute to desired youth outcomes, such as problem solving, communication skills, and relationships with peers and adults. In fact, findings from the Massachusetts Afterschool Research Study (MARS) did show links between program quality, as measured by the APT, and desired youth outcomes as measured by the SAYO, a youth outcome tool also developed by NIOST.

Following the MARS project, NIOST partnered with the Massachusetts Department of Education 21st Century Community Learning Center Program to revise the APT to better meet the needs of practitioners. A new "field-friendly" version of the APT was completed in 2005, and is currently being used as a self-assessment tool by hundreds of program sites in Massachusetts as well as in Georgia, Connecticut, Louisiana, and Alberta, Canada.

KILLING US SOFTLY

Documentary about Advertising's Portrayal of Women Updated

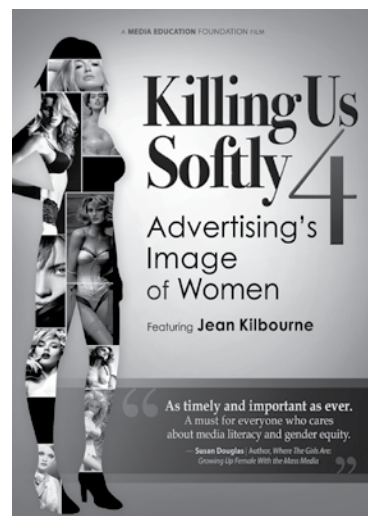
In this new, highly anticipated update of her pioneering *Killing Us Softly* series, the first in more than a decade, **JEAN KILBOURNE**, Ed.D., senior scholar at the Wellesley Centers for Women, takes a fresh look at how advertising traffics in distorted and destructive ideals of femininity.

The film marshals a range of new print and television advertisements to lay bare a stunning pattern of damaging gender stereotypes—images and messages that reinforce unrealistic, and unhealthy, perceptions of beauty, perfection, and sexuality.

By bringing Kilbourne's groundbreaking analysis up to date, *Killing Us Softly 4* challenges a new generation to take advertising seriously, and to think critically about popular culture and its relationship to sexism, eating disorders, and gender violence.

Kilbourne is internationally recognized for her groundbreaking work on the image of women in advertising and for her critical studies of alcohol and tobacco advertising. In the late 1960s she began her exploration of the connection between advertising and several public health issues, including violence against women, eating disorders, and addiction, and launched a movement to promote media literacy as a way to prevent these problems. A radical and original idea at the time, this approach is now mainstream and an integral part of most prevention programs. Her films, lectures, and television appearances have been seen by millions of people throughout the world. Kilbourne was named by *The New York Times Magazine* as one of the three most popular speakers on college campuses. She is the creator of the *Killing Us Softly: Advertising's Image of Women* film series and the author of the award-winning book *Can't Buy My Love: How Advertising Changes the Way We Think and Feel* and co-author of *So Sexy So Soon: The New Sexualized Childhood and What Parents Can Do to Protect Their Kids*.

The Media Education Foundation is distributing the DVD. Visit www.mediaed.org for more information.



continued on page 14

Research Grants Awarded to Out-of-School-Time Providers to Explore Community-Based Programs and Benefits

The National Institute on Out-of-School Time (NIOST) at Wellesley Centers for Women, in partnership with the Robert Bowne Foundation, is pleased to announce the selection of the 2010 Edmund A. Stanley Jr. Research Grantees. These awards support research about community-based youth programs during out-of-school-time hours.

- Katie Brackenridge of the Bay Area Partnership will explore the impact of an increase in state funding in California for school-based afterschool programs on the relationships, policies, programming, and afterschool practices of school districts, cities, and community-based organizations. The study will draw connections between the situation in California and similar scenarios on a national level.
- Julie Maxwell-Jolly of the University of California, Davis will review the literature on the range of factors and strategies that contribute to improving English learners' education outcomes with the aim of providing guidance regarding the kinds of activities that would be most likely to contribute to English language improvement. The review will also look to the research on afterschool and out-of-school-time programs for similar evidence regarding success factors and strategies, in order to explore where the two bodies of literature intersect.
- Carla Roach of the Innovation Center for Community and Youth Development will investigate community-based youth agencies and their potential to catalyze a collective leadership approach during out-of-school time. She will do so by gathering and analyzing empirical data from three community-based organizations: Tohono O'odham Community Action (TOCA) in Sells, Arizona; Youth Development Training and Resource Center (YDTRC) in New Haven, Connecticut; and the Monterey Bay Aquarium working in Watsonville, California.
- David Shernoff of Northern Illinois University will create case studies of empirically-based out-of-school time programs that "work" in actual practice in order to be of maximum usefulness to educators and practitioners. Programs that "work" are considered those which have been investigated empirically, and for which measures of participant engagement is high. The study will identify models in a variety of domains holding promise for the future of youth engagement.

In addition to the Edmund A. Stanley, Jr. Research Grantee program, the Afterschool Matters Initiative funded by the Robert Bowne Foundation and coordinated through NIOST includes the Practitioner Fellowship Program; the *Afterschool Matters Journal*; and Research Roundtables that provide a forum for connecting research and practice.

For more information about the National Afterschool Matters Initiative please visit www.niost.org.

Recognition & Appointments

The The Massachusetts Dental Society (MDS) Committee on Abuse and Neglect recognized **SUSAN MCGEE BAILEY**, Ph.D. for her outstanding contribution to developing services and support to women and children. The Allard Award, which is given to an individual or group whose efforts have heightened awareness with regard to abuse and neglect of children, women, the elderly, and the disabled, as well as domestic violence, was presented at the MDS annual meeting in May in Burlington, MA.

SURMU ERKUT, Ph.D., associate director and senior research scientist at the Wellesley Centers for Women (WCW), has been appointed an Associate Editor of *Developmental Psychology*. Erkut also joined the Board of Directors of the National Council for Research on Women, representing the Wellesley Centers for Women.

JUDITH JORDAN, Ph.D., director of the Jean Baker Miller Training Institute at WCW, has received the Division of Psychotherapy of American Psychological Association's 2010 Distinguished Psychologist Award for contributions to psychology and psychotherapy.

The National Eating Disorders Association (NEDA) presented **JEAN KILBOURNE**, Ed.D., WCW senior scholar, with a NEDA Profiles in Living Award this past March in New York City. Previous recipients include Paula Abdul, Jamie Lynn Sigler, Paula Zahn, and Trisha Meili. Kilbourne was also honored by The Newton Free Library in Newton, MA along with authors James Carroll, Anita Diamant, and Sara Lawrence Lightfoot during an "Evening for Library Lovers," also in March. Last Fall, Kilbourne was awarded the Ida M. Johnston Award from the Boston University School of Education. The award is the most prestigious alumni award made by the school and is bestowed annually to an alumnus in recognition of service to the profession, community, and alma mater.

PEGGY MCINTOSH, Ph.D., WCW associate director and senior research scientist, recently received the Sandra Enriquez Social Justice Award from the Boston YWCA during the organization's Academy of Women Achievers Luncheon for her work to address racial, social, and economic injustice.

Kate Daniels's poem "A Walk in Victoria's Secret," first published in the May/June 2009 issue of *Women's Review of Books*, has been chosen for *The Best American Poetry 2010*, edited by Amy Gerstler.

UPCOMING PRESENTATIONS

“Changes in Addiction and PTSD Severity for Adolescents in a Pilot Integrated Therapy,” by Lisa Fortuna, M.D., **MICHELLE PORCHE**, Ed.D., WCW senior research scientist, and Douglas Ziedonis, M.D., will be presented at the Annual Meeting of the American Psychological Association in San Diego, CA in August.

The 24th National **SEED** (Seeking Educational Equity and Diversity) Project New Leaders' Week will be held July 8-15, 2010, at San Domenico School, San Anselmo, CA. Approximately 40 K-12 teachers and administrators will gather to prepare to lead year-long, monthly SEED seminars in their schools next academic year. The aim is to help schools create curricula, teaching methods, and school climates that are more gender-fair, multicultural, and international. Learn more at wcwonline.org/seed.

NAN STEIN, Ed.D., WCW senior research scientist, and **LINDA CHARMARMAN**, Ph.D., WCW research scientist, will present their work with the University of Illinois on bullying and sexual harassment at the Centers for Disease Control in Atlanta, GA in late June.

RECENT PRESENTATIONS

At the winter Society for Research on Adolescence conference in Philadelphia, PA, **LINDA CHARMARMAN**, Ph.D., WCW research scientist, presented her study on “Adolescent Notions of Success: Identity Exploration in a Girls' Media Program,” which stemmed from her work on the Harold Benenson Memorial Grant at WCW. Along with **CORINNE MCKAMEY**, Ph.D., WCW postdoctoral research scholar, Charmarman presented their photography-based qualitative work on the Planned Parenthood comprehensive sex education evaluation study, entitled “Urban Middle School Youth's Perspectives on Relationships: A Visual and Textual Analysis.” Charmarman presented her work with *Teen Voices*, entitled “Race and Gender in the Media: Identity Exploration in a Girls' Magazine Program” at the Biennial Conference on Human Development at Fordham University, NY in April. This work explores a) the

importance of gender and racial-ethnic representations in the media on adolescent girl identity and b) how participating in the production of alternative media by, for, and about girls' experiences affects participants' sense of media empowerment and visibility.

JUDITH JORDAN, Ph.D., director of the Jean Baker Miller Training Institute (JBMTI) at WCW, and **MAUREEN WALKER**, Ph.D., director of program development at JBMTI, presented “Keeping it Real: Relational-Cultural Approaches to Supervision” at the 4th Biannual Cultural Competency Conference at Georgia State University in Atlanta, GA in April. Walker also presented “Healing Power, Creating Hope” at the annual conference of the Association of Clinical Pastoral Educators, Exploring the Heart's Land: The Art(s) in Supervision ...And All That Jazz! also in April in Kansas City, MO.

NANCY MARSHALL, Ed.D. and **WENDY WAGNER ROBESON**, Ed.D. presented their paper, *Maternity Leave Arrangements and Working Mothers' Wellbeing at Work, Stress, and Health 2009: Global Concerns and Approaches*, the 8th International Conference on Occupational Stress and Health, San Juan, PR in November 2009. Marshall, Robeson, **ALLISON TRACY**, Ph.D. and **JOANNE ROBERTS**, Ph.D. presented *Welfare Reform, Subsidized Child Care, and Family and Child Well-being* at the annual meetings of the American Sociological Association, San Francisco, CA in August 2009.

PEGGY MCINTOSH, Ph.D., and Shakti Butler co-presented “White Privilege and Women's Health” in LaCrosse, Wisconsin at the 11th Annual White Privilege Conference on Health Strategies: Strategies | Action | Liberation. She co-presented an institute at the 23rd National Conference on Race and Ethnicity (NCORE) in June with Michael Benitez, Shakti Butler, Victor Lewis, Tim Wise, and Catherine Wong on “Internalized Oppression and Internalized Superiority” in National Harbor, MD. McIntosh recently gave major addresses at: the University of Mississippi, Middlebury College, VT, and Fordham University, NY, and she will offer another for the Association of Ontario Health Centers, in Niagara Falls, Ontario in June.

LAURA PAPPANO, WCW writer-in-residence, and **ALLISON TRACY**, Ph.D., WCW senior research scientist and methodologist, presented their paper, *Ticket Office Sexism: The Gender Gap in Pricing for NCAA Division I Basketball* at the IWG World Conference on Women and Sport in Sydney, Australia, this past May. Two Wellesley College students, **SARAH ODELL** (Class of 2010) and **LINDSAY RICO** (Class of 2013) also participated in the conference and reported from the proceedings on the FairGameNews.com blog Pappano established, dedicated to seeking gender equity on—and off—the field.

MICHELLE PORCHE, Ed.D., WCW senior research scientist, chaired the symposium “Religiosity, Spirituality, and Culture as Protective Factors for Alcohol Use and Other Risk Behaviors among Minority Youth,” at the March 2010 Biennial Meeting of the Society for Research on Adolescence in Philadelphia, PA. As part of the symposium, she presented “Religion and Spirituality as Protective Factors for Alcohol Use in a National Sample of Emerging Adults” (Fortuna, L., Porche, M., Wachholtz, A., Torres-Stone, R., and Trottier, F.). In addition to the symposium, she presented “Immigrant Students' Egalitarian Attitudes, Acculturation and Family Support Related to STEM Persistence” with **JENNIFER GROSSMAN**, Ph.D., WCW research scientist, and **KRISTEL DUPAYA**, Wellesley College student (Class of 2010 and WCW Morse Fellow Intern). **CORINNE MCKAMEY**, Ph.D., WCW postdoctoral research scholar, and Porche also presented “We Mixed and Stirred,” and “That Excited Me!”: Affective Responses to Urban High School Science Labs.”

NAN STEIN, Ed.D., WCW senior research scientist, and two Wellesley College students, **NATALIE RUSS** (Class of 2010 and WCW Class of '67 Intern) and **KELLY MENNEMEIER** (Class of 2011 and the 2008-2009 WCW Linda Coyne Lloyd Student Research Intern) made two presentations on “precursors to teen dating violence” in middle schools based on work from Stein's research funded by the National Institute of Justice. One presentation was offered in March to educators from sexual assault and domestic violence centers across Massachusetts; the second was made to the Boston Public Health Commission's domestic violence roundtable in April. Stein also presented “A Rising Pandemic of Sexual Violence in K-12 Schools: Locating a Secret Problem” during the Annual Victims' Rights Conference held at the Baystate Health Education Center in Springfield, MA in April.

How Women Can Succeed: An Alternative View

ON AN ALMOST DAILY BASIS, I SEE, READ, OR HEAR A STORY ABOUT HOW WOMEN CAN IMPROVE THEIR CAREERS, advance in their pay levels, and avoid the stereotypes associated with women in the workforce. As a feminist, I am interested in these developments and am always rooting for women to pioneer new positions and achieve new forms of advancement.

In my heart, however, I worry about young, low-income, single mothers who are trying to support their children by holding a job—any job. The cost of high quality child care is out of reach for these women, making it almost impossible for them to balance their work life and family life. Luckily, there is within the welfare reform program known as TANF (Temporary Assistance for Needy Families), a provision for child care benefits for low-income women who work. It was considered necessary because TANF requirements impose intense pressure on these women to find a job.



But young mothers with very little money are demonized by society—perhaps more so if they are African American. All sorts of stereotypes and slurs are aimed at them: she has no self-discipline; she has more and more children in order to increase her welfare benefits; she neglects her children; she doesn't want to work, but would rather sit around drinking beer and smoking. Further, part of the stereotype is that young mothers have as their main goal to

defraud the welfare system. Many churches, rather than fighting this stereotype, collude with it and classify these young mothers as “the undeserving poor.”

At the federal level, “welfare reform” has imposed draconian provisions, such as: the “family cap” provision that if a woman has a child while she is on welfare, there will be no increase in benefits for the new child; a five-year lifetime limit on receiving welfare benefits (even if you have been looking for a job, but have been unable to find one in this economy); and denial of food stamps to legal, documented immigrants.

In response to the negative stereotyping of low-income mothers, state governments feel free to neglect these women

and make it hard for them to receive benefits so they can work or attend school. State agencies set arbitrary rules that require inordinate effort on the part of the young mothers to hang onto their benefits. For instance, in Mississippi a mother must appear at the welfare office twice a year to be recertified for her child care subsidy. Few states require a face-to-face visit and fewer yet twice a year. The burden this creates may not be immediately obvious, but Mississippi is a largely rural state and visiting the welfare office often requires transportation and time off work—both real barriers for low-income rural mothers. If a recipient is at all late in visiting the office with her paperwork, her child is removed from day care and placed at the end of the waiting list to receive the child care subsidy. In 2009, the waiting list in Mississippi was over 6,000 children long.

Feminists have resisted the stereotyping of low-income young mothers for decades. Gwendolyn Mink, the daughter of the late Senator Patsy Mink (D-Hawaii), has been one of the leaders in this push-back, presenting insights into the real lives of low-income single mothers¹. But the stereotype is firmly established in public opinion. As a result of pressure from most conservatives, libertarians, and even some liberals, the safety net on which these women depend has been steadily eroded. Of course, it is much worse if they are immigrants. Negative rhetoric about welfare for poor women now even maintains that welfare is bad for women and children, robbing them of “character” and “self-reliance.” As Gwendolyn Mink and many others have shown us, if there were scientific ways to measure strength, resourcefulness, and hard work, young mothers who make a life for their children out of almost nothing are some of the strongest, most resourceful, and hard-working women of all.

Moving Up From Poverty

Success for these young mothers and their children looks quite different from the success desired by professional women.



Poor young mothers would like a decent life, with a certain amount of financial security, health care for them and especially for their children, and a safe environment. All these things are within our means as a country to provide, but their status as “undeserving” makes it difficult to muster the political will to provide the government assistance they need to make success possible.

Many researchers—both academic and activist—have studied how to lift women and children out of poverty. There is consensus that education is crucial, as is employment and safety. The key that turns the lock in the door to success in these areas is safe, affordable child care. Both education and employment are unattainable if a young mother of little means lacks access to good child care. Lacking a family member or an equivalent caretaker who can care for her child at low or no cost—so that she can go to work or school, she has to care for her small child or children herself. Now that we have health care reform, which serves women and men and definitely includes benefits for different economic classes, perhaps it is time to look at what else low-income women need, and that must include child care.

At one time, a system of universal child care, funded by the government, was on the political agenda. During the Lyndon Johnson Administration’s War on Poverty in the 1960s, there was wide agreement that child care was a “safety net” issue and an important part of the fight against poverty. Further, middle class white women were (re)entering the workforce, as the early rumblings of the women’s movement began to open possibilities for them. It seemed obvious that the lack of accessible, trustworthy child care was a problem for all families.

But the Vietnam War and other economic and foreign policy crises intervened and child care was abandoned as a pressing issue. When legislative attention returned to the issue of child care in the 1970s, the political right (then beginning its ascendance) mobilized a major campaign to defeat it. Led by Phyllis Schlafly of Eagle Forum, a right-wing women’s group, child care was represented as a government brainwashing program designed to replace the family as the primary caregiver of children with a government program that would instill socialist values in small children.

Worse yet, it was characterized by the New Right during the Reagan Administration as a project of feminists. For the right, this was proof of its danger to American values, though the drive for child care was spurred simply by the needs of working women.

Though 2010 may be a politically propitious time to try again to make child care universally available, the lessons of the recent battle over health care do not bode well for its success. Child care, even more than health care, is a “family values” issue and the right would like nothing better than to mount another campaign to “just say no.”

But the public needs to understand that child care is not simply a service for the mother in her attempt to handle work and child-rearing. It also benefits her child or children. The overwhelming opinion in numerous academic studies—most notably the “High/Scope Educational Research Foundation’s Perry Preschool Study” that compares the lives of two groups of at-risk children, one group who had a high-quality preschool program in the 1960s and another who had no preschool program—demonstrate the importance of quality child care to young children². This study, one of the longest running (40+ years) and best known studies of the effects of preschool education, shows remarkable results when the researchers look at a wide range of factors in the lives of the two groups of study participants at the age of 40. The “preschool advantage” documented in this research includes higher lifetime earnings, greater employment stability, higher educational attainment, greater family stability, and dramatically reduced involvement with crime. Together these benefits result in a public benefit of almost \$13 for every public dollar invested in the program.

A decades-long attack on child care itself, combined with the demonization of poor, single mothers, an alarmingly high unemployment rate of 9.7 percent (as opposed to 5.7 percent in 2001), and lessening access to low-cost higher education have severely affected the prospects of welfare recipients and other low-income single mothers to succeed. Even by modest standards of success, the current economic climate conspires to deny them a chance for a good job or access to education. Since unemployment hits men even harder than women in this recession, married men now often find themselves with an employed spouse, but a reduced income that can no longer support child care. They must look for a job and provide child care simultaneously.

Surely it is time for society to broaden the definition of success to include a fair playing field for all women. Not all women will make partner at the firm or enter government service at a high level, but if our society does not provide the basic services that allow young mothers to improve their lives and the lives of their children, we’ll never be able to claim that we’ve created a fair chance for all women to succeed. ■



PHOTO: ELLEN SHUB

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¹Gwendolyn Mink, *Welfare’s End* (Ithaca, N. Y.: Cornell University Press), 1998 and G. Mink, *Whose Welfare?* (Ithaca, N.Y.: Cornell University Press) 1999.

²See website: <http://www.highscope.org/Content.asp?ContentId=219>.

global connections

Testimony to the Congressional-Executive Commission on China **Women in a Changing China—March 8, 2010**

Below is an excerpt of a testimony offered by Rangita de Silva-de Alwis, S.J.D., director of international human rights policy programs at the Wellesley Centers for Women. [The hearing was convened March 8, 2010, pursuant to notice, at 2:00 p.m., in room B-318, Rayburn House Office Building, Douglas Grob, Co-chairman's Senior Staff Member, presiding.] Also present were Charlotte Oldham-Moore, Staff Director; Kara Abramson, Advocacy Director; Abigail C. Story, Manager of Outreach and Special Projects; Anna Patella, Congressional-Executive Commission on China; and Lindsey Purdy, Lagai Research Foundation.

At this *CECC Roundtable*, a panel of experts explored the Chinese government's progress and challenges in addressing women's rights issues. China ratified the Convention on the Elimination of All Forms of Discrimination against Women in 1980. Thirty years later, what has been the impact of this commitment? What progress has been made at the central and local level toward greater protection of women's rights? What specific challenges remain?



Testimony by Rangita de Silva-de Alwis:

The Beijing Women's Conference in 1995 and its progeny, the Beijing Platform of Action, marked a watershed event in the history of local and global women's movements. The clarion call to take Beijing back home resonated, both locally and globally, and reverberated in China.

Fifteen years after this historic event and 30 years after the landmark Convention on the Elimination of All Forms of Discrimination against Women, the CEDAW, is an important political moment for us to reflect on this twin legacy and how this has catalyzed gender-based lawmaking and mobilized women's groups in China to hold stakeholders accountable to both the letter and the spirit of the guarantees enshrined in the CEDAW.

In the final analysis, as a universally recognized norm-setting instrument, the CEDAW has become a powerful benchmark for women's rights groups in China to monitor the implementation of existing legislation. Most importantly, as

a universal bill of rights for women, the CEDAW legitimizes and augments the voices of Chinese women's rights groups in their call for law reform and practice in China. These calls in China are a call of reforms taking place in analogous areas in other countries, however, international norms are sometimes a double-edged sword.

Despite the fact that they are powerful tools to advocate for, and monitor, women's rights, China and the Chinese state party, too, has cloaked weak law-making in the garb of international norms. In spite of the rhetoric of the Chinese state, which emphasized at the CEDAW committee hearings in 2006, that the new reforms to the law were governed by the CEDAW.

CEDAW concluding observations made after the fifth and sixth state party report in 2006 were very similar, too, and reinforced prior concluding observations made after the third and the fourth state party report in 1999. This leads one to question the actual impact of the concluding observations on the state. What in fact had been adopted were the forms, and



not the substance, of international human rights norms.

Juxtaposed with the state's change-resistant articulation of women's rights, China's women's rights practitioners' innovative views of international women's rights norms has powerful transformative potential.

The 2005 reforms on the law on the Protection of Women's Rights and Interests of 1999 was a milestone in women's rights advocacy in China and it spawned a panoply of gender-based law reform initiatives, both locally and nationally.

The new and incubating developments in gender and the law in China are the result of reform initiatives that have sparked local to global engagements. Firstly, the new law manifests a marked movement away from paternalistic notions on the protection of women and embraces a more human rights-based concept of the empowerment of women.

Secondly, and in direct consequence of the ambiguity and the aspirational nature of the national laws, women's groups have redirected their efforts to mobilize strong guidelines at the provincial level, thus creating greater opportunities for the vindication of women's rights at the local level.

Although domestic violence has now been clearly prohibited in China, China still lacks national legislation on domestic violence. The existing prohibitions do not harmonize with international guarantees. Women's groups have again been creative in their search for redress and have seized for themselves the mantle of change. Some of the most widespread new developments in the area of domestic violence law and policy making, and women's rights groups have helped shape a trail of reform in this area.

The Supreme People's Court's *Trial Guide to Domestic Violence-Related Cases* in 2008 breaks new ground by providing protection orders in pilot courts under limited circumstances. Leading women's rights advocates hail this as a small step in legal theory, but a big step in judicial practice. The challenge now is to expand the protective orders beyond the nine pilots and

push the boundaries of its scope.

Informed and animated by international guarantees and new developments in domestic violence lawmaking around the world, the anti-domestic violence network of China has developed a strong experts' draft on domestic violence. This experts' draft is a blueprint for national law reform and embraces many of the international law definitions of domestic violence. However, deep-seated traditional mores, such as son preference and devaluation of the girl-child, are inextricably interrelated to violence against women and must be captured in any narrative on women's rights law reform and practice.

Despite more women in employment, the feminization of part-time work; gender bias in advertisements and recruitment; sex segregation in employment; the commodification and objectification of women; ghettoization of women in lower-ranking employment; the over-inclusion of protections in the law that stereotype and subordinate women; family responsibility-based discrimination; and cross-cutting and multiple forms of discrimination continue to disadvantage and subordinate women in China. Differential retirement practices that force both blue collar and professional women to retire ten years ahead of their male counterparts are some of the biggest threats to economic development in China.

The law of employment promotion, in 2008, broke new ground by outlawing discrimination on the grounds of nationality, race, gender, religious belief, et cetera. The labor contract law, which came of age in 2008, too, reflects a paradigm change in labor relations, as it articulates that a contract must be based on principles of fairness, equality, and negotiated consensus.

Despite these good-faith efforts, these laws have had a disproportionate impact on women workers and more women have been forced into part-time employment. The under-implementation of these laws in a time of global economic strain is a threat that runs through most laws.

In the absence of a national anti-discrimination law, anti-discrimination scholars and practitioners in China have developed a model anti-discrimination law based on International

Labour Organization guidelines and other international norms. This draft, known as the *Experts' Draft on Anti-Discrimination*, outlaws discrimination based on multiple grounds of discrimination, including nationality, gender, religion, and sexual orientation. And these experts' drafts, which are unique to China, are often blueprints for reform and catalysts for action.

A similar experts' draft on sexual harassment and a sexual harassment guidelines for companies are exciting new developments initiated by Chinese scholars and once again augment the call for international guarantees.

These dynamic initiatives by civil society scholars fill the lacuna left by inoperable and hortatory laws. For example, although the revised Law on Protection of Women's Rights and Interests, for the first time, outlawed sexual harassment, this prohibition only remains aspirational.

The law does not provide a definition of sexual harassment, nor the elements of the offense. So far, of the 19 national cases that have gone to courts, not a single case has articulated sexual harassment as a cause of action, but based a claim for damage on other provisions in the law.

The face of poverty in China is that of rural women. Due to patriarchal norms, male-dominated village committees and autonomous village committees' regulations, women who are married out, divorced, widowed, or single are deprived of access to land tenure or responsibility law. Here, too, women's rights leaders have seized the opportunity for reform to call for a form of judicial review of village committee rulings and more egalitarian decision-making at the village levels to amplify women's voices in community affairs.

To read de Silva-de Alwis' concluding remarks, transcripts of all the testimonies, and questions and answers from congressional leaders, please visit: <http://cecc.gov/pages/roundtables/2010/20100308/index.php>.

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Connecting Globally

SUSAN MCGEE BAILEY, Ph.D., WCW executive director, traveled to Jeddah, Saudi Arabi to attend a leadership fair in early March, showcasing service projects of students who participated in the U.S.-Saudi Women's Forum on Social Entrepreneurship. Co-organized by the Babson College's Center for Women's Leadership, Dar Al-Hekma College in Saudi Arabia, and WCW, this project enriched the lives of women and their communities through the application of business and leadership skills to social needs, while generating societal and economic value. Three of the students were chosen to participate in President Barack Obama's Summit of Entrepreneurship held in April.

This past January, **RANGITA DE SILVA-DE ALWIS**, S.J.D., director of international human rights policy programs at WCW, served as a distinguished faculty member during the inaugural Madeleine Korbel Albricht Institute for Global Affairs at Wellesley College. This new Institute brings a unique interdisciplinary advantage to bear on global challenges in the world today—especially to the young leaders the College is dedicated to educating. An audio recording of de Silva-de Alwis' presentation, "Advancing Equal Rights for Women in Post-Socialist Countries: China, Eastern Europe and Central Asia" is available on the Albricht Institute website, at www.wellesley.edu/Albricht/gallery/2010ProgramWithAudio.html. She also participated in a faculty seminar proposal on "Honor Crimes: A Global Challenge to Women's Human Rights in 2010."

In March, de Silva-de Alwis served on an interactive panel focused on "Cross-sectionalities of gender, disability, and development: Towards equality for women and girls with disabilities" during the 54th Session of the Commission on the Status of Women at the United Nations in New York. Also that month, de Silva-de Alwis presented "New Developments in Gender-Based Legal Reform: Exciting Opportunities and Emerging Challenges, 15 Years after the Beijing Conference" as part of the Yale Law School Workshop on Chinese Legal Reform in March. She presented "Women's Rights in Asia and Their Changing Role" during the February Harvard Project Asian and International Relations Conference.

Also in March, de Silva-de Alwis and the Honorable **NANCY GERTNER**, U.S. District Judge, District of Massachusetts, traveled to Beijing, China to follow-up with leading gender and law experts from work begun in the fall in Wellesley, MA as part of the Gender & Law in China Expert Group Consultation project. Discussions focused on various women's rights issues, including domestic violence, sexual harassment, property, and anti-discrimination laws. Reports were offered by working groups on new developments and action steps taken on the plan that had been developed during the experts' meetings in November. The presentation of the published Chinese working papers, *New and Emerging Developments in Gender and Law in China*, was also made. Funding for this project comes from Ford Foundation China and WCW.

ALICE FRYE, M.P.H., Ph.D., WCW research scientist and methodologist, presented, "Risks for Depressive Symptoms Among Emerging Adults: Does Age Offer Resilience?" to a multidisciplinary group of scholars from The Center for Ethics and Poverty Research, an institute in Salzburg, Austria in November.

TRACY GLADSTONE, Ph.D., director of the Stone Primary Prevention Programs at WCW, presented two programs during the Sixth Nordic Forum 2010, "How about the children when life is difficult for the parents?" held in Finland in May. She offered "What does our research show" in relation to work she and colleagues have undertaken to better understand what is known and not known in prevention, promotion, and parental mental disorders. She also presented "Sisters and brothers—sibling relationships in families with parental depression."

Among her dozens of lectures and conference presentations, **JEAN KILBOURNE**, Ed.D., WCW senior scholar, will be speaking at the World Summit on Media for Children and Youth in Karlstad, Sweden, in mid-June.

Last fall, **PEGGY MCINTOSH**, Ph.D., WCW associate director and senior research scientist, traveled to Athens, Greece to meet with **CHRYSSI INGLESSI**, former WCW scholar and now retired professor from the Education Department of the University of Athens. This June, McIntosh will attend the World Congress of Comparative Education Studies in Istanbul, Turkey, where she will deliver a paper on "Interactive Phases of Curricular and Person Re-Vision in International Contexts."

NAN STEIN, Ed.D., WCW senior research scientist, traveled to London in May to meet with educators and administrators from the Anti-Bullying Alliance to discuss Stein's research and curricula and to determine if there are opportunities to engage with the national government. Stein also met with staff from Womankind, an organization in the United Kingdom dedicated to lifting women, their families, and communities out of poverty through practical programmatic implementation. Stein then travelled to Sweden to participate in the MING network meeting at Mid-Sweden University, Campus Sundsvall. During the program, she presented, "Bullying or sexual Harassment/Violence? Implications for Prevention Education in Elementary and Secondary Schools in the U.S."

The Wellesley Centers for Women was proud to present "Cambodia at the Crossroads: Giving Voice to Women," a conversation with **MU SOCHUA**, political opposition leader in Cambodia and former head minister of Women's Affairs, during Sochua's visit to Wellesley, MA in late March. One of two women to serve in the Cambodia Cabinet after the civil war, Sochua was the architect of Cambodia's domestic violence law. Now a leader of the opposition party, this lifelong activist was co-nominated for the Nobel Peace Prize in 2005 for her work against sex trafficking of women in Cambodia and Thailand.



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