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Research & Action Report, Fall/Winter 2015

Wellesley Centers for Women

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Research \ Action

Report

The Justice and Gender-Based Violence Research Initiative



Featuring:

Working with Boys and Men to Promote Gender Equality • Incorporating Mindfulness into Social-Emotional Learning • Global Connections • Recent Findings & New Publications • Honor Roll of Donors

Shaping a
Better World
through
Research
& Action

**Wellesley
Centers for
Women**

Research \ Action Report

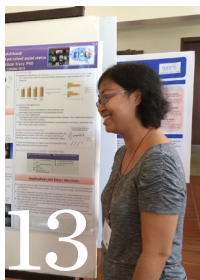
fall \ winter 2015

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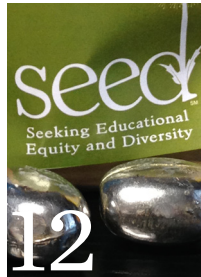
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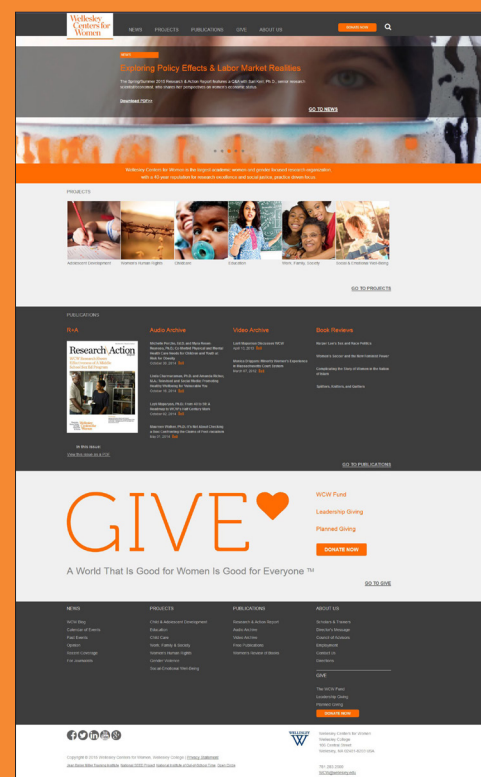
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From the Executive Director

A world that is good for women is good for everyone.™

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

Our mission is to advance gender equality, social justice, and human wellbeing. We shape a better world for women and girls, families and communities through our innovative research, theory, and action.

While women's and girls' perspectives and experiences are at the center of our institutional identity, we recognize that the conditions of women's and girls' lives are shaped not only by their sex and gender, but also by other important factors: race, ethnicity, and culture; social class and economic status; nationality and religion; sexual orientation and gender expression; age and ability status; level of education; geographic context (urban, suburban, or rural); and a host of other factors. We share the conviction that the lives of men and boys—indeed, people of all genders—are as valuable and important as those of girls and women.

We work with the understanding that the change we seek occurs simultaneously at micro and macro levels, encompassing individuals, dyads, families, communities, and society-at-large. Only when social equity and equality, psychological wellbeing, peace, and freedom from violence and want evince for all people will our research and action programs have reached their true aim.

Last fall when I wrote my message in this *Report*, we were kicking off our 40th anniversary year by rolling out a strategic plan, *From 40 to 50: A Roadmap to Our Half Century Mark*. While we have not been celebrating with big events and fanfare, we have certainly been marking this milestone. And the strategic plan laid the groundwork.

I am very happy to report that we have taken a big step toward Goal 1: Continuing To Do What We Do Best. While this is something we've always done at the Centers, we made an important investment in our portfolio of work and breadth of expertise by bringing **April Pattavina** and **Linda M. Williams**, two deeply experienced senior research scientists, to lead the new **Justice and Gender-Based Violence Research Initiative** at WCW. Supported by **Mary Frederick**, their operations manager, the team will conduct and disseminate research that meaningfully addresses the causes and consequences of gender-based violence and the social, health, and justice systems' responses to violent crime and victimization. Longtime supporters of the Centers may recognize Linda's name; she led the multi-year Navy Family Study here. The new initiative is built on many decades of experience conducting grant-sponsored and foundation supported research, evaluation, and development of policies and curricula. You can read more about the team on page 2 or by visiting our website at www.wcwonline.org/JGBVR.

And speaking of our website, if you haven't visited it lately, I hope you will today. We recently launched a redesigned, responsive site that allows us to share even more of our important work more clearly and effectively. We are grateful to **Capgemini**, one of the world's foremost providers of consulting, technology, and outsourcing services, for its generous pro bono work to design top-level pages of our site. **Sue Sours**, WCW's Information & Technology Systems Manager, then took this creative work and facilitated the building of our new site. Over the next several months we will be refining the technology and reorganizing some of the content. We welcome feedback from our visitors and supporters and hope you can tell us how you think we may better disseminate our work to you. If you have a few minutes to complete a brief survey, please do so—www.surveymonkey.com/r/WCWweb.

The website redesign is part of our strategic plan's Goal 3: Increasing Our Impact; New Outreach, Collaborations, and Partnerships. And we aren't stopping there.

Some of the greatest partnerships we've had have come from our Council of Advisors—often behind the scenes, but some of our most committed ambassadors and champions. In this *Report*, you will learn more about one of these dynamic professionals. **Andrew Levack** shares his invaluable perspectives in the Commentary, "Working with Boys and Men to Promote Gender Equality" on page 6. Allies and partners like Andrew inspire us to do even more, with the hope that we truly can help shape a better world for women and girls, families and communities, together.

There is a lot to read about in this issue, and I cannot touch on nearly enough of it. But I think you will agree that our scholars, their meaningful work, and our valued partners move our mission forward to advance gender equality, social justice, and human wellbeing through high quality research, theory, and action programs. I must acknowledge **Peggy McIntosh**—activist, scholar, feminist, change maker. A member of our community who has been engaging in groundbreaking work for 36 of the 40 years of WCW's existence, Peggy recently announced her retirement and I could not let this milestone pass without recognizing her for her momentous intellectual contributions, not just to WCW, but to the wider world. You can read a bit about how we are honoring Peggy on page 8 or by visiting www.wcwonline.org/CelebratingPeggy.

What an amazing year we've had. We couldn't do it without you and our many supporters. As you will see in our annual Honor Roll of Donors, we have a truly dedicated community of friends who are committed to our work. Thank you for all that you do to fund our work, share our expertise, and help drive social change. ■



Layli Maparyan, Ph.D.
Katherine Stone Kaufmann '67 Executive Director

The Justice and Gender-Based Violence Research Initiative

The Justice and Gender-Based Violence Research Initiative, led by Co-Directors Linda M. Williams, Ph.D., and April Pattavina, Ph.D., senior research scientists, was recently launched at the Wellesley Centers for Women (WCW). Longtime followers of the Centers may recognize Williams, who was director of research at the Stone Center at WCW from 1996 to 2005. In that role, she led the Navy Family Study, a comprehensive approach to understanding the factors that affect successful and unsuccessful outcomes for Navy families involved with the family advocacy office, as well as the outcomes for adults and children exposed to domestic violence, child physical abuse, or child sexual abuse. Williams co-directed the National Violence Against Women Prevention Research Center and continued her research on the long-term consequences and memories of child sexual abuse. Pattavina comes to WCW from the University of Massachusetts at Lowell, where she collaborated with Williams and colleague Melissa S. Morabito, Ph.D., associate professor, on the national multi-site study of sexual assault case attrition through the criminal justice system that is described in the following interview. She brings an interest in applying advances in information and computer technology to the study of social problems. She has been invited to give presentations and workshops on the use of administrative data for policy analysis and received an award from The Boston Foundation for using data to drive community change.

The Wellesley Centers for Women mission is to advance gender equality, social justice, and human wellbeing through high quality research, theory, and action programs. How will the new Justice and Gender-Based Violence Research Initiative contribute to that goal?

LW: One key element of our approach to understanding violence against women is our emphasis on gender-*informed* research on gender-based violence. People sometimes conduct research on sexual assault that isn't informed by an understanding of the key issues that women want addressed. We bring women's voices, especially victims' voices, into our work. Of course, it's women *and* men we're thinking about; but as everyone at Wellesley Centers for Women believes, what's good for women is good for the rest of the world, too.

AP: And we hope our research can result in action and be used to solve problems. One of our priorities is to partner with agencies and establish relationships with the people who are actually doing the work, so, with the justice system this means partnering with the police and the prosecutors—in an objective, research-based kind of environment. We collect data from their records and conduct interviews with detectives, prosecutors, and victim services personnel to understand the context of their work and improve our

research. And when we present our results, we definitely want all of the actors at the table.

LW: Because a really important part of the work is to bring the research back to the persons who use it. That is one key step in our research that can be very difficult to do; it takes time, and we may not have a lot of funding support for it. But we don't want to do "drive-by research," which is a term we learned through focus groups that Nan Stein (WCW senior research scientist) and I organized many years ago. The workers in battered-women's shelters say, "The researchers come in, they take all our data, and we never hear from them again!" From my perspective, for all research, the key point is, you (the researchers) must take it back—and try to understand and interpret what was found with the people who are doing the work.

It's especially challenging, because you need to get people with very different roles in a system or in addressing an issue into the same room to talk about the findings and recommendations. But it's important to take into account the perspectives of multiple players, and look for "both/and" solutions to problems confronted. Without this key part of the feedback loop, you could end up just writing an article that would sit on a shelf.

The issue of violence against women, gender-based violence, has always been important, but there's a lot of attention to it now. So, this is a really critical time not only to do re-

search but to figure out how to have an impact on the world, and so I'm hopeful that a group of us can advance things. And I see WCW as an ideal place to do this work.

AP: As a newcomer to WCW, I'm excited about the possibilities of doing research that does have policy impact and is action-oriented, and I'm looking forward to undertaking more projects in a team-based approach with Linda and others here who have that same agenda.

Together, you have decades of experience in research, evaluation, and the development of policies and curricula. What are your respective areas of expertise and interest?

LW: They overlap. We both have done a lot of research on the justice system response to sexual violence and on intimate partner violence.

AP: I'm also interested in possible uses of technology for alternatives to incarceration for women who have had substance-abuse problems, or have been involved in the criminal justice system, or are under correctional supervision, but who now need or could be allowed to live in the community. How can we help those women access services while they're busy trying to secure or maintain jobs and/or caring for family members? So I'm interested in new technologies, like mobile communications, GPS systems for example, that can help—not just for tracking where

women are, but identifying what services are available near them—for example, job training opportunities, or to find child care services or other support.

LW: April also has expertise in working with large data sets, which will be especially useful in our more extensive data collection projects.

My focus has included gender-based violence and sexual abuse of children, including the commercial sexual exploitation of children. That research has involved examining both the nature and extent of these problems, how they impact victims and communities, and what we can do about them—as a society, as individuals, as a criminal justice or health system.

AP: Both of us value multi-disciplinary and multi-method work, and that's certainly an appeal for us in coming to WCW.

LW: All of this suggests that although the two of us are forming the core of this new initiative, we understand that there are other important partners who will bring other areas of expertise to this work.

You've brought to WCW from UMass Lowell a major project funded by the National Institute of Justice, which addresses the fact that many cases involving sexual assault drop out of the criminal justice system before reaching trial. Tell us about that project.

AP: It's designed to be a multi-site replication, across diverse geographical areas and populations in the U.S., of a study completed in Los Angeles in 2012. It will help us learn how and why some reported incidents of sexual assault on women and girls 13 years or older “fall out” of the justice system at key points during the investigation and prosecution stages, and how the overall system response to sexual assault could be improved.

LW: Not only are we looking at what happens across jurisdictions, but in the later steps of this replication study, we'll bring together police, prosecutors, and victim advocates to help us interpret and better understand what we've found about why cases don't make it through the system (including why some victims are

unhappy with the process), and then work together to interpret the results and come up with some solutions.

What are the legal processes that you'll be researching?

AP: We start with what happens when a sexual assault report is made to the police.

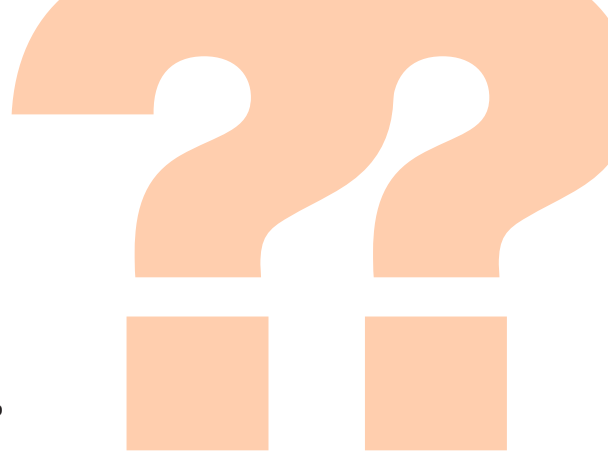
LW: At that point, the police have two options. They can begin an investigation, or they can say that there isn't enough evidence here to determine that a crime has been committed. So some cases become what they call “unfounded,” and nothing else happens with those.

Others go on to an investigation. Then the quality of the investigation becomes central. As the investigation progresses, maybe the victim becomes unavailable—and how do we understand that? Is it because she is overwhelmed by the trauma of the experience? Is it too difficult for her to get to case-related appointments, or to talk to the police or to prosecutors? What's happening? Why are so many cases falling out at that point?

AP: Some cases proceed through the investigation, end in an arrest, and go to prosecutors, but then the prosecutors may decide not to take the cases—because they don't think there's enough evidence, or for some other reason. So along the way there are all these different decision points by different criminal justice actors. And at each stage a lot of cases fall out for various reasons. For example, estimates of arrests reveal that only between 12 and 45 percent of incidents reported to police will end in an arrest.

LW: Of course, other kinds of crimes also confront difficulties with making arrests; for example, you're likely to never know who burglarized your house! But even when an arrest is made, between 39 and 82 percent of sexual assaults don't end up being prosecuted.

AP: So our research is designed to come at the problem from many angles: What in the police investigation might contribute to a case's falling out? What experiences might have made the victim reluctant to continue it? What was the prosecutor's role in it, and was that supportive



Led by Senior Research Scientists April Pattavina, Ph.D. and Linda M. Williams, Ph.D., and Operations Manager Mary Frederick (pictured left to right), the initiative focuses on work with partners in the community, the criminal justice system, governmental and non-governmental organizations, international partners, and other researchers and institutes.

of what the victim wanted, or what the police presented? How do we get all those pieces together to have outcomes that are acceptable to the victims, the system, and society?

How do you get the victims' experiences into the picture?

LW: We interview victims, and victim-service providers tell us what they hear from victims about their experiences and the problems they confront. Other important research with extensive victim interviewing protocols have provided very comprehensive accounts of victims' experiences and our work will build on these findings.

A key issue that needs to be addressed is: What do the victims want? And does this change over time? Not every victim wants the same thing. Some victims may not want their cases to go forward to prosecution of the offender, but they want people to believe them, to respect them, to give them time, to anticipate their needs for services.

So what is justice from the point of view of the victim, as well as the community? Of course the system is there for the greater good of justice and public safety, and there's a lot of balancing that has to go on. But paying attention to what victims want is an important aspect. Some concerns of victims are as simple

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as “I just don’t have money to get on the bus to go talk to the police again, or go to court” or to pay for child care.

AP: Or they may state: “I’ll lose my job if I take another day off!”

LW: “I’m an hourly employee. Every time I have to go to an appointment, I have to lose money!” So then we have to ask—and we’re not the first people who’ve said this: How does a community that cares about victims help them problem-solve? Can someone in the system drive them to official appointments? Or can officials go to them?

AP: We see some glimmers of change and attempts to be responsive—for example, combining services in one family-justice center that’s a comfortable place for victims, where a woman can perhaps meet with the police and the prosecutors, and where there might be child care available. And all of this in a room that’s *not* next to where the suspect may be sitting or being interviewed as well!

LW: And providing a bus pass for getting there.

AP: We do see some of those changes happening. But how do we then make them sustainable? Sometimes you have a champion, a star prosecutor or victim advocate who moves things forward—then all of a sudden that person gets another job, and the improvements fall apart. We see a lot of turnover in these roles. How do you keep that momentum?

LW: It’s an interesting question for organizations anywhere.

AP: Of all the conversations Linda and I have had about these issues, that concern would be one of the biggest challenges. It’s one reason that WCW is a good place for us to do this work.

LW: Because someone else here may have something to offer about organizational structure and how to sustain improvements that may come from a totally different area.

I understand that one concern with some cases involves victims’ sexual assault kits collected at the hospital and later tested for perpetrators’ DNA. How does that issue fit into your research?

AP: Obviously one important development has been the ability to collect DNA evidence from rape victims—a process that can be traumatic in itself; but it’s become an important issue over the last few years that many of these kits

have been left untested. Some advocacy groups have come forward and said all of these kits should be tested, regardless of the circumstances of any given incident.

So now we’re conducting research to see what happens if you go back in time and test those kits. Would that change outcomes? Would it add new evidence that can then be used to reopen an investigation or move it forward? Some people believe that by testing all of these kits we’ll be able to identify and arrest many more people who were committing sexual assaults, including serial rapists.

Others are saying, what if a located suspect then says the reported assault was consensual? How does that DNA provide more evidence, if it seems to support only what the suspect acknowledges, that the two had sex? The consent issue then becomes the contestable portion and we are examining how is that helpful to the victim? Those are some of the key questions that are evolving around the use of testing DNA in all of these rape cases.

LW: So we’re studying this critical issue. I think it is likely that what we’re going to end up with is that you can’t just have great technology; you’ve got to understand the people piece to understand case outcomes.

AP: What happens to a victim when five years later the authorities come back and say, “Oh, we tested your kit and now we have some more evidence. We can’t promise anything, but we have a suspect identified from a national database of DNA collected from offenders involved in the justice system.”—and she’s moved on with her life and doesn’t want to relive the experience. How do we and the police and prosecutors balance and address those concerns?

LW: Of course another issue is when you test the old backlog of kits you may not have a lot of hits immediately, but the results still could have future usefulness. Every day the system is collecting swabs from new offenders. So five years after the report of a rape, someone gets arrested in another state, and there’s a hit to the old case based on his DNA. The prosecutor might say, “Yeah, let’s go get this bad guy, now we’ve found him,” but the victim might not want to open it up again, or might need special support to be able to do that.

When you have research involving survivors, one wants to be sensitive to not traumatizing them further; but on the other hand I think we

make a mistake if we decide, “They’re too fragile.” We’ve found that if we approach survivors with sensitivity and if they think that they’re really going to make a difference, then they want to engage with us. Maybe they didn’t have a good experience with the police or the hospital or whatever, but some will say they want to prosecute a case because it will help others.

This past spring, as senior scholars at WCW, you began collaborating with others at the Centers to plan new programming. What are some of the main issues that you want to pursue?

LW: One area where there’s been a lot of keen interest and available funding is in learning how colleges and universities respond to reports of sexual assault. It ties in a lot with what we’re doing in the current NIJ-funded (National Institute of Justice) study, but we are very interested in helping to examine the policies that colleges and universities are putting into place and how this is working.

AP: The ways campus sexual assaults are investigated are much different from investigations of assaults in the general population. We were thrilled to learn just this month that we will receive, starting January 1, 2016, a new grant from NIJ to study responses to sexual assault on college campuses. We’re interested in learning what the current internal policies are on campuses across the country, how the students find out about those policies, and how they play out when victims report incidents to people in the university, as opposed to the police. We want to understand how those differences impact the process of attrition in taking cases to court.

LW: Some of my past research with other colleagues involved what’s called the “bystander” program and how it works in different kinds of campuses: how a college motivates students who observe another student in a risky situation to step in, speak up, tell somebody, do something to change the situation. The issue is also about education and changing our understanding about sexual assault. Because yes, often the cases the community is most upset about involve rape by a stranger, but in fact most sexual assault happens between people who know one another. How do we make sure that a community understands that

this happens, and what an individual's role can be in terms of intervening?

Observers would never want to put *themselves* at risk, but it's important to know ahead of time what the resources and sensible possibilities of action are. It may not be a good idea to run after the guy and try to stop him, but students should know to call somebody, or tell somebody; or a group of students can say, "Hey, come back down here," if they see a guy taking a girl up to a room; they can intervene and say, "Leave her alone," and take her back to her dorm.

Another area that we're interested in focuses on the fact that some women involved in the criminal justice system as offenders have histories of violence and victimization. We want to understand more about that overlap and how it can be dealt with in the justice system response.

AP: We know that women offenders tend to have more past trauma and experience with interpersonal abuse than men. How can that help us understand what their needs are, once they're out of prison and trying to integrate into the community?

LW: An often-related fact is that most of the women who are in prison now are there for drug offenses.

AP: And relatively minor ones.

LW: Yes. So what different responses can we have to women, especially because we know that those who have experienced violent abuse are more likely to have substance abuse as a consequence?

AP: What kind of help will they need in order to deal with their addiction? We know that women are increasingly becoming involved with heroin and opioids; what are the options available to them, and how are those options different from men's? Very often, there's more programming available for men than for women, so how do we figure out what the specific needs are for women, and how do they access services?

Do you want to mention any other examples of what you hope to do here at WCW?

LW: I would add that I want to continue my work on understanding commercial sexual exploitation of children. There's a lot to be done there, and in human trafficking in general—

domestic sex trafficking, trafficking of women and girls.

AP: Our multi-disciplinary approach certainly applies to human trafficking, which usually involves a hidden population that's very hard to reach. Some recent research shows that health professionals are often the first providers who come into contact with trafficking victims; so one of the recommendations we might come up with is a way to enable their interaction with the criminal justice system in order to identify the victims and bring their traffickers to justice.

What would you consider the most important recent advancements for women and girls, or for families and communities, in the fields of justice and gender-based violence?

AP: One is the willingness of people to talk about it! Gender-based violence has become an important part of the agenda for some policymakers. For example, President Obama has invited people to the White House to talk about sexual assault. So the fact that this issue is getting on the national agenda, or at least getting recognition as an important problem, is a big advancement. There are many laws and policies being passed regarding consent. But how all this will play out is what we hope to research.

Another major advance is that agencies like the National Institute of Justice are providing funding for research in these areas.

LW: Give the National Institute of Justice a big plug! They're funding our national replication project, for example, and many other important initiatives.

The facts that we're all now talking about gender-based violence, and it's gotten the media's attention, and now there's some real and significant funding for research—all these facts mean that now is a critical time to try to take the next steps for change. Many people need to be part of that work. ■

This article, contributed by Susan Lowry Rardin, was made possible through support from the Mary Joe Gaw Frug Fund.

Linda M. Williams, Ph.D., who recently returned to Wellesley Centers for Women (WCW) as a senior research scientist, has built a career noted for addressing difficult and new emerging issues in the field of violence against women and sexual assault with new methods and approaches—often including partnerships across professional boundaries. She has published, presented, and consulted widely, she has received more than 16 federal research grants and notably received the Research Career Achievement Award from the American Professional Society on the Abuse of Children. Although research is the primary focus throughout her career, she is professor emerita at the University of Massachusetts Lowell, and has taught at the University of New Hampshire, Wellesley College, the University of Maryland in Bermuda, and Temple University. Her Ph.D. in sociology was earned at the University of Pennsylvania's Center for Studies in Criminology and Criminal Law.

April Pattavina, Ph.D., a newly appointed senior research scientist at WCW, holds a Ph.D. in Law, Policy & Society from Northeastern University. In 2006 she became an associate professor in the School of Criminology and Justice Studies at the University of Massachusetts at Lowell, where she taught four to five courses per year in addition to her extensive research-related activities. Previous chapters in her career include appointments at Northeastern University, the University of Maryland, and the Massachusetts Committee on Criminal Justice (Governor's Anti-Crime Council). In addition to extensive publishing, she has made more than two dozen presentations at annual meetings of professional organizations.

www.wcwonline.org/JGBVR

Working with Boys and Men to Promote Gender Equality

Every day I look at the bookshelf next to my desk which displays one my favorite bumper stickers. Its slogan, developed by the Wellesley Centers for Women, states that “a world that is good for women is good for everyone.” As someone who helps develop, implement, and evaluate prevention programs that work with young men, I couldn’t agree more. When we challenge sexism and disrupt patriarchy, everyone benefits—including boys and men.

“Gender-transformative approaches share a set of operating principles. First, they view men in a positive light. Rather than portraying men as vectors of disease, these programs recognize that many are already playing a constructive role in the lives of their families and supporting the rights of women. Gender-transformative programs also recognize that masculinity can be defined and expressed in a variety of ways.”

The basic premise of work with men and boys to promote gender equality was born from women’s movements. In the mid 1990s, the International Conference on Population and Development in Cairo and the Fourth World Conference on Women in Beijing both issued clear platforms of action that called for new efforts to reach men in promoting reproductive health, fighting the HIV epidemic, and ending gender-based violence. Intrinsic within this call was the recognition that these public health challenges were inextricably linked to sexism and harmful gender norms. In most settings around the world rigid notions of being a man include being tough, brave, aggressive, and invulnerable. Consequently, risk-taking behaviors, such as substance abuse and unsafe sex, are often seen as ways to affirm manhood. The need to appear invulnerable also reduces men’s willingness to seek help or treatment for physical or mental health problems. Young and adult men in violent, low-income, or conflict-affected settings may suffer even more from a sense of helplessness and fatalism that contributes to lower rates of safer sex and health-seeking behavior.¹

Over the past 20 years, a growing number of innovative prevention programs around the world have worked with men to challenge traditional gender norms. They are unique in allowing men to participate in a reflective process that explores how gender inequities and rigid messages about masculinity contribute to HIV, sexually transmitted infections, unintended pregnancy, gender-based violence, and other health-related problems. These programs share a “gender-transformative” approach that allows men to challenge harmful gender norms and embrace alternative models of masculinity that support their own health and that of others.²

Most gender-transformative programs offer some type of intensive group educational process that encourages a very personal reflection

on values about gender, and examines the costs to both sexes of harmful gender dynamics. These workshops also provide an opportunity to explore progressive views of gender relations in a safe and supportive environment. Following the initial activities, participants are given information on a range of health issues, and engage in exercises that constantly refer back to the issue of gender.

Gender-transformative approaches share a set of operating principles. First, they view men in a positive light. Rather than portraying men as vectors of disease, these programs recognize that many are already playing a constructive role in the lives of their families and supporting the rights of women. Gender-transformative programs also recognize that masculinity can be defined and expressed in a variety of ways. Using the term “masculinities,” suggests that gender norms are diverse, complex, and dynamic. The term also dismisses the incorrect implication of gender as a binary concept that can reinforce heteronormativity. Indeed, a key strategy to combating homophobia is challenging the concept that there is one hegemonic notion of what it means to be male or female. When best implemented, gender-transformative programs can explore how masculinities are deeply intertwined with culture, race, class, age, socioeconomic status, and sexuality.

Gender-Synchronized Approaches

One challenge for programs that serve boys and men is the implication that this work should be separated from work with girls and women. In many cases, nothing could be further from the truth. There is a growing recognition that often much more can be accomplished by working in a “gender-synchronized” manner with both sexes.³ What is generally missing from single-sex approaches is the broader awareness of how gender norms are reinforced by everyone in the community. Both men and women shape and perpetuate gender norms in society, and,



therefore, true social change will come from work with both sexes. Gender-synchronized approaches are the intentional intersection of gender-transformative efforts reaching both men and boys and women and girls of all sexual orientations and gender identities. They engage people in challenging harmful and restrictive constructions of masculinity and femininity that drive gender-related vulnerabilities and inequalities and hinder health and wellbeing.

A Growing Base of Evidence

Promundo is a non-profit organization that works with men and boys to promote gender equality. They have served as a global leader in demonstrating the effectiveness of gender transformative interventions with young men through their Program H curriculum.⁴ In each of the eight international settings where Program H has been rigorously evaluated, the interventions have led to measureable changes in attitudes and self-reported behaviors among men on key reproductive health and gender equality issues. Examples of key results include:

- An evaluation of the application of Program H in the favelas of Rio de Janeiro, Brazil, using a quasi-experimental design found that young male participants had fewer self-reported symptoms of sexually transmitted infections (STIs) compared to similar youth who had not participated. Among young men exposed to the intervention, the percentage of young men with STI symptoms decreased by almost one-third, from 23 percent to 14 percent, over the course of the program.⁵
- In India, a similar study found that young men who participated in the program were almost three times more likely to use a condom during sex after completing the program than young men in the comparison group.⁶
- In Ethiopia, the proportion of young men who reported using physical violence against a female partner dropped significantly, from 36 percent to 16 percent, after taking part in the intervention, while no such change occurred among the group of non-participants.⁷

A critical examination of these and other studies led to the release of a World Health Organization report in 2007 endorsing the efficacy of gender-transformative interventions, stating that they were more likely to be effective than public health prevention interventions that did not address the underlying constructions of gender.⁸

Promising results from quasi-experimental studies have led to newly-funded randomized control trials of gender-transformative programs in the United States. Promundo is currently involved with two CDC-funded evaluations of adaptations of Program H. One study is being implemented in Pittsburgh, PA, with a focus on sexual assault prevention with young men, and the other study will focus on teen pregnancy prevention with young men in juvenile justice settings in Houston, TX.

Next Steps

Workshops with small groups of individuals in a community can be very powerful, but they are often limited in creating large scale social change. Once a workshop ends, participants return to a patriarchal society where change is not supported. To address this, many transformative programs with men are beginning to recognize the need to embrace an ecological model that addresses multi-faceted aspects of an environment to effect personal and social change. This includes mobilizing communities, supporting local institutions such as schools, non-profit organizations, sports teams, and religious bodies to implement this work, working with media partners to conduct

large-scale campaigns, and supporting government structures to develop supportive policies and legislation. I believe such ambitious endeavors will ultimately help support a world that is good for women, and that will create a world that is good for everyone. ■

¹ Barker, G.T. *Dying to Be Men: Youth, Masculinity and Social Exclusion*. New York: Routledge, 2005.

² Gupta, G. Gender, sexuality and HIV/AIDS: The what, the why, and the how. *SIECUS Report*. Vol 29, No. 5. June/July 2001.

³ Greene and Levack. *Synchronizing Gender Strategies: A cooperative model for improving reproductive health and transforming gender relations*. Population Reference Bureau. 2010.

⁴ Program H is named after *homens* and *hombres*, the words for men in Portuguese and Spanish. Launched in 2002 by Promundo and partners and now used in more than 22 countries, it primarily targets men, ages 15 to 24, to encourage critical reflection about rigid norms related to manhood.

⁵ Pulerwitz, Julie, Gary Barker, Márcio Segundo, and Marcos Nascimento. 2006. "Promoting more gender-equitable norms and behaviors among young men as an HIV/AIDS prevention strategy," *Horizons Final Report*. Washington, DC: Population Council.

⁶ Verma, Ravi, Julie Pulerwitz, Vaishali Sharma Mahendra, Sujata Khandekar, A K Singh, S S Das, Sunil

⁷ Pulerwitz J, Martin S, Mehta M, Castillo T, Kidanu A, Verani F, Tewolde S. *Promoting Gender Equity for HIV and Violence Prevention: Results from the Male Norms Initiative Evaluation in Ethiopia*. Washington, DC: PATH; 2010.

⁸ World Health Organization. *Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence From Programme Interventions*. Geneva. 2007



Andrew Levack, M.P.H. is a leading expert on prevention efforts that target men and boys. He serves as a program officer for the St. David's Foundation—a funder dedicated to addressing public health in Austin and Central Texas. Before joining the St. David's Foundation, Levack worked for Promundo as the Deputy Director of U.S. Programs where he helped create, implement, and evaluate interventions with men and boys

to promote gender equality, end gender-based violence, celebrate fatherhood, and ensure positive reproductive health outcomes. He also worked for EngenderHealth as the Director of U.S. Programs and the Director of the Global Men As Partners Program. Levack is a member of the Wellesley Centers for Women Council of Advisors.

Short Takes

Acceptances, Appointments & Recognition

Ellen Gannett, M.Ed., director of the National Institute on Out-of-School Time at the Wellesley Centers for Women (WCW), is serving on a committee organized by the National Academies of Sciences, Engineering, and Medicine to plan a workshop on character education. The purpose is to review the literature on character education focusing on out-of-school programs, identify promising practices from the research, and explore the challenges of measuring the efficacy of character education programs.

Jennifer Grossman, Ph.D., WCW research scientist, **Sumru Erkut**, Ph.D., senior research scientist, and their WCW research team received the Association for Planned Parenthood Leaders in Education 2015 Douglas Kirby Apple Award. This honor is given to those whose work evaluating interventions to improve sexual health has helped to advance the field, or whose research on sexuality has provided new insights that are critical to improving sex education programs. The research team was recognized for its work conducting the impact evaluation of the Massachusetts' Chapter's *Get Real: Comprehensive Sex Education That Works*, making it the first Planned Parenthood-authored curriculum to be added to the U.S. Department of Health and Human Services' list of evidence-based programs.

Jean Kilbourne, Ed.D., WCW senior scholar, is featured in *The Illusionists*, a new film about the globalization of beauty, which examines how global advertising firms, mass media conglomerates, and the beauty, fashion, and cosmetic surgery industries are changing the way people around the world define beauty and see themselves. From the halls of Harvard to the galleries of the Louvre Museum, from a cosmetic surgeon's office in Beirut to the heart of Tokyo's Electric Town, the film explores how these industries saturate society with narrow, Westernized, consumer-driven images of beauty that show little to no respect for biological realities or cultural differences.

Duke University recently acquired **Kilbourne's Papers, 1918-2014 and undated** as part of the John W. Hartman Center for Sales, Advertising & Marketing History and the Sallie Bingham Center for Women's History & Culture. The collection includes: clippings, tear sheets, correspondence, research reports and other printed materials; slides and slide presentation texts; audiovisual materials in multiple formats; book drafts and research files used for teaching and production of Kilbourne's books and films.

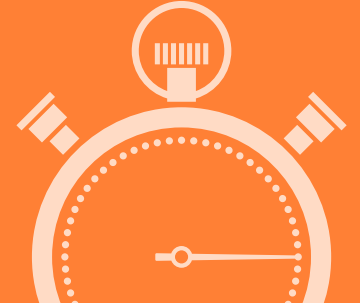
This past spring, **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann '67 executive director of the Wellesley Centers for Women (WCW), named **Peggy McIntosh**, Ph.D., founder and senior associate of the National SEED Project, the **Susan McGee Bailey Research Scholar** named in honor of the Centers' longtime director, beginning July 2015. Maparyan, in announcing the award, noted that McIntosh has been engaging in groundbreaking work for 36 of the 40 years of the Centers' existence—work that has contributed intellectually not just to WCW, but to the wider world. Maparyan noted that McIntosh's "contributions to research have been of a unique kind—often, theoretical insights that grew from rigorous 'research on the self'—a careful and close self-inspection that yielded transformative insights about society and social change... These insights were then translated many times and many ways across many audiences and into many forms of action, making Peggy's work accessible and widely circulated and making Peggy herself a household name."

Celebrating Peggy McIntosh

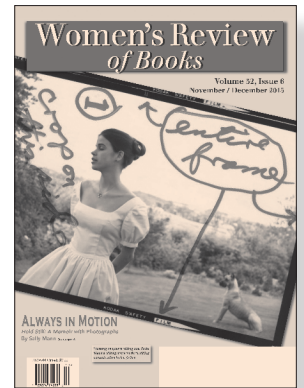
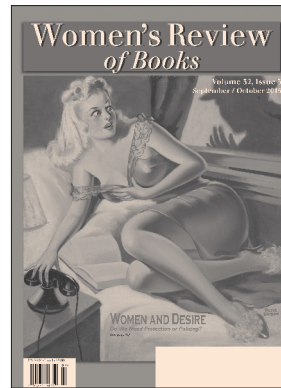
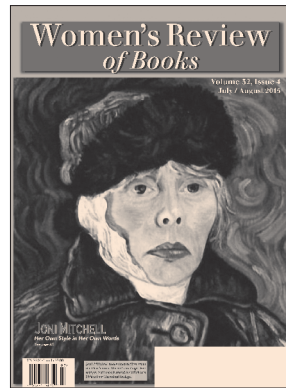
In October 2015, hundreds of colleagues, supporters, and academics from across the U.S. joined WCW in recognizing Peggy McIntosh during special events on the Wellesley College campus to mark her retirement and legacy of social justice work and visionary leadership: in Inclusive Curricula and Teaching Methods, around Feelings of Fraudulence, on Privilege Systems and her Interactive Phase Theory, and for the National SEED Project on Inclusive Curriculum. **The Peggy McIntosh Fund for Educational Equity and Social Justice** was also established to honor her legacy of cutting-edge work and visionary leadership. See photos and learn more about making a gift in her honor at www.wcwonline.org/CelebratingPeggy.



Peggy McIntosh, Ph.D. and Layli Maparyan, Ph.D.



Women's Review of Books



PDFs Now Available!

Since 1983 the *Women's Review of Books* has provided a forum for serious, informed discussion of new writing by and about women. This bi-monthly *Review* provides a unique perspective on today's literary landscape and features essays and in-depth reviews of new books. In addition to annual print subscriptions (\$46 for individual North America subscription), each issue can now be purchased in electronic format (\$6.00 each).

The November/December 2015 issue includes articles on poetry, cartoons, and good reads, respectively, by Alice Friman, Cristy C. Road, Trish Crapo, and reviews of:

- *Hold Still: A Memoir with Photographs* by Sally Mann; review by Trish Crapo
- *South Side Girls: Growing Up in the Great Migration*, by Marcia Chatelain and *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans*, by LaKisha Michelle Simmons; review by Tamara Beauboeuf-Lafontant
- *Eleanor Marx: A Life*, by Rachel Holmes; review by Linda Gordon
- *Women's Cinema, World Cinema: Projecting Contemporary Feminisms*, by Patricia White; review by Erin Trahan
- *God Help the Child*, by Toni Morrison; review by Mecca Jamilah Sullivan
- *The Match Girl and the Heiress*, by Seth Koven; review by Lisa Rodensky
- *Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture*, by Adrienne Shaw; review by Carmen Maria Machado
- *Dancing Tango: Passionate Encounters in a Globalizing World*, by Kathy Davis and *The Gods of Tango*, by Carolina De Robertis; review by Debra Cash
- *Plucked: A History of Hair Removal*, by Rebecca M. Herzig; review by Rachel Somerstein
- *Romantic Outlaws: The Extraordinary Lives of Mary Wollstonecraft and Her Daughter Mary Shelley*, by Charlotte Gordon; review by Gina Luria Walker
- *Penelope Fitzgerald: A Life*, by Hermione Lee; review by Ana Isabel Keilson

Women's Review of Books also publishes a dynamic blog, **Women=Books** on its website. The *Review* is published by the Wellesley Centers for Women in collaboration with Old City Publishing in Philadelphia, PA.

www.WomensReviewOfBooks.org

PDF

Women Change Worlds Blog

The Women Change Worlds blog of the Wellesley Centers for Women (WCW) encourages WCW scholars and colleagues to respond to current news and events; disseminate research findings, expertise, and commentary; and both pose and answer questions about issues that put women's perspectives and concerns at the center of the discussion.

www.WomenChangeWorlds.org



Recent articles include:

- **35 Years Since the March on Washington for Lesbian and Gay Rights** by Amy Hoffman, M.F.A.
Vice President Joe Biden pointed out during the celebrations of Obergefell, "Although the freedom to marry—and for that marriage to be recognized in all 50 states—is now the law of the land, there are still 32 states where marriage can be recognized in the morning and you can be fired in the afternoon."
- **Stopping the Pain of Social Exclusion** by Amy Banks, M.D. and Karen Craddock, Ph.D.
The more we know about how we push back against being excluded, left out, or disregarded, the more we can understand the impact of social pain on our neurological, social, and emotional health and find effective solutions to address it.
- **Women's Soccer and the New Feminist Power** by Laura Pappano
There is a big problem with the economics of how women are paid in sports (and elsewhere), which FIFA is helping to make obvious. I don't want to say that money doesn't matter (it does), but the U.S. women are playing out their power in a fresh feminist image that is a celebration of female skill and dominance.
- **Why Relationships Matter** by Kamilah Drummond-Forrester, M.R.C., CAGS
Research has demonstrated that children who have a positive connection with at least one adult stay in school longer, make better decisions, and have better life outcomes overall.
- **Equal Pay Day and A Woman's Worth** by Nancy Marshall, Ed.D.
Women employed full-time, year-round earn only 78 cents for every dollar a man earns. While some of this gap is attributable to differences in worker's education, training or experience, about 40 percent of the pay gap can be attributed to discrimination.

Women
Change
Worlds



Integrating Reflection and Mindfulness Practices into an Elementary School Teacher Training Program

Open Circle (OC), the social and emotional learning program for elementary schools based at the Wellesley Centers for Women (WCW), recently integrated reflection and mindfulness practices for teachers by bringing key elements from a 2012 pilot program into OC's teacher training program and curriculum.

Supported by the internal **Harold Benenson Memorial Research Fund**, the pilot program had been designed to:

- introduce participants to reflective and mindfulness practices to enhance their own capacity for awareness and self-reflection;
- encourage participants to share reflective and mindfulness practices with their peers and to leverage these practices to enhance working conditions in their schools;
- enhance participants' capacity to implement social and emotional learning (SEL) with their students; and
- develop and pilot lessons and activities in mindfulness and reflective practice for students in Kindergarten through Grade 5.

The OC team prioritized and selected reflection and mindfulness practices to integrate into its teacher training program based on pilot participants' response to each component during training, pilot participants' report of frequency of using each component, and relevance and compatibility

to current training designs. The components were threaded across the teacher training program's four sessions to enable multiple cycles of experiential learning, practice, and reflection. A single training cohort of 27 teachers was selected to participate.

As part of a major revision completed in June 2015, the developers also integrated materials from the pilot into the *Open Circle Curriculum* by adding a new "Mindfulness Practices and Activities" section. The team added these based on feedback from pilot participants as well as relevance and accessibility for all grade levels. Selected activities included:

- Three-Minute Breathing Space
- Body Scan
- Breathing Techniques
- Chair Yoga
- Guided Imagery
- Hear Me Roar! (yoga pose activity)
- Listening to the World Around You
- Pause Button
- Partner Reflections
- Self Poem
- Silent Snack
- Walking Meditation
- What Color Are Your Feelings?

The team also added a mindfulness section to the list of children's literature that connects to social and emotional learning in the curriculum, and threaded several

mindfulness-related books into lessons.

The final mindfulness-related curriculum change was the addition of the vocabulary word and skill, "reflection," defined as "pausing and asking yourself questions about an experience." This skill is now introduced in the first lesson of the curriculum and referenced and practiced at the end of each of the five lesson units.

As a result of using mindfulness activities with students, teachers reported themes of a calmer classroom, better engagement, better concentration, students using practices on their own, and students sharing practices at home. By using these activities themselves, teachers reported themes of reduced stress, being more relaxed/calmer, and more self-awareness.

As a result of this program implementation, the OC team projects that 500 or more teachers per year will learn reflection and mindfulness practices through its teacher training program; 2,000 teachers will access reflection and mindfulness programming for themselves and their students by upgrading to the 2015 edition of the *Open Circle Curriculum*, and tens of thousands of elementary school students and their families will learn reflection and mindfulness practices as part of OC implementation in their schools.

www.Open-Circle.org



Global Connections

Sari Pekkala Kerr, Ph.D., senior research scientist/economist at the Wellesley Centers for Women (WCW), spent four weeks visiting the Research Institute of the Finnish Economy (ETLA) in Helsinki where she used grant money from the Yrjo Jahnsson Foundation to continue her research on the project, “Within and Between Firm Trends in Job Polarization: Role of Globalization and Technology.”

Nan Stein, Ed.D., WCW senior research scientist, co-presented “Sexual harassment in schools: A Swedish sexual harassment lawsuit through the eyes of an expert witness” with Katja Gillander Gådin, Ph.D., professor in the Department of Health Sciences at Mid Sweden University, during the Sexual Violence Research Initiative (SVRI) fourth international conference, SVRI Forum 2015: Innovation & Intersections, held in mid-September in Stellenbosch, South Africa. The presentation was part of the “Violence against children and adolescents in schools” panel. The Forum, a key platform for sharing research, innovation and networking, brought together researchers, gender activists, funders, policymakers, service providers, practitioners, and survivors from around the world; showcased innovation to end sexual violence, intimate partner violence, and child abuse; and strengthened responses to survivors in low and middle income countries.

Cape Verde Scholar Visit to Wellesley, MA

The Wellesley Centers for Women (WCW) welcomed Clementina Furtado, Ph.D., director of the Center for Research and Training in Gender and Family (CIGEF) at the University of Cape Verde for a special visit and discussion in September. Furtado shared a brief presentation of the actions taken by CIGEF aimed at promoting gender equality. She described the Center, its appearance, mission, and importance as a center for research on gender and family within the Public University of Cape Verde; talked about the research developed by the Center regarding this issue; provided recommendations on existing projects and trainings carried out in the center; and referred to CIGEF’s works inside and outside Uni-CV, aimed at promoting changes.



First SEED Seminar Facilitated in the U.K.

This year, Rachel van Duyvenbode, Ph.D., a senior university teacher at the University of Sheffield (U.K.), facilitated the U.K.’s first SEED (Seeking Educational Equity and Diversity) seminar focused on inclusive curriculum. Van Duyvenbode had been teaching graduate classes in critical whiteness studies for many years and while developing



Layli Maparyan, Ph.D., the Katherine Stone Kaufmann '67 executive director of WCW (left), and Nan Stein, Ed.D., WCW senior research scientist (right), are joined by Naeemah Abrahams, Ph.D., MPhil, deputy unit director and chief scientist, South African Medical Research Council (center), during the SVRI Forum 2015 in South Africa.

Recent & Upcoming Presentations

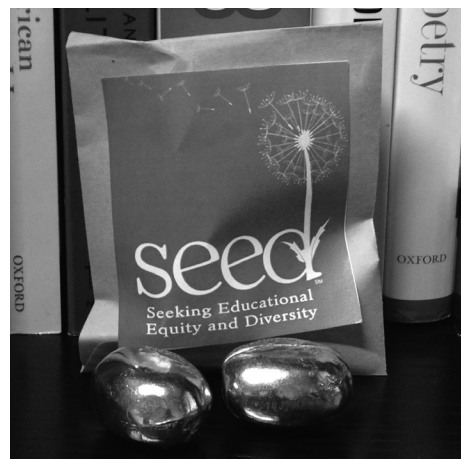
her research interests in pedagogical and theoretical approaches to understanding privilege systems, she discovered the work of the National SEED Project.

What started as a tentative conversation with her Head of School about how working with the National SEED Project might address local concerns related to recruiting and supporting a diverse student population in the School of English, developed quickly into a broader proposal to integrate the SEED Project into key areas of the University's strategic framework. Supported by a small team of enthusiasts, including Ida Kemp, Gill Tait, Julie Campbell and Alex Mason, van Duyvenbode led the process of bringing SEED to the U.K.

Van Duyvenbode attended the SEED New Leaders Training Week in 2014 and experienced the transformative impact of the structured methodology and immersive, storytelling environment. She returned to the U.K. excited by the prospect of using the scaffold of SEED pedagogy to build an effective and relevant program for U.K. participants. Leading the program in a research-intensive university, van Duyvenbode and Mason, the graduate SEED assistant, built and resourced a private area of the website to host peer-reviewed papers, videos, and reflective exercises. Resolved to find a method rooted in the principles of the SEED methodology, while recognizing how unfamiliar this approach is to the practice and culture of U.K. universities, van Duyvenbode undertook further training in group facilitation methods in order to develop a range of tools to nurture deep learning without always explicitly undertaking serial testimony. In addition, by drawing on the skills and experiences of colleagues, guest facilitators, and student speakers, the sessions aimed to deploy an inclusive approach by balancing the pedagogical potential of theater, art, and video with structured conversations and cognitive dissonance arising out of personal and imaginative reflections on scholarship.

With the help of a focus group, van Duyvenbode selected seven key topics for the seminars including: towards an intersectional model of diversity; gender

equity; institutional racism; privilege and power; meritocracy and elitism; knowledge production in the academy; inclusive curriculum; and envisioning change. The seminars ran monthly from January to July 2015 with 23 participants representing all faculties and a range of job grades and responsibilities. In an effort to foster a grass-roots approach to institutional change, participants were invited at each session to conceive of ways to use their own influence and power to work for positive change. In recognition of this pioneering work developing the Sheffield SEED project, van Duyvenbode was invited to address the University of Oxford's inaugural meeting about diversifying the curriculum and has been commissioned to write a paper for the Higher Education Academy joint publication with the Equality Commission Unit (forthcoming 2016). Van Duyvenbode will facilitate the second Sheffield SEED Project on Inclusive Curriculum in Spring semester 2016. ■



Pewter seeds, representative of Sheffield which is famous for its steel manufacture, were gifts given to the SEED Seminar participants.

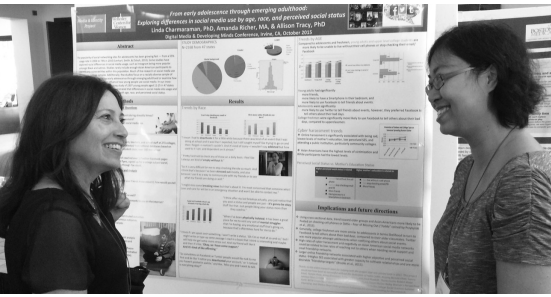
Amy Banks, M.D. and **Layli Maparyan, Ph.D.** were featured speakers during the 2015 See the Girl Summit organized by the Delores Barr Weaver Policy center in Jacksonville, FL, in October. Banks presented “The Power of Healthy Connection: Rewire Your Brain for Stronger Relationships” during which she outlined power of healthy connections and introduced attendees to relational neuroscience and the C.A.R.E Program, featured in her book, *Four Ways to Click: Rewire Your Brain for Stronger, More Rewarding Relationships*, which helps people use their brains to improve their relationships. She also led a discussion, “Neuroscience Can Change Girls’ Lives” with attendees. Maparyan, the author of two groundbreaking books in the field of womanist studies who has published over 30 journal articles and book chapters in women’s studies, Africana studies, sexuality studies, and psychology, presented on “Womanism and Girls” during the opening session.

Banks presented on *Four Ways to Click: Rewire Your Brain for Stronger More Rewarding Relationships* during the Symposium for the Advancement of Family Therapy and at the Walden Center for Education and Research Third Annual Conference Advances in the Treatment of Eating Disorders: Integrating Research with Clinical Practice, held at Bentley University in Waltham, MA, both in October, and during Beth Israel Deaconess Hospital Social Work Grand Rounds in November in Boston, MA. Also in November, Banks and **Judith Jordan, Ph.D.** presented “Relational Cultural Theory—Seeing the Forest through the Trees” during the Renfrew Center for Eating Disorders 25th Anniversary Conference for Professionals in Philadelphia, PA.

In October, **Linda Charmaraman, Ph.D.** presented a poster co-authored by **Amanda Richer, M.A.**, and **Allison Tracy, Ph.D.**, “From early adolescence through emerging adulthood: Exploring differences in social media use by age, race, and perceived social status,” at the inaugural Digital Media and Developing Minds Conference at UC Irvine, CA, sponsored by the National Academy of Sciences. This meeting aimed to identify and report on state-of-the-art research on the impact of digital media on children and adolescents, with a particular focus

continued on next page

Recent & Upcoming Presentations



Linda Charmaraman, Ph.D., research scientist at the Wellesley Centers for Women (pictured right), shares findings from the Media & Identity Study at the Digital Media and Developing Minds Conference at UC Irvine, CA.

on establishing a dialogue between medical researchers and those in the social sciences who study media effects. Charmaraman also attended a working group that will develop a consensus statement on what is a healthy media diet and help set the agenda for future research.

Charmaraman and her former student Ambar McField (Wheaton College) presented a poster on “Online networking in Black and Hispanic women: Blogging, social justice, and elections” at the 15th annual Diversity Challenge hosted by the Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College in October. The study demonstrated that Black and Hispanic young people were significantly most likely to have ever written a blog, yet less likely to post online about elections, compared to White and Asian counterparts. Additionally, Black students were significantly most likely to tweet to their friends while watching TV, indicating the salience of social companionship during media use. Also in October, Charmaraman was a participant in the Ninth Annual Research and Coaching Clinic as part of the Robert Wood Johnson Foundation’s New Connections program, held in Chicago, IL. The purpose of this invitation-only Clinic was to increase the visibility and enhance the skills sets of former grantees and potential applicants who are from underrepresented communities. The focus of this year’s Clinic was to work with senior scholars on developing NIH federal grant proposals.

In November, former Wellesley Centers for Women intern **Temple Price** joined book chapter authors on a panel, on behalf of her co-authors **Charmaraman, Huiying Bernice Chan,**

and **Richer**) at the National Communication Association conference in Las Vegas, NV. The session and book to be published in 2015 by Lexington Books are entitled, “Women of color and social media multitasking: Blogs, timelines, feeds, and community.” Also in November, Charmaraman gave a talk at the Center for Quality of Care Research (CQCR), BayState Medical Center in Springfield, MA, about her emerging research interests in peer-led online interventions targeting adolescent substance use and relational health.

Tracy Gladstone, Ph.D. attended the 49th annual convention of the Association of Behavioral and Cognitive Therapies in Chicago, IL, in November where she presented a poster with **Nikita Saladi**, former WCW intern, on “Usage Indicators in the CATCH-IT Depression Prevention Program,” (Saladi, N., Gladstone, T., Harris, M., & Van Voorhees, B.). Gladstone also presented “PATH: Promoting Adolescent Health with an Internet-Based Primary Care Intervention” during the Prevention of Depression in Youth: New Developments, Outcomes, and Mechanisms symposium, also in Chicago, IL.

Georgia Hall, Ph.D. presented “Measuring Safety in Out-of-School Time” during the Inaugural Safer Childhoods Symposium held in Atlanta, GA, in early November, organized by Boys & Girls Clubs of America.

Erika Kates, Ph.D. participated in a three-day colloquium, Gender Goes to Jail, held at St. Mary’s College, St. Mary’s City, MD, in March; it was the 15th annual colloquium the college has held on gender issues involving college-wide involvement. In April, Kates held a symposium with Jennifer Musto, Ph.D., supported by the Wellesley College Program on Public Leadership and Action, entitled, “Beyond the Carceral State for Women and Girls.” Participants at the Wellesley College, Wellesley, MA, program included policymakers, practitioners, researchers, and justice-involved women.

Sari Pekkala Kerr, Ph.D. presented “Within and Between Firm Trends in Job Polarization: Role of Globalization and Technology” at the International Atlantic Economic Society conference in Boston, MA, in October. This

past July, she presented “House Money and Entrepreneurship” at the National Bureau of Economic Research (NBER) summer institute in Cambridge, MA.

In April, **Layli Maparyan**, Ph.D. presented “A Womanist perspective on human flourishing” at the North Central Sociological Association’s 90th Annual Conference in Cleveland, OH; and “The Womanist Idea” during the Wellesley College Africana Studies Spring Colloquium, and “Womanism: Building inclusion through invitation,” for an Administrative Council Committee for Diversity faculty-staff event, both at Wellesley College, Wellesley, MA. Maparyan presented “Making social change sustainable: Inner and outer strategies” at the William Winter Institute for Race and Reconciliation’s Summer Youth Institute 2.0, at the University of Mississippi, Oxford, MS, in June. She offered the keynote, “Fostering global community from the leadership seat: Some suggestions for women in power,” during the 2015 Anchor Point Conference in Global Leadership, 18 Million Cracks in the Glass Ceiling: Women, Power, and Politics held in Boulder, CO, in August.

Nancy Marshall, Ed.D. presented “Having It All, Combining Work and Family in the 21st Century” in September at the National Academies of Sciences, Engineering and Medicine expert meeting on women’s health issues, held in Washington, DC. The National Academies was requested by the Office of Research on Women’s Health (ORWH) of the National Institutes of Health (NIH) to conduct this meeting to highlight the findings of a National Research Council/Institute of Medicine report on U.S. health in international perspective as they relate to women’s health issues and delve into their implications for health research. The report found that U.S. women’s health was significantly worse than the health of women in many other advanced countries, and it was suggested that it would be useful to develop a follow-on study to drill down on those differences and elaborate their causes. Marshall also presented on the same topic to the Wellesley College community during the 2015 Friends & Families Weekend, also in September. A link to the video recording of this presentation is available from WCW’s Facebook page.

Scholar and activist on issues of equity, education, and privilege, **Peggy McIntosh, Ph.D.** gave a talk at the Clearinghouse for Women's Issues, chaired by Susan Klein, of the Fund for the Feminist Majority in Washington, DC in May. Also that month in DC, she presented at a conference on Pedagogy for Multicultural Teaching at the National Conference on Race & Ethnicity. In September, McIntosh consulted with the National Security Agency (NSA) at its headquarters in Fort Meade, MD, leading workshops for staff with various levels of responsibility in the agency; she also

visited the National Cryptological Museum under the guidance of an NSA expert. Also in September, she presented to a Wellesley College Introduction to Women's and Gender Studies class. In October, McIntosh presented to and met with many students, faculty, and administrators at DePauw University in Greencastle, IN, at the invitation of **Tamara Beauboeuf, Ph.D.**, former WCW visiting scholar. In November, she spoke Cary Academy in Raleigh, NC, and presented at the Conference for the National Center for Race Amity in Boston, MA. ▀



WCW Lunchtime Seminar Series

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Wellesley Centers for Women (WCW) scholars offer seminar and panel presentations during which they share their work with other scholars, policymakers, advocates, and the general public. Several of the recent Lunchtime Seminars were recorded and audio files are available for playing online or downloading (MP3 files). These programs include:

“Mothers Seeking Substance Abuse Services: Analysis Including Justice-Involved Women”

Presented by Erika Kates, Ph.D. on October 29, 2015

The researcher presented two types of data focusing on mothers admitted to substance abuse services by the Massachusetts Department of Public Health and discussed whether, and how, women who have become involved with the justice system—some with many incarcerations—differ from women who do not become involved with the police, courts, and corrections.

“Risk and Resilience of Online Social Media Relationships and Networks”

Presented by Linda Charmaraman, Ph.D., Amanda Richer, M.A., Budnampet Ramanudom, and Huiying Bernice Chan on Thursday, October 22, 2015

The research team presented overviews of recent and emerging findings from the Media & Identity Project, a mixed-method online survey study of over 2,300 young people aged 12–25 in 47 states with 34 follow-up interviews. The project examined the role of televised media, social media, and civic engagement in influencing how young people form their racial, ethnic, cultural, gender, sexual orientation, and political identities.

Topics of discussion during the seminar included a range of risk and resilience findings related to social media use, from cyber harassment to building community and social capital.

“Examining Connections Between the Police and Prosecution in Sexual Assault Case Processing: Does Exceptional Clearance Facilitate Downstream Orientation?”

Presented by April Pattavina, Ph.D. and Linda M. Williams, Ph.D. on October 1, 2015
Scholars discussed their recent research for a multi-site federally funded study on police and prosecutor decision-making in cases of sexual assault, which revealed a pattern of “exceptional clearances,” rather than arrest, being used as a reason to close cases. This pattern indicates that prosecutors are weighing in at the arrest stage and influencing this decision by declining to prosecute. The researchers presented their recent findings, which indicated a tendency among criminal justice professionals to assume what a case outcome might be before a thorough investigation is complete. This tendency, known as downstream orientation, may cause a police officer to predetermine whether or not a prosecutor might take a particular sexual assault case to trial or cause a prosecutor to predict how the victim might be evaluated by a judge and jury, potentially affecting the way the case is processed and contributing to low rates of prosecution among sexual assault cases.

Gender, Education, and Peacebuilding in Liberia: A Dialogue

Presenter: Laura Golakeh, M.A. on September 24, 2015

The presenter shared personal reflections about how education enabled her to break the shackles

of fear, pain and trauma in Liberia and gave her a new energy to give back to a “crying society.” The first member of her family to attain a master’s degree from the United Nations mandated University for Peace, she believes that despite the many challenges girls face in Liberia and around the world, when they are educated they can transform their own lives, their families as well as their communities. She discussed with the audience the multiplier effect of educating girls and other examples and possibilities for gender, education, and peacebuilding in Liberia.

“Communications about Sex in the Nuclear Family and Beyond: How Extended Families Support Teens’ Sexual Health”

Presented by Jennifer Grossman, Ph.D. on April 16, 2015

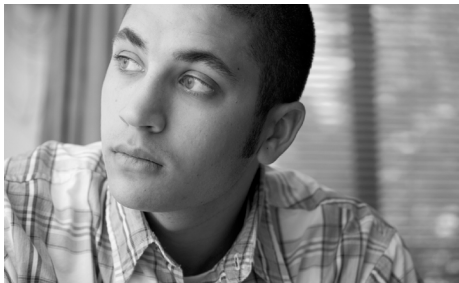
Talking with family about sex can protect teens from risky sexual behavior. Parents play a critical role in family sexuality communication, but today’s adolescents often rely on nontraditional communities for support, including extended family and “fictive kin,” who can serve as core parts of the family unit, particularly among African American and Latino families. Beyond a focus on parents, few studies investigate who in the family teens talk to about sex, why they talk to them, and how these conversations connect with teens’ sexual behavior. This talk shared findings from teen surveys and teen and parent interviews to describe the who, what, and why of teens’ talk about sex with their extended families as well as how talking with extended family relates to teens’ sexual behavior.

**See the Spring 2016 Line-up at:
www.wcwonline.org/Calendar**

New Findings & Publications

Depression Prevention

“Development of a technology-based behavioral vaccine to prevent adolescent depression: A health system integration model,” by Benjamin Van Voorhees, **Tracy Gladstone**, Stephanie Cordel, Monika Marko-Holguin, William Beardslee, Sachiko Kuwabara, Mark Kaplan, Joshua Fogel, Anne Diehl, Chris Hansen, and Carl Bell, in *Internet Intervention* (in press), focuses on the development of the CATCH-IT (Competent Adulthood Transition with Cognitive-behavioral, Humanistic and Interpersonal Training) Intervention. Efforts



to prevent depression have become a key health system priority. Currently, there is a high prevalence of depression among adolescents, and treatment has become costly due to the recurrence patterns of the illness, impairment among patients, and the complex factors needed for a treatment to be effective. Primary care may be the optimal location to identify those at risk by offering an Internet-based preventive intervention to reduce costs and improve outcomes. Few practical interventions have been developed. The models for Internet intervention development that have been put forward focus primarily on the Internet component rather than how the program fits within a broader context. This paper describes the conceptualization for developing technology-based preventive models for primary care by integrating the components within a behavioral vaccine framework. CATCH-IT has been developed and successfully implemented within various health systems over a period of 14 years among adolescents and young adults aged 13–24.

Gladstone was also an author of “Prevention of depression in at-risk adolescents—A randomized controlled trial: Impact of a cognitive behavioral prevention program

on depressive episodes, depression-free days, and developmental competence six years after the intervention,” (Brent, D. A., Brunwasser, S. M., Hollon, S. D., Weersing, V. R., Clarke, G. N., Dickerson, J. F., Beardslee, W. R., Gladstone, T. R., Porta, G., Lynch, F. L., Iyengar, S., & Garber, J.) in *JAMA Psychiatry*. Adolescents whose parents have a depression history are at risk for developing depression and functional impairment. The long-term effects of prevention programs on adolescent depression and functioning are not known. This study helped to determine if a cognitive behavior prevention program (CBP) reduced the incidence of depressive episodes, increased depression-free days (DFDs), and improved developmental competence six years after intake. The Depression Symptoms Rating scale was used to assess the primary outcome, new onsets of depressive episodes, and to calculate DFDs. A modified Status Questionnaire assessed developmental competence (e.g., academic, interpersonal) in young adulthood. Results showed that CBP’s preventive effect on new onsets of depression was strongest early, but maintained across follow-up; developmental competence was positively affected six years later; CBP’s effectiveness may be enhanced by additional booster sessions and concomitant treatment of parental depression.

Gladstone was lead author of “Increasing understanding in children of depressed parents: Predictors and moderators of intervention response,” (Gladstone, T.R.G., Forbes, P., Diehl, A., & Beardslee, W.R.) in *Depression Research and Treatment* (in press), focuses on the Family Talk intervention, and about characteristics in adults and in families that predict response to a family-based depression prevention program. The research team evaluated predictors and moderators of differential response to two family-based depression prevention programs for families with a depressed parent: a clinician-facilitated intervention and a lecture group intervention. Individual and family-level variables were examined using regression analyses with generalized estimating equations. For the outcome of child understanding of depression, parental changes in child-related behaviors and attitudes predicted greater child understanding; for the parent outcome of behavior

and attitude change, across intervention conditions, younger parent age, female parent gender, more chronic and severe parental depression history, lower socioeconomic status, and single-parent status were associated with better outcomes across conditions. Findings from this study can help identify intervention strategies that are appropriate for different types of at-risk individuals and families.

Gladstone also co-authored chapters with Research Associates **Maria DiFonte** and **Emily Crain**, currently in press. “Children of Parents with Mental Illness” (DiFonte, M. and Gladstone, T.), will be published in the *Handbook of Childhood Behavioral Issues: Evidence-Based Approaches to Prevention and Treatment, 2nd Edition* (Gullotta, T. & Blau, G., eds). “Parental Affective Disorder,” (Crain, E. and Gladstone, T.) will be published in *Children & Young People’s Response to Parental Illness: A Handbook of Assessment & Practice* (Morley, D., Li, X., & Jenkinson, C., eds).

Labor Economics

Sari Pekkala Kerr contributed “Parental Leave Legislation and Women’s Work: A Story of Unequal Opportunities,” to the *Journal of Policy Analysis and Management* (doi: 10.1002/pam.21875). U.S. federal and state family leave legislation requires employers to provide job-protected parental leave for new mothers covered under the legislation. In most cases the leave is unpaid, and rarely longer than 12



weeks in duration. This study evaluates disparities in parental leave eligibility, access, and usage across the family income distribution in the U.S. It also describes the links between leave-taking and women’s labor market careers. The focus is especially on low-income families, as their leave coverage and ability to afford taking unpaid leave is particularly poor.

This study shows that the introduction of both state and federal legislation increased overall leave coverage, leave provision, and leave-taking. For example, the Family and Medical Leave Act (FMLA) leads to an increased probability of leave-taking by nearly 20 percentage points and increased average leave length by almost five weeks across all states. The new policies did not, however, reduce gaps between low- and high-income families' eligibility, leave-taking, or leave length. In addition, the FMLA effects on leave-taking were very similar across states with and without prior leave legislation, and the FMLA did not disproportionately increase leave-taking for women who worked in firms and jobs covered by the new legislation, as these women were already relatively well covered by other parental leave arrangements.

■ The book chapter, "Immigrant Entrepreneurship," is included in *Measuring Entrepreneurial Businesses: Current Knowledge and Challenges*, by **Pekkala Kerr** and William Kerr (NBER Book Series—Studies in Income and Wealth, University of Chicago Press). The researchers examine immigrant entrepreneurship and the survival and growth of immigrant-founded businesses over time relative to native-founded companies. Their work quantifies immigrant contributions to new firm creation in a wide variety of fields and using multiple definitions. While significant research effort has gone into understanding the economic impact of immigration into the United States, comprehensive data for quantifying immigrant entrepreneurship are difficult to assemble. They combine several restricted-access U.S. Census Bureau data sets to create a unique longitudinal data platform that covers 1992–2008 and many states. The researchers describe differences in the types of businesses initially formed by immigrants and their medium-term growth patterns. They also consider the relationship of these outcomes to the immigrants' age at arrival to the United States.

■ "Post-Secondary Education and Information on Labor Market Prospects: A Randomized Field Experiment," was published online as a working paper by **Pekkala Kerr**, Tuomas Pekkarinen, Matti Sarvimäki, and Roope Uusitalo

(<http://aalto-econ.fi/sarvimaki/information.pdf>). The researchers examine the impact of an information intervention offered to 97 randomly chosen high schools in Finland. Graduating students in treatment schools were surveyed and given information on the labor market prospects associated with detailed post-secondary programs. One-third of the students report that the intervention led them to update their beliefs. Experimental estimates suggest that it also affected the application behavior of the least informed students. However, this group of affected students is not sufficiently large for the intervention to have an average impact on applications or enrollment.

Out-of-School Time and Special Populations

■ "Practices and Approaches of Out-of-School Time Programs Serving Immigrant and Refugee Youth," by **Georgia Hall, Michelle Porche, Jennifer Grossman, and Sviatlana Smashnaya**, is included in *Journal of Youth Development, Volume 10, Number 2* (Summer 2015). Opportunity to participate in an out-of-school time program may be a meaningful support mechanism towards school success and healthy development for immigrant and refugee children. This study extends existing research on best practices by examining the on-the-ground experiences of supporting immigrant and refugee youth in out-of-school time programs. Findings from semi-structured interviews with program directors in 17 Massachusetts and New Hampshire programs



suggest a number of program strategies that were responsive to the needs of immigrant and refugee students, including support for the use of native language as well as English, knowing about and celebrating the heritage of the students' homeland, including on staff or in leadership individuals with shared immigrant

background, and giving consideration to the academic priorities of parents. The development of such intentional approaches to working with immigrant and refugee youth during the out-of-school time hours will encourage enrollment of, and enhance effectiveness with, this vulnerable population.

Privilege, Advantage and Disadvantage

■ "Extending the Knapsack: Using the White Privilege Analysis to Examine Conferred Advantage and Disadvantage," by **Peggy McIntosh**, is included in *Women in Therapy, Volume 38, Issue 2-3-3-4*, a special issue focused on Whiteness and White Privilege in Psychotherapy, edited by Andrea Dottolo and Ellyn Kaschak. This article derives from another McIntosh chapter, "An Exercise in Privilege and Disadvantage" included in a 2015 book, *Clinical Supervision Activities for Increasing Confidence and Self-Awareness*, edited by Roy Bean, et al., which describes a self-awareness activity that uses directed reading on privilege and small group format for discussing unearned disadvantage and unearned advantage in one's life.

■ Recently **McIntosh** and six National SEED Project staff members published "Teacher Self-knowledge: The Deeper Learning," an article in *Independent School* magazine. Coauthors are Peaches Gillette, Bob Gordon, Ruth Mendoza, **Jondou Chase Chen**, Pat Badger, and Hugo Mahabir. Each author testifies to some of their own experience of developing self-knowledge, in line with SEED co-director **Emily Style's** metaphor of "balancing the scholarship on the shelves with the scholarship in the selves."

Spotlight on New Funding & Projects

Achieving Gendered Justice: Developing Substantive Research & Action Strategies for Justice-Involved Women

Project Director: Erika Kates, Ph.D.
Funded by: Gardiner Howland Shaw Foundation

The project builds upon and expands both the research-based knowledge about justice-involved women's concerns and the practical lessons of networking and advocacy learned over the period of five years in which Kates founded and facilitated the Women in Prison Project (2008-2010) and the Massachusetts Women's Justice Network (2011-2015).

Census SBOX Project

Project Director: Sari Pekkala Kerr, Ph.D.
Funded by: Ewing Marion Kauffman Foundation

This project focuses on the new longitudinal Survey of Business Owners (SBOX) and other Census Bureau data sources that can be used to cross-verify and amend the information collected via the SBOX. As part of the project, Kerr will conduct entrepreneurship research using the most recently available SBO data, during which she will also evaluate any complications in the production data sets, and develop best practices for other researchers based on her exploratory work. The best practices will be collected into a specific internal data memo.

Depression Prevention Dissemination

Project Director: Tracy Gladstone, Ph.D. (With Boston Children's Hospital)
Funded by: Sidney R. Baer Foundation

With this renewal of support, Gladstone will continue her work training In-Home Therapy clinicians in the Family Talk intervention, and supporting the use of the intervention with In-Home Therapy clients. In addition, she will lead the development of a website for parents who are concerned about the effects of depression on the family. Finally, this project will continue to support analyses of data from the Prevention of Depression intervention.

21st Century Community Learning Centers State Monitoring Activities with Tracking, Synthesis and Analysis, and Technical Assistance in Implementing a Successful State Program

Project Director: Georgia Hall, Ph.D. (With Global Evaluation & Applied Research Solutions, GEARS)
Funded by: U.S. Department of Education

The purpose of this project is to provide the U.S. Department of Education with fiscal, analytic, and logistic services for grant compliance monitoring and data gathering for program improvement and to provide technical expertise to State Educational Agencies to assist in carrying out their responsibilities for 21st CCLC program implementation.

National Center on Afterschool and Summer Enrichment (NCASE)

Project Director: Ellen Gannett, M.Ed. (With Education Development Center, EDC)
Funded by: The Administration for Children and Families, Office of Child Care

The National Institute on Out-of-School Time (NIOST) in partnership with Education Development Center, Inc., the National Summer Learning Association, and Walter R. McDonald Associates will form and operate the National Center on Afterschool and Summer Enrichment (NCASE). The NCASE will support out-of-school-time and summer programs to expand learning opportunities for school-age children. NIOST will develop and disseminate research-informed resources and provide training and technical assistance to states, territories, tribes, and community partners to support expanded access to and supply of high-quality afterschool and summer programs that foster children's development and learning, especially for low-income children and families.

Responding to Sexual Assault on Campus: A National Assessment and Systematic Classification of the Scope and Challenges for Investigation and Adjudication

Project Director: April Pattavina, Ph.D.
Funded by: U.S. Department of Justice, National Institute of Justice

This study will document the current landscape (the breadth and differences) of campus approaches to investigations and adjudication of sexual assault. Informed by a victim-centered focus, Pattavina with Linda M. Williams, Ph.D. and Nan Stein, Ed.D. (Wellesley Centers for Women) and Alison Cares, Ph.D. (Assumption College) will develop a typology/matrix of approaches based on documented features of campus policies related to sexual assault gathered from a national sample of 1,000 colleges and universities from across the U.S. Supplementing the typology/matrix development will be interviews with and surveys of campus stakeholders and key informants to identify implementation strategies and challenges associated with each type of response model. The project will result in guidelines that will assist colleges with assessing their capacity and preparedness to meet new and existing demands for sexual assault response models.

Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions: Adapting an Evidence-Based Model

Project Director: Nan Stein, Ed.D. (With the Center for Effective Public Policy)
Funded by: U.S. Department of Justice, Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART)

Stein, in partnership with the Center for Effective Public Policy (CEPP), the National Sexual Violence Resource Center (NSVRC), the California Coalition Against Sexual Assault (CALCASA), and Applied Research Services (ARS) will address campus sexual assault prevention, with an overarching goal of contributing to national and institutional efforts to prevent and reduce campus sexual violence effectively. This project is designed to complement existing prevention activities at an identified college/university—as part of a more

comprehensive campus sexual assault prevention program—by adapting and implementing *Shifting Boundaries*, an evidence-based situational prevention strategy, originally developed to reduce sexual and dating violence in middle schools, for application and piloting to reduce perpetration opportunities and behaviors in a college/university setting.

Gratitude Project

Project Director: Nova Biro, M.B.A.

Funded by: The John Templeton Foundation through the University of California, Berkeley Greater Good Science Center

Based on emerging research on the science of gratitude, Open Circle will develop, pilot, and assess new gratitude components for its student curriculum and teacher professional development program for social and emotional learning in elementary schools.

Tell us what areas of our work are important to you.

Please take a few minutes to complete a brief survey:

www.surveymonkey.com/r/WCWweb

Additional Funding

Tracy Gladstone, Ph.D. received additional funding from National Institutes of Health for “CATCH-IT / PATH project” with the University of Illinois. Collaborating with Boston Children’s Hospital, Gladstone also received additional funding from Sidney R. Baer Foundation for “Family Matters: Preventing Adolescent Depression by Treating Parents and Families.”

Georgia Hall, Ph.D. received additional funding from the Robert Wood Johnson Foundation for “Monitoring the Uptake of National Afterschool Association Healthy Eating Standards and Best Practices.”

Amy Hoffman, M.F.A. received continued funding from Massachusetts Cultural Council for the *Women’s Review of Books*.

Emily Howe, M.Ed., in collaboration with the Wisconsin Indian Education Association, created the Wisconsin SEED Institute. This project was funded by the Ho-Chunk Nation Legislature.

Nancy Marshall, Ed.D. with **Wendy Robeson**, Ed.D. provided Peabody Picture Vocabulary Test, Fourth Edition and Phonological Awareness Literacy Screening for Preschool data analyses to Nurture.

The **National Institute on Out-of-School Time** (NIOST) at the Wellesley Centers for Women (WCW) received support for training, technical assistance projects, and continuing evaluations from Jacksonville Children’s Commission, Boston AfterSchool & Beyond, Providence After School Alliance, United Way of Rhode Island, Reebok International, United Arts Council of Collier County, Wyoming Afterschool Alliance, Maine Parents Federation, Connecticut Afterschool Network, City of St. Paul Sprockets Program, and New Jersey School-Age Care Coalition.

The **National SEED Program** of WCW received gifts from various individuals and supporters.

The **Open Circle** program of WCW received various gifts from friends and supporters of the social and emotional learning program.

Joanne Roberts, Ph.D. received continuing support from Thrive in Five of United Way of Massachusetts Bay and Merrimack Valley for “QRIS Quality Improvement Grant Assessment.”

Wendy Robeson, Ed.D. and **Joanne Roberts**, Ph.D. provided intensive training on the use of the Early Childhood Environment Rating Scale-Revised (ECERS-R) to the University of the Virgin Islands.

Nan Stein, Ed.D. provided coaching and technical assistance for the implementation of the *Shifting Boundaries* Program to the Rape Prevention and Education Programs at the California Department of Public Health. Stein continues to provide litigative consultant services to the U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section.

2014 \ 2015 Honor Roll of Donors

Thank you to all our friends, supporters, funding partners, and colleagues for your generosity and commitment to our work. With your gifts, you are making a difference in the lives of women and girls, families and communities.

You are investing in innovative research and action programs that find effective solutions for urgent issues in education, mental health, economic security, youth & adolescent development, and gender-based violence—amplifying our impact in significant ways by leveraging the power of data.

Thank you for partnering with us to accelerate social change. Thank you for believing, like us, that **A World That Is Good for Women Is Good for Everyone.**[™] Our work would not be possible without you.

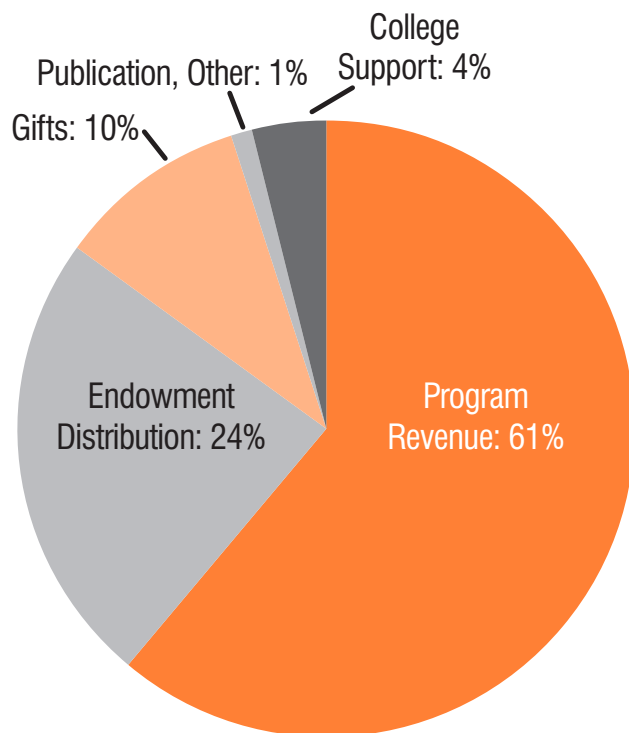
The WCW Legacy Society

A special *Thank You* to the donors who have made estate gifts to the Wellesley Centers for Women and have joined The WCW Legacy Society. Planned gifts of estate assets are gifts for the future that will have a long-term impact on the lives of women and girls. If you have thoughtfully included the Wellesley Centers for Women in your estate plans, please be sure to notify us so we can include you in this special group of donors and friends.

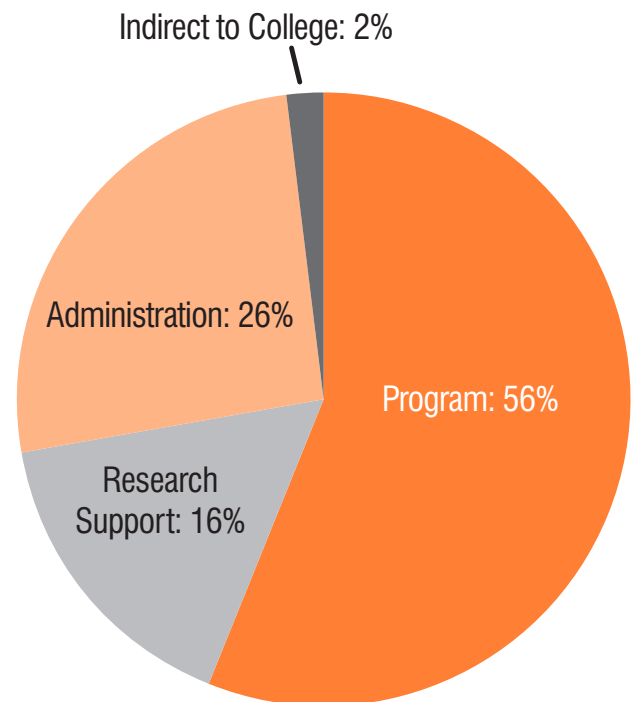
To learn more about The WCW Legacy Society and planned giving visit us at www.wcwonline.org/PlannedGiving.

Fiscal Year 2015 Budget: \$6.9M*

Revenue



Expenses



*based on unaudited data

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Activists and educators Peggy McIntosh, Jondou Chase Chen, Hugh Vasquez, Brenda Flyswithawks, Victor Lewis, and Gail Cruise Roberson (pictured from left to right) engage with the audience during the October 10th special event, "Conversation with Peggy and Friends," in honor of Dr. McIntosh's cutting-edge work and visionary leadership on social justice. (See page 8.)