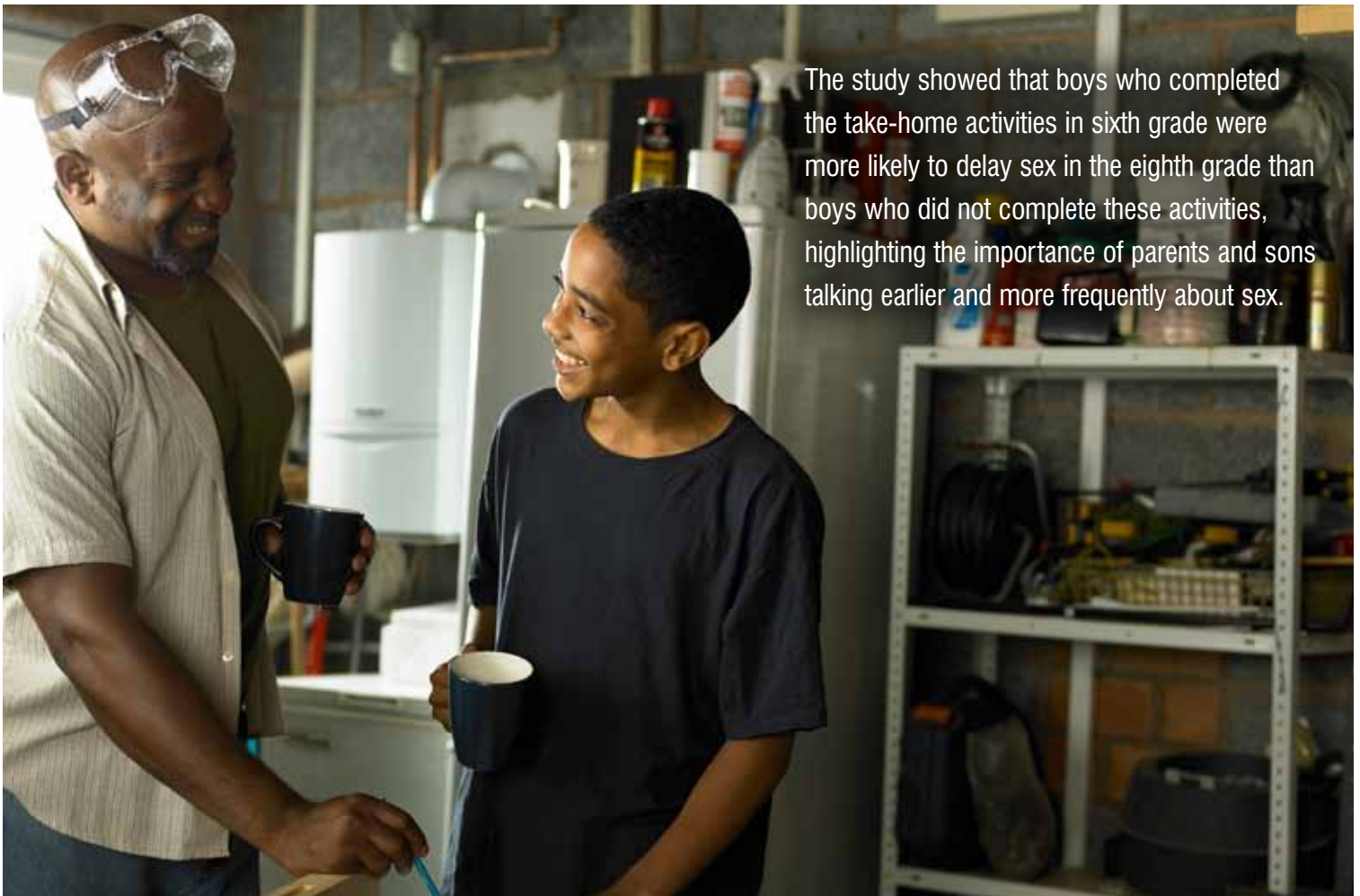


# Research \ Action

Report

## WCW Research Shows Effectiveness of A Middle School Sex Ed Program



The study showed that boys who completed the take-home activities in sixth grade were more likely to delay sex in the eighth grade than boys who did not complete these activities, highlighting the importance of parents and sons talking earlier and more frequently about sex.

### Featuring:

Seeking Educational Equity and Diversity •  
Witnessing *Ubuntu* in Action • Recent Findings & New  
Publications • Highlights from WCW's Strategic Plan •  
Honor Roll of Donors

Shaping a  
Better World  
through  
Research  
& Action

**Wellesley  
Centers for  
Women**

# Research \ Action Report

fall \ winter 2014

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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.

As another year draws to an end, I am reminded to take a few minutes to reflect on the important work we've undertaken to help shape a better world. It's clear that thoughtful reasoning supported by rigorous research can help inform our policymakers, leaders, and change makers as they continue to address the political, human rights, social, and economic struggles facing communities large and small across the globe. With your support, we are continuing to do our part to help drive positive social change through our innovative research, action, and theory—every thoughtful perspective adds value to the public discourse.

This year we are quietly recognizing our 40th anniversary by presenting a strategic plan—a roadmap for our next decade—and taking initial steps to implement the goals outlined. If you did not receive a copy in the mail, highlights are included in this report (see page 19) and are available online. As I wrote in the plan's introduction, while we will continue to do what we have always done best, in the next decade we will also venture forth in some new directions designed to amplify our social change impact, reinforce our sustainability, and refine our unique contributions to women's leadership, Wellesley College, and the world. One of the first steps we are taking to keep our good work going and invest in the next generation is to recruit another economist researcher to build on this important portfolio of research. Please share this posting with colleagues you think may be have an interest (see page 15).

I invite you to learn more about all our strategic plan goals and to follow our progress online, by visiting [www.wcwonline.org/From40to50](http://www.wcwonline.org/From40to50).

In this issue of *Research & Action Report*, there are numerous examples of how our work informs—and is informed by—communities at many levels. Consider young people's wellbeing, for example. Recently, our evaluation of a middle school sex education program led by **Sumru Erkut**, Ph.D., and **Jennifer Grossman**, Ph.D., has brought to light the importance the family communication with adolescents to reduce the onset of sexual activity among young teens. A study of a before-school program aimed at increasing young children's physical activity, led by **Georgia Hall**, Ph.D., shows that such programming can have positive benefits for girls and boys, even on days when they are not in the program.

Recent peer-reviewed journal articles support our scholars' work, including two co-authored by **Tracy Gladstone**, Ph.D., which emphasize that children of depressed parents can be taught skills of resilience, and their parents can learn how to adjust parenting behaviors to support their children's development and resilience, even while they may be struggling with their own depression. And as we've shared in prior issues of this Report, *Shifting Boundaries*, the teen dating violence prevention program developed by **Nan Stein**, Ed.D. and her colleagues, can provide effective prevention of middle school dating violence and sexual harassment in middle schools. Nan recently had a chance to share this at a White House meeting.

There is so much more to read about—thoughtful commentaries by **Jondou Chase Chen**, Ph.D. and **Sumru Erkut**, Ph.D. about seeking educational equity and diversity, and witnessing humanity via higher education in Uganda, respectively; a forthcoming book, *Four Ways to Click*, by **Amy Banks**, M.D.; the complicated ways that young people build their identities and communities on social media as reflected in research by **Linda Charmaraman**, Ph.D., and other valued studies, action programming, and theory explored by our community of scholars. Our work would not be possible without the generous support of our funders and friends—many of whom we recognize, as well, in this issue. Thank you!

Lastly, if you have been a friend of the Wellesley Centers for Women over the years, you will see that we have a new look—an energetic, updated brand identity to support our dynamic mission, our innovative work, and our strategic plan. Over the course of the next 12 to 18 months, we'll also make changes to our website to not only bring this brand to light, but to make more of our work even more accessible to you: policymakers, practitioners, educators, parents, thought leaders, and change makers of all kinds. Please visit [www.wcwonline.org](http://www.wcwonline.org) often, and broadcast your commitment to us via social media. We're on the move—and you can share in and share the momentum! ■



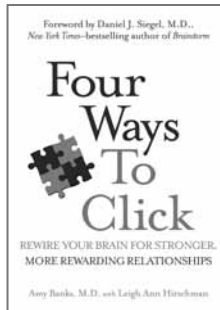
**Layli Maparyan, Ph.D.**

Katherine Stone Kaufmann '67 Executive Director

# Recent Findings & New Publications

## The Brain and Relationships

■ **Amy Banks, M.D.**, authored with Leigh Ann Hirschman, *Four Ways to Click: Rewire Your Brain for Stronger, More Rewarding Relationships*, forthcoming from Penguin Random House (February 2015). Research shows that



people cannot reach their full potential unless they are in healthy connection with others. In this book, Banks teaches readers how to rewire their brains for healthier relationships and happier, more fulfilling lives.

We all experience moments when we feel isolated and alone. A 2006 Purdue University study found that 25 percent of Americans cannot name a single person they feel close to. Yet every single one of us is hardwired for close relationships. The key to more satisfying relationships—be it with a significant other, family member, or colleague—is to strengthen the neural pathways in our brains that encourage closeness and connection.

There are four distinct neural pathways that correspond to the four most important ingredients for healthy and satisfying relationships: calmness, acceptance, emotional resonance, and energy. This groundbreaking book gives readers the tools they need to strengthen the parts of their brain that encourage connection and to heal the neural damage that disconnection can cause.

The foreword was contributed by Daniel Siegel, M.D., author of the *New York Times* bestseller, *Brainstorm*, who writes, “I love this book! It is beautifully written, engaging, and inspiring. Want more happiness? Want to live longer? Want to be healthier in mind and body? Then learning these four ways to click into more meaningful and rewarding relationships is your passport to achieving these goals. Let Amy Banks be your guide to a better life of love and laughter. Enjoy!”

Learn more about Banks’ C.A.R.E. program, the basis for a related webinar series which begins in early spring, and advance ordering details at [www.FourWaysToClick.com](http://www.FourWaysToClick.com).

## Parental Depression Impact on Family

■ **Tracy Gladstone, Ph.D.**, co-authored two chapters for the forthcoming book, *Parental Psychiatric Disorder: Distressed Parents and their Families*, edited by Andrea Reupert, Daryl Maybery, Joanne Nicholson, Mary Seeman and Michael Gopfert. “Interventions for Families Where a Parent Has Depression,” written by Gladstone, William Beardslee, M.D., and Anne Diehl, focuses on children of depressed parents who are at “a four-fold increased risk of developing depression themselves”—making “parental depression one of the most potent risk factors for the disorder. Parents with depression often experience disruptions in parenting, characterized by withdrawn and/or intrusive parenting behaviors. Such behaviors create a stressful environment for youth, and have been demonstrated to significantly mediate the relation between parental depressive symptoms and offspring psychopathology (Jaser et al., 2008). Research indicates that family factors maintain depression in children (Brent et al., 1997), and that intrusive and withdrawn parenting behaviors can continue in parents even after their depression has remitted (Seifer et al., 2001). Recently, several depression prevention programs have been developed to address specifically the risk factor of parental depression, utilizing a family-based approach. In such prevention programs for children of depressed parents, children can be taught skills of resilience, and parents can learn how to adjust parenting behaviors to support their child’s development and resilience, even while they themselves are struggling with depression.”

■ The three also authored “The Impact of Parental Depression on Children” for the book (in press). They write, “Major Depressive Disorder (MDD) is a highly prevalent and disabling mental illness. It is estimated to affect 17 percent of the U.S. population within their lifetime, and is the leading cause of disability in the U.S. for ages 15–44. (Kessler et al., 2005; The World Health Organization, 2008).” This chapter describes “three preventive interventions for children of depressed parents, all of which are either

family-based or incorporate some form of parental involvement. This chapter also describes family-based depression prevention programs for children of parents experiencing other forms of adversity (i.e., bereavement and divorce). These descriptions are followed by a summary of clinical implications.”

## Better Health Practices in Out-of-School Time

■ **Georgia Hall, Ph.D.**, published a research brief, *Physical Activity Assessment of BOKS Using Accelerometers* in October 2014. Hall and a research team from the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for



Women studied the physical activity levels of 112 Kindergarten and first grade children from September 2013 through May 2014 in Natick, MA. Fifty-two of these children were participants in the BOKS before-school physical activity program and the other 60 comprised the comparison group. This study specifically examined time spent in sedentary, light, moderate, and vigorous physical activity during three waves of data collection. The research findings highlight the potential benefits to youth who regularly engage in physical activity through a before-school physical activity program like BOKS. Previous research recommends selected cut points for daily steps for 6–12 year olds of 12,000 and 15,000 steps for girls and boys, respectively. Achieving 1,807 steps during program time would account for approximately 15 percent and 12 percent of girls and boys recommended daily steps, respectively. Significant differences in mean daily step count and daily moderate to vigorous physical activity minutes at the third observation suggest prolonged participation in a program such as BOKS can stimulate noteworthy differences in physical activity for participating children, including differences which persist on non-program days. Read the full research brief online: [www.niost.org/healthysteps](http://www.niost.org/healthysteps).

■ **Jean Wiecha, Ph.D.**, Hall, and Michelle Barnes, M.P.H., authored “Objective Uptake of

National AfterSchool Association physical activity standards among U.S. after-school sites” included in *Preventive Medicine* (available online July 2014 at [www.sciencedirect.com/science/article/pii/S0091743514002515](http://www.sciencedirect.com/science/article/pii/S0091743514002515)). In 2011, the National AfterSchool Association (NAA) adopted standards to guide delivery of physical activity (PA). The team assessed afterschool sites’ uptake of the five PA standards. The researchers conducted a descriptive study in fall 2013. NAA emailed 14,000 members requesting that afterschool site directors complete an online questionnaire regarding site characteristics, awareness and use of the standards, and implementation. The team calculated implementation scores for each standard by summing points for their component best practices, and examined associations among site characteristics, implementation scores, and awareness and use of the standards.

Among 595 respondents, 60 percent were aware of the PA standards and 43 percent used them for program planning. Awareness and use were significantly higher among NAA members and among sites that were accredited, licensed, or operated by a parent organization. PA content and quality scores were higher among those aware of and using the standards ( $p < 0.01$ ) and correlated with scores for staff training and for program, social, and environmental support ( $p < 0.0001$ ). The researchers concluded that they observed high recognition and use of the NAA PA standards in a national convenience sample of afterschool programs. Their uptake and use are promising lever for increasing the quality of PA in the afterschool setting.

### Efficacy of Middle School Sex Education

■ **Jennifer Grossman, Ph.D., Allison Tracy, Ph.D., Amanda Richer, M.A., and Sumru Erkut, Ph.D.** authored “The role of extended family in teen sexual health” included in the *Journal of Adolescent Research* (November 2014).

Despite increasing extended family involvement in childrearing, particularly in minority families, few studies investigate their role in talking with teens about sex or how this relates to teens’ sexual behavior. This mixed methods study assesses extended family sexuality com-

munication through a survey of 1,492 diverse middle school students and interviews with 32 students. Logistic regression shows that participants who report having had sex are more likely to report talking with extended family than those who report not having had sex. Interview themes explored reasons for and content of teen sexuality conversations with extended family. More sexually active teens reporting communication with extended family is interpreted as extended family members gaining importance in sexuality communication as teens become sexually active. (Read more about related research on page 12.)

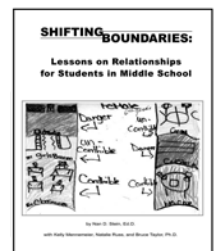
### Race and Privilege

■ The *New Yorker* posted an interview May 12, 2014 between Joshua Rothman, the magazine archive editor, with **Peggy McIntosh, Ph.D.** which focused on privilege systems. Rothman wrote, “The idea of ‘privilege’—that some people benefit from unearned, and largely unacknowledged, advantages, even when those advantages aren’t discriminatory—has a pretty long history. In the 1930s, W. E. B. Du Bois wrote about the ‘psychological wage’ that enabled poor whites to feel superior to poor blacks; during the civil-rights era, activists talked about ‘white-skin privilege.’ But the concept really came into its own in the late eighties, when Peggy McIntosh, a women’s-studies scholar at Wellesley, started writing about it.” The article is available online: [www.newyorker.com/books/page-turner/the-origins-of-privilege](http://www.newyorker.com/books/page-turner/the-origins-of-privilege).

■ McIntosh was interviewed by Hugh Vasquez and Victor Lee Lewis in July 2014 for their video series on anti-racist activists. She was also interviewed by *Teaching Tolerance* on a show which spotlighted **Christopher Avery**, a SEED staff member and four other teachers in the United States who have received awards from the Southern Poverty Law Center and *Teaching Tolerance* magazine for outstanding multicultural teaching. This online event included dialogue with some university scholars in multicultural fields: Sonia Nieto, Howard C. Stevenson, Kevin Kumashiro, and McIntosh, as well as June Christian of *Teaching Tolerance* magazine.

### Teen Dating Violence Prevention Program Study

■ **Nan Stein, Ed.D.** co-authored (Bruce Taylor, Elizabeth Mumford, Stein) “Effectiveness of *Shifting Boundaries* teen dating violence prevention program for subgroups of middle school students” which has been accepted by the *Journal of Adolescent Health* for a forthcoming special supplement on teen dating violence. In this article, the authors examine whether the *Shifting Boundaries* (SB) intervention, a primary intervention to prevent youth dating violence and sexual harassment (DV/H), is differentially effective for girls compared to boys, or for youth with a history of DV/H experiences.



Researchers randomly assigned SB to 30 public middle schools in New York City, enrolling 117 sixth and seventh grade classes to receive a classroom, building, combined, or neither intervention. The SB classroom (SBC) intervention included six sessions emphasizing the laws/consequences DV/H, establishing boundaries and safe relationships. The SB school-wide/building (SBS) intervention included the use of school-based restraining orders, greater faculty/security presence in unsafe “hot spots” mapped by students, and posters to increase DV/H awareness and reporting. Student surveys were implemented at baseline, immediately post-intervention, and six months post-intervention. Among the findings six months post-intervention, the SB building-level intervention was associated with significant reductions in the frequency of sexual harassment (SH) perpetration and victimization; the prevalence and frequency of sexual dating violence (SDV) victimization; and the frequency of total dating violence victimization and perpetration. The researchers conclude that SB can provide effective universal prevention of middle school DV/H experiences, regardless of students’ prior exposure histories, and for boys and girls.

# Commentary

by Jondou Chase Chen, Ph.D.

with Gail Cruise-Roberson, B.A., Emmy Howe, M.Ed., and Emily Style, M.A.

## The personal urgency and the pedagogical necessity of seeking educational equity and diversity

As the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity) approaches its 30th year, we appreciate how our work has developed across time and how it remains grounded in ongoing dialogues between the personal and systemic. Over this same time period, culturally responsive teaching has developed as a major, if not the principal, component of multicultural education deeply informed by critical race theory. SEED sees itself as part of the culturally responsive teaching movement, and through our methodology and in our current social context we are reminded of two needs: first, that culturally responsive teaching lacks depth if teachers themselves are not aware of its relation to critical race theory; and secondly, that teachers must be personally engaged in understanding their own development of racial and cultural identity and how they were schooled to understand race, class, and gender in order to effectively support their students. The personal urgency and the pedagogical necessity of seeking educational equity and diversity serve as SEED's continued call to action.

“SEED was certainly one of those life-changing experiences that I had, because my story became valid. People heard my story and it became valid to them and to me. As an administrator, my hope is that by helping teachers acknowledge themselves and tell their stories, they will be willing to listen to the kids they work with each day.”

—Gail Toatley,  
Retired Associate Principal, Minnesota

### 1. Multicultural Education's Evolution toward Culturally Responsive Teaching through Critical Race Theory


Born out of the Civil Rights era, multicultural education has evolved over the past 50 years to include ethnic studies, multiethnic education, the cultural deprivation paradigm, and cultural difference theory and research (Banks, 2013). Personally shaped by the racial events of the 1960s as well as the women's studies and later the gay rights movements, SEED's founding leaders recognized and sought to draw attention to the personal experience of educators and the link between individuals' experiences of identities and oppressive systemic-power dynamics as well as how these linkages are taught both explicitly and implicitly in education. As SEED developed its peer-led seminar model during the early 1980s, it brought together SEED educators who had been and continue to be personally and professionally active in civil rights work regarding race, class, gender, sexual identity, and mental and physical ability.

SEED has fostered decades-long relationships with many educators while continuing to expand its scope because it has addressed current societal issues and provides a platform for life stories shared by SEED participants. SEED's organizational development mirrors that of multicultural education more broadly, in that each iteration of our work has not resulted in previous iterations disappearing but rather has involved incorporating new facets into our framework. This additive model is not simply historically technical, it is also pedagogical in

nature. It reveals an appreciation that culturally responsive teaching is engaging in asset-building and not simply addressing deficits. Or, as Geneva Gay (2013) posits, culturally responsive teaching improves teaching *through* cultural diversity and is not just teaching to cultural diversity. Promoting culturally diverse assets and agency can help reduce conflict (Stevenson, 2014; Sue, 2010), yet the need for ongoing conversations highlights the ever-changing nature of culture and the depth of the challenge.

**Critical racial theory describes how identity-based discrimination continues to occur because of microaggressions and implicit biases even as explicitly racist laws no longer exist** (Ladson-Billings, 1998). Seeing token heroes and holidays are not enough (Banks, 2013). In fact, teaching about multiple cultures without a critical view of both power and history can result in further privileging of dominant groups (Ladson-Billings, 1998). At the same time, efforts to move beyond deficit-based thinking are needed to reframe culturally diverse experiences with a broader lens. Indeed, highlighting assets and agency





is especially important in that relying solely on negative cultural experiences represents an additional act of oppression (Gay, 2013). As the writer Chimamanda Adichie says, “The problem with stereotypes isn’t that they are untrue, it is that they are incomplete.” SEED seeks to broaden education by both encouraging the inclusion of all stories, including the life-texts of students and teachers, and by drawing attention to the systemic danger of incomplete narratives.

## 2. SEED Embodies Both Culturally Responsive Teaching and Critical Race Theory

Gay (2013) posits the need for culturally responsive teaching because “beliefs and attitudes always proceed and shape behavior.” In other words, teaching requires constant attention to both the pedagogical foundation that teachers establish for their teaching as well as to the personal experiences and systemic forces that have and do shape that foundation. SEED co-director Emily Style describes this as the “balancing of the selves and shelves” (2013). As educators, if we are hoping that our teaching might shape our students’ actions, it behooves us to investigate both our own and our students’ experiences and feelings.

Even as responsive teaching falls flat without critical race theory, so too does considering our beliefs and attitudes without acknowledging the experiences and sources that have shaped us and how those experiences were shaped by and continue to shape systemic dynamics. When a white person says that she or he “doesn’t feel safe” in talking about race or when a man says he was “just joking” when an unexamined gender comment falls out of his mouth, they are attempting to sever the link between personal and systemic. Participants in SEED seminars work on unpacking the personal premises of these statements and their systemic consequences. Stories help us realize that we are part of and responsible for something greater than either lives lived in a vacuum or unrealistic rules for political correctness. SEED co-founder **Peggy McIntosh**, Ph.D. describes this awareness in her Interactive Phase Theory caveat that going around sharing personal stories without

thinking systemically is more “sentimental” than substantial (1990).

Additionally, storytelling empowers us to see our selves as change agents. If a person who is accustomed to having their experiences and stories taken seriously and listened to in the marketplace of ideas, their stories are automatically connected to the systemic. If someone shares an experience or story in the marketplace of ideas and it is taken seriously for the first time then it is not merely sentimental it is the beginning of a paradigm shift. That is what SEED does for many communities—as well as creating lenses with which to make links to the systemic. SEED creates a paradigm shift in many school communities where people who’s experience previously has not been taken seriously is now elevated to the place where ideas, policy, curriculum creation exist, the market place of ideas.

## 3. Maximizing the CRT-CRT connection through “Self-and-Shelf” balance

Over the years, a number of SEED participants have identified that our day on “Race, Ethnicity & Class” is the most powerful day during our New Leaders’ Week because each person further develops self-awareness of racial identity and of systemic racism. We come to appreciate the power of positionality—that our politics of location shape how we are heard relative to how we wish to be heard. “What can I say to make them feel better?” and “What can I say to make them accept me?” are earnest feelings but inadequate questions to address systemic power dynamics. SEED serves as a leader in educational equity by having educators explore our own experience and listen to the personal experience of others, SEED insists that to develop culturally responsive teaching, we must understand critical race theory and history. ***Our approach to developing such an understanding is through vigilantly mining and sharing our own personal lived experiences with racism as well as other forms of oppression.***

SEED embraces educators and community members in all contexts and works with them to become agents and facilitators for change and for equity. The strength of SEED is that it allows people to participate and feel smart and valued due to their lived experience. When

“ Social justice was no longer a space I turned to but instead, became a space where I dwelt. On a personal level, I was able to find a path to begin to articulate and integrate my understandings of ability privilege, acquired from experience as a parent and advocate of a child with disabilities, into my teaching. My course in which I do this examines and compares racism, classism, sexism, ableism, and heterosexism as socially constructed systems of oppression. Without SEED, I am not sure I would have found a way to combine these areas in ways that blended my intellectual with my experiential knowledge. This knowledge might have remained disjointed and compartmentalized for me. ”

—Phyllis May-Machunda, Ph.D.,  
Professor, American Multicultural Studies  
Minnesota State University/Moorhead



**Jondou Chase Chen, Ph.D.** is an associate director of The National SEED Project on Inclusive Curriculum. Chen has been a SEED leader since 2003 and a SEED summer staff member since 2005. He is an associate in the department of Human Development at Teachers College, Columbia University, where he teaches, advises, and provides research

and grant support. He co-facilitates a graduate-level SEED course, as well as a monthly SEED support group for recently trained New York City-area SEED leaders.

“ SEED was that moment in time when my experiences, my personal experiences, and story were given full voice through readings, reflections, courageous conversations, and finding allies. After many hurtful experiences in my life that brought a lot of anger, SEED helped me on my path to trust. SEED in the early years in my career, gave me the opportunity to be a student and do the important work for myself that would have direct impact on my work as a teacher with my students and years later as a principal the impact on my work with my students, my teachers, and my families. It has become my powerful weapon that I am using with families and teachers to change the experiences of my students.”

—Laina Cox,  
Middle School Principal, Capital City  
Public Charter School, Washington, D.C.

people see that their personal light shines on the systemic, their critical awareness and agency are ignited. Through a broad definition of who is worthy to contribute experience, ideas and knowledge, SEED has been effective in bringing people to the table and allowing them to feel competent and comfortable in their seats at every stage, thereby insisting that the table must get bigger and bigger instead of people leaving because they do not have a voice or feel heard.

#### **Conclusion:**

While some have questioned the usefulness of SEED’s dialogic methods (Lensmire et al., 2013), recent history suggests otherwise. The past two summers have each featured a major news event highlighting systemic racism. In 2013, the George Zimmerman verdict was released on Race, Ethnicity, & Class day at the SEED training. In 2014, the Michael Brown shooting and subsequent protests occurred in the month after the SEED training. In both instances, we were devastated by the news as a SEED staff, and we were left mourning and questioning the meaning of our work. Guided by the awareness that these news events are simultaneously incredibly personal and systemically representative, we relied on our SEED methodology to provide both the space

to do our own processing of these events and the space to realize that we are not alone in this work. In witnessing the listening to others that SEED’s pedagogical methods provide, SEED participants experience the commitment that SEED leaders make toward being the change they want to see. New research (Côté & Krause, 2014) on class differences shows that while people are more likely to socialize with members of their own group, activities such as dialogue poems and sharing early memories of schooling which build conversations around shared experiences and different interpretations can result in stronger relationships across class lines. Our observations at SEED demonstrate that strong relationships can also be built across gender, sexual identity, and race. SEED involves iterative and reciprocal processes, creating SEED leaders who are both critically informed and responsively active in their schools and communities. ■

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# Commentary *by Sumru Erkut, Ph.D.*

## Witnessing *Ubuntu* in Action

In June 2014, I had the good fortune to be invited to visit the African Rural University in Uganda, commonly referred to as ARU. There I saw the translation into action of an African system of values, *Ubuntu*—“A person is a person through other people,” or said in another way, “I am human because you are, and you are because I am,” which emphasizes the co-creation of humanity through interconnectedness. Mwalimu Musheshe, a co-founder of ARU, brings *Ubuntu* home to ARU’s core values saying, “When you work for the happiness of your village, you help yourself; when you help yourself, you work for the happiness of your village.” ARU, in its mission, core values, and above all in the ways its curriculum effectively integrates theory- and field-based practice, and traditional wisdom exemplifies humanity’s interconnectedness. During its pilot phase and since receiving a Provisional License in 2011, students work closely with members of the rural community to help fulfill their vision for a better life. The students pass on their learning to community members to empower them to create prosperity and wellbeing. In turn students add to the evolution of the knowledge base of rural transformation and achieve their own fulfillment.

I found that many aspects of ARU are uniquely responsive to the challenges of higher education in Uganda: the typical university curricula fail to address Uganda’s needs where 85 percent of the population is subsistence farmers; there is overcrowding at major higher institutions of learning; and the teaching environment does not necessarily favor females. ARU, located in rural Kagadi in the Kibaale district in western Uganda, admits only women, and offers a course in Technologies for Rural Transformation to the 30 students who are admitted annually. Unlike most universities across the world—where the curriculum is designed by faculty—students who entered ARU during its pilot phase played an active role in developing what is to be taught and how it is to be taught. Traditional wisdom specialists (men and women who are repositories of traditional knowledge) were also instrumental in the co-design process of the curriculum.

ARU, which operates as a financially independent private university, was launched by the Ugandan Rural Development and Training (URDT) program. URDT is an award-winning nongovernmental organization founded by three visionary leaders, among them Mwalimu Musheshe, the current director of URDT, who believed that women, by virtue of their role in society and upbringing, can be effective rural transformation agents.

As stated in the institution’s Senate document, “ARU draws on the intrinsic value of a woman leader as a teacher, a mother, a coach, a guide, peacemaker, social integrator, intuitive and rational manager. Women perform integrated work at the family, household, and community levels. These strengths need to be tapped and nurtured for community and continental development.”<sup>1</sup>

ARU and all other institutions affiliated with URDT, which include the co-educational URDT Institute for Vocational Training and Youth Leadership, a community radio station, and the URDT Girls’ School all operate in accordance with the “Principles of the Creative Process.” In the words of Robert Fritz, who with Peter Senge, influenced URDT’s founding ideology of rural transformation, “The principles of the creative process involve envisioning the outcomes people want to create, in contrast to traditional approaches of trying to get rid of problems.”<sup>2</sup> Visioning serves as a method for developing the motivation to create change. It quite simply asks students, families, and communities to visualize what outcome (improvement in their lives) they want, and then to identify the steps they need to take to achieve that outcome in five or ten years. This creative process is practiced at ARU through integrated systems which reinforce each other toward the mutual goal of sustainable rural transformation. The idea behind the integrated systems approach is that one cannot just change one thing, such as water. While water is a key ingredient for agricultural success, there is also the soil condition, the quality of

Below: Examples of what can be envisioned are made concrete, such as this model homestead in which students can envision living.



*continued on next page*

the seedlings, the nutritional value of the crops grown, the need to add value to harvested crops post-production, finding markets and effective distribution channels, and the like. Thus, the ARU curriculum encompasses not only the visioning methodology, but theoretical and practical knowledge that combines traditional wisdom with scientific approaches necessary to move a community from subsistence farming to sustainable entrepreneurial activity.

On my first day visiting ARU, Jacqueline Akello, the University Secretary (which is the top administrative leadership role at ARU), explained the visioning approach at the Foundations Course. The Foundations Course takes place every day from 8:00 to 9:00 a.m. and is led by different speakers (I was asked to be the speaker the next day); all URDT and ARU staff are expected to attend. As Akello explained, ARU students learn how to develop a vision of the improvement in their lives and the lives of their community that they want to achieve, and compare that vision with the current realities. The difference between where they are now and where they want to be generates a creative tension that motivates them to take action and convince others to take action until the envisioned outcome is achieved. Examples of what can be envisioned are made concrete on the URDT campus where ARU is located, there is a model homestead with a garden that people can envision living in; through this visioning process people are encouraged to draw a picture of their aspirational visions.



**Sumru Erkut, Ph.D.**, is a senior research scientist at the Wellesley Centers for Women; she served as an Associate Director from 1995 to 2014. Her research has encompassed variations in the course of child and adult development, women and leadership, and educational program evaluation both in the U.S. and abroad.

According to the URDI leaders, the need to launch ARU became evident as students at the URDT Girls' School were completing their secondary education. The additional knowledge, training, and leadership qualities needed to take up the role of transformational leader in the communities surrounding the school called for the creation of a university. The four-year curriculum, which offers 60 percent theory and 40 percent practical experiences in three years, culminates in a year-long internship during which students live and work in a rural community.

By the time they complete their studies, ARU graduates are ready to take on their roles as transformation agents. URDT hires its graduates to serve as "Epicenter Managers." Epicenters are a collection of several contiguous villages within a one- or-two hour commuting distance from the campus where ARU graduates assist farmers to engage in sustainable entrepreneurial agricultural practices, lead women's empowerment groups, and disseminate information on health, education, and wellbeing, while they continue to receive supervision from ARU faculty and carry out action research. The ultimate, long-term vision of URDT is that every village in Uganda—and ultimately Africa—has at least one woman leader, a specialist in rural transformation, putting *Ubuntu* into practice—working with

the community to achieve its vision of a better life, thereby improving her own life.

I found that ARU, because it is a young university, offers many opportunities for partners to work with the institution on staff development, research management, publishing, and leadership development. At the Wellesley Centers for Women (WCW) there is close alignment between ARU's core values and our commitment to advancing gender equality in the pursuit of social justice and wellbeing for all, locally and globally. We have some knowledge to share with ARU, accumulated over our 40 years of research, theory development, and action programming. ARU, venturing forth with a well-articulated goal of empowering female students to become rural transformation agents, has much to teach us and the rest of the world in envisioning, developing, and implementing social change effectively. I look forward to realizing ways WCW can work together with ARU on research projects, staff development, and on new initiatives we are able envision with our WCW strategic plan, for example, through a research-based certificate program. We envision that partnering with colleagues such as those at ARU can help WCW further shape a better world for women and girls, families and communities. ■



Left: Students are encouraged to draw a picture of the outcomes they envision for themselves and their community.

<sup>1</sup> From *The Evolution of African Rural University: Co-Designed by its Faculty, Students, and End-Customers (people the Grads will serve)* by Patricia B. Seybold, CEO and SR. Consultant, Patricia Seybold Group. 2014, as quoted from the Introduction to: The Powers and Functions of the African Rural University Senate, December 2012, African Rural University, p. 2. Retrieved from [www.academyforchange.org/wp-content/uploads/2013/08/The-Evolution-of-African-Rural-University-04-11-2013-updated.pdf](http://www.academyforchange.org/wp-content/uploads/2013/08/The-Evolution-of-African-Rural-University-04-11-2013-updated.pdf)

<sup>2</sup> *Uganda Rural Development and Training Programme, A Winner in Bill & Melinda Gates Foundation/Changemakers International Online Community* by Robert Fritz. Retrieved from [www.robertfritz.com/index.php?content=writingnr&news\\_id=132](http://www.robertfritz.com/index.php?content=writingnr&news_id=132)

Read more about the ARU: [www.aru.ac.ug](http://www.aru.ac.ug)

# Spotlight on New Funding & Projects

## Improving the Quality of Youth Programs Nationwide: Expanding Access to the Assessment of Program Practices Tool (APT)

Project Director: Ellen Gannett, M.Ed.  
Funded by: Virginia B. Toulmin Foundation

This funding will enable the National Institute on Out-of-School Time (NIOST) to: develop an online APT tutorial for programs initiating self-assessment and continuous program improvement; augment the interactive self-paced study tool the team is developing with support from the William T. Grant Foundation and the Massachusetts Department of Elementary and Secondary Education; and develop and disseminate materials nationwide to programs and stakeholders to build awareness of these new and renewed resources.

## New York City Afterschool Matters Research Practitioner Fellowship

Project Director: Ellen Gannett, M.Ed.  
Funded by: Pinkerton Foundation

This award provides funding for an Afterschool Matters Initiative Practitioner Fellowship group in New York City from fall 2014 to fall 2015. This group will expose 12-15 Fellows working with older youth to the world of inquiry research, and help them examine their own practices. Each Fellow will produce a paper or other product at the end of the process. The Fellows will be energized by their research and learning, becoming part of a strong network of professional out-of-school time workers in the New York Community.

## Impact of National AfterSchool Association (NAA) Physical Activity Standards on Out-of-School Time Program Policies and Practice

Project Director: Georgia Hall, Ph.D.  
Funded by: Robert Wood Johnson Foundation (with RTI to USD/RWJF)

This commissioned analysis builds upon earlier work conducted under ALR CA 70583 to Wellesley College. In that project, the Wellesley Centers for Women at Wellesley College and RTI created a pilot survey to assess uptake of the NAA Healthy Eating and Physical Activity (HEPA) standards. Results indicated reasonable saturation into the out-of-school time program community after two years of dissemination efforts. About 60 percent of respondents were familiar with HEPA standards, and of those, about 72 percent reported using them for program planning.

## Food-Assistance Program Participation and Child Hunger in the United States

Project Director: Allison Tracy, Ph.D.  
Funded by: Share Our Strength

Secondary analysis of the restricted-access National Household Food Acquisition and Purchase Survey (FoodAPS) / Food Environment Atlas dataset and supplemental data on county-level rates of participation in Child and Adult Care Food Program (CACFP) at-risk provision will empirically address the goals of Share Our Strength: to demonstrate that full participation in federal meal programs results in kids eating three meals a day, and to validate and calibrate program participation guideposts set by Share Our Strength as a proxy measure for kids eating three meals a day.

## Additional Funding

**Tracy Gladstone**, Ph.D., received additional funding from Boston Children's Hospital for "The Family Talk Preventive Intervention: Adaptation for Use with In-Home Therapy." Gladstone also received additional funding from the National Institutes of Health for the CATCH-IT/PATH project with the University of Illinois.

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

**Erika Kates**, Ph.D., received continuing support from the Gardiner Howland Shaw Foundation for Implementation of the Massachusetts Women's Justice Network's Action Plan: Alternatives to Incarceration for Women in Massachusetts.

The **Jean Baker Miller Training Institute (JBMTI)** at the Wellesley Centers for Women (WCW) received gifts from various individuals and supporters.

**Nancy Marshall**, Ed.D., provided consulting for the Child Care Research Partnership Grant at Brandeis University.

The **National Institute on Out-of-School Time (NIOST)** at WCW received support for training, technical assistance projects, and continuing evaluations from Sprockets St. Paul, Connecticut Afterschool Network, Boston After School and Beyond, Berks County Intermediate Unit, New Jersey School Age Care Coalition, SuperYou FUNdation, Wyoming Community Foundation, Maine Parent Federation, Chix 6, and the Boston Rape Crisis Center.

The **National SEED Project on Inclusive Curriculum** (Seeking Educational Equity and Diversity) at WCW has received supplemental fourth-year funding from the W.K. Kellogg Foundation following its three-year expansion grant, Improving Teacher Quality Through SEED-Seeking Educational Equity and Diversity.

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

**Kristen Fay Poston**, Ph.D., working with the Wellesley College Class of 1966 committee members, will design and execute the Class of 1966 tapestry project.

**Joanne Roberts**, Ph.D., provided support to Massachusetts Department of Early Education and Care for Environmental Rating Scales (ERS) Observations and Data Collection for Quality Rating and Improvement System (QRIS).

**Wendy Wagner Robeson**, Ed.D., provided Peabody Picture Vocabulary Test (PPVT-4) and Phonological Awareness Literacy Screening (PALS) PreK training to Nurtury. Robeson also provided support to Thrive in Five of the United Way of Massachusetts Bay and Merrimack Valley for the infant and toddler provisions of the report entitled *Boston Quality Inventory 2013: Community Early Care and Education Programs*.



# Global Connections

## Mental Health Collaborations

**Tracy Gladstone**, Ph.D., senior research scientist and director of the Stone Primary Prevention Initiatives, continued building partnerships to support the fistula project during a spring trip to France where she collaborated with Women and Health Alliance International (WAHA) and participated in the NGO's strategic planning efforts. Tsega Meshesha, B.A., research associate, will travel to Gondar, Ethiopia to collect qualitative data from fistula patients there. The team had travelled to Ethiopia in May with for the first stage of this project to develop, implement, and pilot test a low-cost, evidence based depression intervention for women who are in the hospital recovering from fistula repair surgery. Collaborating with WAHA, headquartered in Paris, France, co-principal investigators are Gladstone and Mulu Muleta, M.D., Ph.D., country director, WAHA Ethiopia.



Gladstone is also collaborating with colleagues in Santiago, Chile, assisting with the adaptation of Family Talk intervention for families in which parents have depression, with the goal of reducing their children's risks for developing depressive symptoms. The aim is for a broad roll-out of the intervention program in Chile.



## Firm Trends in Job Polarization in Finland

**Sari Pekkala Kerr**, Ph.D., senior research scientist/economist, spent four weeks this summer in Helsinki working at the Research Institute of the Finnish Economy (ETLA) working on the project, "Within and between Firm Trends in Job Polarization." The project analyzes occupational polarization within and across firms using comprehensive matched employer-employee panel data from Finland. As in most industrialized countries, the occupational distribution in Finland has been polarizing over the last few decades, with the mid-level jobs eroding while the low-skill service occupations and high-skill specialist occupations gain share. Kerr and her colleagues find that the phenomenon is taking place within existing firms, as well as due to firm entry and exit. Service jobs are increasing particularly through the entry and exit dynamics, while the same dynamics are mostly responsible for the eroding of mid-level operating jobs. The share of high-level occupations increases almost equally within and between firms.



## Exploring Out-of-School Time in U.S. & Switzerland

**Ellen Gannett**, M.Ed., director of the National Institute on Out-of-School Time (NIOST), and **Kathy Schleyer**, M.S., NIOST Training Director, met with Michelle Nathalie Jutzi, a visiting scholar and doctoral student from Switzerland who works at the University of Zürich, Insti. At the University of Massachusetts-Amherst this semester, Jutzi is exploring similarities and difference in the afterschool programs, quality, purposes, and workforce between Switzerland and the U.S. Her dissertation project focuses on collaboration between afterschool and public schools in the country. During the meeting, the colleagues explored the possibility of translating the APT into German, undertaking a quality study in Switzerland, and convening a symposium at the EARLI—the European Association for Research on Learning and Instruction in Cyprus.



## SEED at The Akanksha Foundation, Mumbai, India

### Initial Impact of Open Circle in Uganda

In the spring/summer 2014 issue of *Research & Action Report*, we reported on the May 2014 collaboration between Open Circle and the Pearl Community Empowerment Foundation (PCEF) in Tororo, Uganda. Since then, Beatrice Achieng Nas, the director of PCEF and recent visiting scholar at the Wellesley Centers for Women, has reported that the training continues to be discussed among the villagers in Amor Village, and that the skills, especially those focused on “calming down,” are being regularly utilized by the students in the programs. In response to the success of the **Open Circle** training programs, and with the assistance of **Sumru Erkut**, Ph.D., WCW senior research scientist, Nas wrote and received a substantial grant to pilot a new program: Life Skills Camp (held during school holiday breaks in Kampala and Tororo) that will help 170 girls of Namwongo and rural Tororo and Buteleja districts avoid exploitation, build self-confidence, and explore their dreams for the future. The Open Circle team continues to be in conversation with Nas as she develops this initiative.

Now that it is rainy season, seeds that were donated by Open Circle to the parents are being planted and are likely to bear a fruitful crop.



While envisioning its journey, Akanksha, very consciously, lays emphasis on all children, irrespective of their caste, religion, gender, or other socio-cultural background. Such openness to diversity and inclusivity would require a thorough understanding of identities and how they interact with each other. It also becomes important to understand how certain identities are created, oppressed, asserted, and reclaimed. At Akanksha, the students, staff and parent communities bring rich diversity and present an opportunity to engage with multiculturalism as strength



*“ One day all children will be equipped with education, skills and character they need to lead empowered lives. ”*

– The Akanksha Foundation’s vision

in the process to bring systemic education reforms in India.

With this effort, The National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity) was brought to Akanksha, spearheaded by the Service Learning Program (SLP) team. This year, SEED is offered to Akanksha’s school leaders, directors, and department heads as a professional/personal development opportunity. With 24 and 19 participants in Mumbai and Pune cities, respectively, the first SEED seminar was held in August, 2014.

Akanksha places a large focus on School Leadership development as leaders play a pivotal role in influencing change in their

school communities. SEED is positioned to provide them with windows and mirrors to their values and mindsets and hopes to raise collective conscience towards multicultural and inclusive education.

The first seminar was themed around two of the core SEED concepts, ‘Windows and Mirrors’ and ‘Stories and Systems’. The key components of the seminar were Jamaica Kincaid’s *Girl*, Name Story activity based on “To say the name” from Linda Christensen’s *Rethinking Schools*, Chimamanda Adichie’s TED Talk, “The danger of a single story,” and Emily Style’s “Curriculum As Windows and

Mirrors.” Participants debriefed on how their stories were socially constructed and could also be socially deconstructed and re-constructed, what stories they have heard and how have they systematized them in their thinking about the world, as well as how that influences their interactions with and understandings of other people’s stories and systems.

The participants left with the reflection questions for the month—What is the single story they have about their students? How does that inform their work with them and the kind of education we are trying to create?

–Rohit Kumar, Manager–Service Learning Program, The Akanksha Foundation ([www.akanksha.org](http://www.akanksha.org))



Above: This year, SEED is offered to Akanksha’s school leaders, directors, and department heads as a professional/personal development opportunity.



Above: With 24 and 19 participants in Mumbai and Pune cities, respectively, the first SEED seminar was held in August, 2014.

# WCW Research Shows Effectiveness of A Middle School Sex Ed Program

In late October, Planned Parenthood League of Massachusetts, the Wellesley Centers for Women, Planned Parenthood Federation of America, and ETR announced new findings published in the *Journal of School Health* that show Planned Parenthood's middle-school curriculum, *Get Real: Comprehensive Sex Education That Works*, helps kids wait until they are older to have sex. It is particularly effective for boys.

"We are extremely proud the research shows our *Get Real* curriculum works," said Jen Slonaker, vice president of Education and Training at Planned Parenthood League of Massachusetts. "Among students who received *Get Real*, 16 percent fewer boys and 15 percent fewer girls had sex compared to their peers who did not take *Get Real*."

*Get Real* is a middle school program for sixth, seventh, and eighth graders that delivers accurate, age-appropriate information and emphasizes healthy relationship skills and family involvement over the course of 27 classroom lessons and corresponding take-home activities. To date, over 150 schools in Massachusetts, New York, Rhode Island, and Texas have selected *Get Real*. The curriculum's strong emphasis on family involvement make the release of the findings timely, as October was "Let's Talk Month," a national effort aimed at encouraging parents and their children to talk with one another about sex, sexuality, and relationships.

"Over 90 percent of parents support having sex education in both middle and high school," said Leslie Kantor, vice president of Education at Planned Parenthood

Federation of America. "We also know parents can make a real difference in their teen's lives by talking early and talking often about sex. The *Get Real* findings add to a growing body of evidence that family communication is critical to young people's decision-making and health, and that it's important that communication begins before a teen becomes sexually active and continues throughout adolescence."

**Sumru Erkut**, Ph.D., senior research scientist, and **Jennifer Grossman**, Ph.D., research scientist, scholars at the Wellesley Centers for Women, led a research team in the design, data collection, and analysis for the multi-year evaluation that produced these results.

"We were selected to be the external evaluator in a competitive peer review process," notes Erkut, co-principal investigator of the study. "The goal of the evaluation was to assess if the three-year curriculum was effective in delaying sex for middle school students. To figure this out, we conducted a study using a randomized control design, considered the Gold Standard for evaluation research."

*Get Real* is one of only a few middle school programs that reduces risky sexual behavior for BOTH boys and girls. These findings are particularly impressive because *Get Real* was tested among young people at high risk for early sexual intercourse. For boys in particular, family involvement showed an added effect on delaying sex. Boys who completed the *Get Real* take-home activities in sixth grade were more likely to delay sex in the eighth grade than boys who did not complete these activities, highlighting

the importance of parents and sons talking earlier and more frequently about sex.

"To understand this finding, we can look to research on how parents talk with their daughters and sons about sex—parents tend to talk earlier and more frequently with their daughters than their sons," said Jennifer Grossman, Ph.D., co-principal investigator and lead author of the recently published paper describing the *Get Real* evaluation findings (Grossman, J. M., Tracy, A. J., Richer, A., & Erkut, S. (2014). The role of extended family in teen sexual health. *Journal of Adolescent Research*). "It may be that the sixth grade family activities encouraged parents to begin discussing sexual issues with their sons earlier and more often than they would have otherwise, which could be the critical factor for delaying sex."

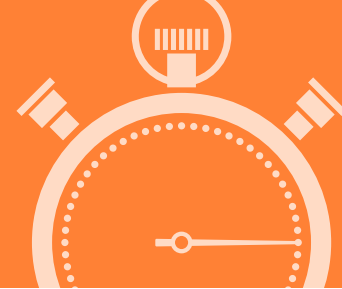
"Our goal is to give students accurate information, help them to develop healthy communication skills, and promote family communication, all of the key ingredients needed to form healthy relationships, delay sex, and protect their own health," Slonaker said. "The *Get Real* program is meeting that goal and we're excited to bring it to more schools and communities around the country."

Learn more about the research, link to the journal article, and listen to an audio archive from the press conference call by visiting [www.wcwonline.org/getreal](http://www.wcwonline.org/getreal). Read Grossman's related article on the Women Change Worlds blog: [www.wcwonline.org/EasyBlog/let-s-talk-about-sex](http://www.wcwonline.org/EasyBlog/let-s-talk-about-sex). ■

“To understand this finding, we can look to research on how parents talk with their daughters and sons about sex.”

— Jennifer Grossman, Ph.D.

# Short Takes



## Appointments & Recognition

### Jean Kilbourne Earns Alumnae Achievement Award

**Jean Kilbourne**, Ed.D., WCW senior scholar, will receive an Alumnae Achievement Award from Wellesley College in February 2015. Achievement Awards, which have been presented annually since 1970, are the highest honor given to Wellesley alumnae. Kilbourne is internationally recognized for her pioneering work on the image of women in advertising and for her critical studies of alcohol and tobacco advertising. She is the co-author of *So Sexy So Soon: The New Sexualized Childhood and What Parents Can Do to Protect Their Kids* (Ballantine, 2008). Her earlier book *Can't Buy My Love: How Advertising Changes the Way We Think and Feel* (Simon & Schuster, 2000) was called by *Publishers Weekly* "a profound work that is required reading for informed consumers." The creator of the renowned *Killing Us Softly: Advertising's Image of Women* film series, she has made several other films, including *Spin the Bottle*, *Deadly Persuasion*, and *Slim Hopes*. She was profiled in *Feminists Who Changed America 1963-1975* and featured in *Makers: Women Who Made America*, a PBS documentary on the history of the second wave of the women's movement.

### Nan Stein Named Susan McGee Bailey Research Scholar

**Nan Stein**, Ed.D., senior research scientist at the Wellesley Centers for Women (WCW), was named the Susan McGee Bailey Research Scholar, effective July 1, 2014. This WCW award, named in honor of the Centers' long-time executive director, is presented to those whose work places women's perspectives at the center of the inquiry while addressing critical issues growing out of a global understanding of the lives of women, and recognizing the importance of linkages and new insights inherent in an interdisciplinary approach. A leading scholar of sexual harassment and gender violence in schools, Stein has worked on these issues for more than 30 years and is published in educational, legal, and violence against women journals and edited books. Stein has also written her own book, *Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools*; as well as three teaching guides. In addition, she frequently gives lectures, keynote addresses, and training to school personnel, and sexual assault/domestic violence agency staff, and has served as an expert witness in more than one dozen law suits. Both the White House Task Force to Protect Students from Sexual Assault and the U.S. Department of Education cited the *Shifting Boundaries* middle school intervention program, developed by Stein and her colleagues as an effective strategy for reducing rates of sexual violence.

During this year-long term, Stein will critique and challenge the "healthy relationships" framework as an effective route to preventing teen dating violence. She will also explore ways to adapt the *Shifting Boundaries* interventions to elementary grades to prevent relationship abuse. Stein will develop a paper with her Wellesley College intern Victoria Volker (Class of 2016) looking at the gendered aspects of sexual harassment and violence, focusing on a variety of incidents that have occurred across the U.S., and examining the ways in which institutions such as the schools themselves, the media, and the criminal justice system handle this often ignored form of violence.

### WCW Welcomes New Research Fellow: Brian Fuss

**Brian Fuss**, M.P.A. joined the Wellesley Centers for Women (WCW) community as a research fellow in July 2014. He is focused on creating an online training module at the Centers to help nonprofit organizations develop better evaluation tools to assess their efficacy and improve desired outcomes. Currently working on his doctorate in Public Policy and Administration; the working title of his dissertation is "Public Policy Recommendations for Florida's LGBT Elderly Population Residing in Rural and Suburban Areas." He will present a WCW lunchtime seminar on this topic during the spring 2015 semester. Fuss' other research interests include policymaking for the broader U.S. LGBT community, the intersection of religion and local government on a public policy level, and creating political sustainability in Haiti.

Prior to joining WCW, Fuss worked in the nonprofit sector for more than a decade; he has expertise in public policy, training, strategic planning, development, program evaluation, and advocacy. The core of his experience is in the fields of mental health and substance abuse treatment; environmental protection and activism; and sexual health and HIV/sexually transmitted infection prevention.



WCW's new research fellow,  
Brian Fuss, M.P.A.

# Wellesley College Class of 1959 Survey

As its 55-year class reunion approached earlier this year, members of the survey committee of the Wellesley College Class of 1959 contracted with researchers at Wellesley Centers for Women (WCW) to survey their classmates. WCW researchers who produced the survey collected the data (**Sumru Erkut**, Ph.D., **Ineke Ceder**, and **Erica Plunkett**) were joined by a volunteer intern from Salem State College, Lauren A. McDonagh Pereira who tabulated the results. Erkut worked closely with the survey committee to develop a set of questions, many of them purposefully borrowed from national surveys, to find out about classmates, their lives, and views since graduating. The purpose was to be able to place the responses from the women in the Class of '59 into context of information garnered from their age peers who responded to several national surveys. Carolyn Elliott, Ph.D. founding director of Wellesley Center for Research on Women and a member of the class, served as survey committee chair and wrote the report that was presented during the 55th reunion this June. On October 3, 2014, the *Huffington Post* published "The Hinge Generation: A Profile of Pre-Boomer College Educated Women," penned by Elliott which describes the ways the women of the Class of '59 are similar to and different from their age cohort.

## New Reliability Training and Certification System for the Afterschool Program Practices Observation Tool

Co-principal investigators **Allison Tracy**, Ph.D. and **Linda Charmaraman**, Ph.D. completed the first phase of a project designed to increase the accuracy of raters using the Afterschool Program Practices Observation (APT-O) instrument through advanced training emphasizing the correct use of item anchors and practice with master-scored videos of afterschool programs. Funded by the William T. Grant Foundation, the first year of the grant involved recruiting eight K-8 afterschool programs representing different types of afterschool care and age groups from the Greater Boston and surrounding areas. Each program was filmed on four days. A total of 351 video clips containing instances of program practices at different times of day (Arrival, Transition, Activity, Informal, Homework, Pick-up) were extracted from this footage. Five master coders spent several months viewing and assigning APT ratings for these clips as well as a rationale for each rating. At the end of the independent rating phase, master coders and research team members were convened in a consensus-building meeting in which video clips with high disagreement levels were discussed and a final "gold standard" rating was assigned. Video clips that met the criteria of (a) good agreement among raters, (b) high quality audio and visual components, (c) racial/ethnic and gender diversity of students and staff, (d) program and site diversity, and (e) desirable length of clip were included in a pool of clips to be used for the advanced reliability in-person training. In the second year of the project, the team will recruit 40 experienced APT users to participate in an advanced training. The vetted video clips obtained in year one will be used to test raters' initial rating accuracy as well as improvement in accuracy after becoming familiar with the APT item anchors, after in-person training, and after continued practice rating video clips. Results on how much (and for whom) this video-enhanced training method can improve the accuracy of APT ratings will be available in 2015.

### Join Our Online Discussions!

[www.WomenChangeWorlds.org](http://www.WomenChangeWorlds.org) The Women Change Worlds blog of the Wellesley Centers for Women (WCW) features WCW scholars and colleagues responding to current news and events; disseminating research findings, expertise, and commentary; and both posing and answering questions about issues that touch the lives of women and girls, families and communities.

[www.WomensReviewOfBooks.org/women=books](http://www.WomensReviewOfBooks.org/women=books) WOMEN=BOOKS, the blog of *Women's Review of Books* (WRB), features reviewers and book authors discussing issues raised in WRB articles, and women's writing and publishing.

**Lively debate and shared perspectives are encouraged.**

**Also, engage with us on social media:** Facebook, Twitter, LinkedIn, and Google+





## WCW Seeks Economist \ Research Scientist

The Wellesley Centers for Women is seeking a full-time economist with research interests related to women and families, gender, and/or social inequalities to further build the institute's work in this field. A doctorate (Ph.D.) in economics is required, as is a record of scholarly publications and one research grant procurement.

The ideal candidate has a background in applied microeconomics, labor economics, development economics, or public economics—although applicants with a women-and-families-, gender-, or social inequalities-focused research agenda from other economic sub-fields are also welcome. The person in this position will bring her/his own research agenda. S/he can also collaborate with other WCW researchers to build on prior national and international work or to advance new strategic initiatives of the Centers.

The position will be posted until filled. Learn more about this opportunity at <https://career.wellesley.edu/postings/445>.

## Depression Prevention & Adolescents

In October 2014, **Tracy Gladstone**, Ph.D., WCW senior research scientist and director of the Stone Primary Prevention Initiatives, presented “Promoting Adolescent Health: Preliminary Data From a Primary Care Internet-Based Depression Prevention Program for At-Risk Adolescents” (Gladstone, Van Voorhees, Beardslee, and Bell) during the symposium, Implementing Treatment for Anxiety and Depression in Pediatric Primary Care (AACAP) offered by the American Academy of Child and Adolescent Psychiatry in San Diego, CA. This work was also presented at the International Society for Research on Internet Interventions in October 2014. Gladstone co-authored three AACAP symposium presentations focused on “Prevention of Depression in At-Risk Youth: Long-Term Outcomes, Moderators, Mediators, and Process Findings.” Also that month, she presented on the CATCH-IT intervention program during a clinical psychology symposium at Boston University, Boston, MA. “Adapting a resilience-based family preventive intervention for depression to HIV endemic South Africa” (Kuo, C., Brown, L., Stein, D., Cluver, L., Atujuna, M., Gladstone, T., Martin, J., Beardslee, W.) was presented at the Annual Meeting of the American Public Health Association in November, 2014 in New Orleans, LA.

## Summer Learning Loss

**Georgia Hall**, Ph.D., senior research scientist at the National Institute on Out-of-School Time, presented “Summer Slide: Not Your Average Playground” during the fourth annual Youth-Nex Conference After-School Programs for Children & Adolescents in October 2014 at the University of Virginia, Charlottesville, VA. Hall and other panelists focused on best practices from the views of evaluators, practitioners, and youth and identified ways administrators and youth workers can make their programs more effective, sharing best practices based on research and evaluation in the field.

## Psychological Wellbeing, Relational Cultural Theory & Practice

The 2014 Jean Baker Miller Memorial Lecture, “The Great Silence around Men’s Voices,” by Allan G. Johnson, Ph.D. was held October 24, 2014 at Wellesley College, Wellesley, MA. A nationally recognized nonfiction author, novelist, and public speaker who focuses on issues of social inequality, Johnson has authored research on sexual violence, testified before legislative committees, consulted with the National Center for the Prevention of Rape and the Connecticut Commissioner of Public Health, and served on the board of the Connecticut Coalition against Domestic Violence. An audio podcast of his lecture is available at [www.jbmti.org](http://www.jbmti.org).

How Connections Heal: Founding Concepts and Practical Applications of Relational Cultural Theory (RCT), the **Jean Baker Miller Training Institute’s** (JBMTI) annual introductory institute, was held October 24-26, 2014, on the Wellesley College campus. The Introductory Institute is a unique opportunity for the intensive study of RCT and its direct applications in the world. In addition to interactive presentations and workshops led by Institute faculty, learning activities included small and large group case discussions, community building, role play, and multi-media presentations. The advanced institute is currently being planned for the third week in June 2015.

Webinars provide the opportunity to engage with JBMTI Faculty and to learn RCT principles and practical skills throughout the year. Each webinar delves into a specific area of RCT, utilizing an interactive format. Recent webinar presentations included: “Healing the Pain of Social Exclusion” with **Amy Banks**, M.D., director of Advanced Training at JBMTI, and **Karen Craddock** Ph.D., JBMTI faculty member and applied developmental psychologist; “The Real Pain of Social Exclusion” with Banks; “Moving from Social Exclusion to Inclusion: Models of Resistance to Marginalization” with Banks and Craddock; and “STOP the Pain of Social Exclusion and Marginalization,” with Banks. Recordings of some programs may be available for purchase; please visit [www.jbmti.org](http://www.jbmti.org).

The **Spring 2015 Webinar Series**—*Four Ways to Click: Rewire Your Brain for Stronger, More Rewarding Relationships*, will also be led by Banks, author of the forthcoming book of the same title (Penguin Random House, February 2015). All webinars will be held on Fridays, from 11:00 a.m.-12:30 p.m. Eastern Standard Time. Programs include: “We Live Within One Another: The Mutual Impact of Brain and Relationship” on March 13, 2015; “Understanding How Relationships and Culture Shape Your Four Neural Pathways for Connection” on April 10, 2015; “Four Ways to Click: Strengthening Your Four Pathways for Connection” on May 1, 2015; and “Four Ways to Click: Building More Rewarding Relationships” on May 29, 2015. For more book and program descriptions, continuing education credit details, and registration information, visit [www.jbmti.org](http://www.jbmti.org) or [www.fourwaystoclick.com](http://www.fourwaystoclick.com).

## ▀ Social Media and Identity

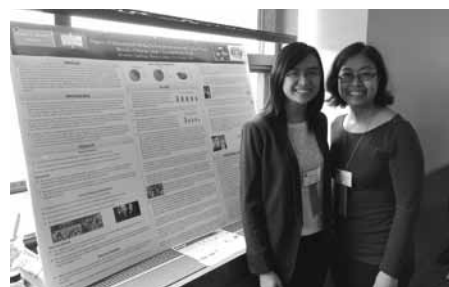
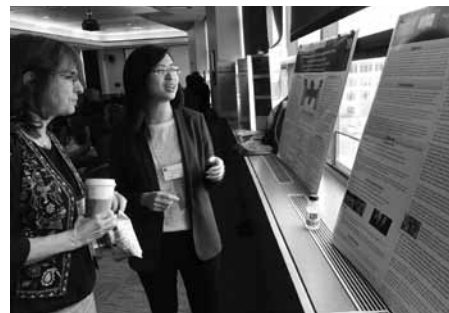
**Linda Charmaraman**, Ph.D., WCW research scientist at the Wellesley Centers for Women (WCW), presented the Opening Address at the June 2014 Youth Sexuality Media Forum in Detroit Michigan, funded by the Ford Foundation, and participated in the event’s follow-up virtual Blogger’s Day. During this online event, leaders in media, research, community-organizing, and service provision explored the complicated ways that social inequality affects the experiences of young people, and began to develop strategies to address these issues. Charmaraman’s blog about stereotypes and stigma in the media is posted online at: [www.detroityouthpassages.org/category/blog/](http://www.detroityouthpassages.org/category/blog/).

Invited by the Robert Wood Johnson Foundation (RWJF), Charmaraman wrote a July 2014 article, “Facebook: Friend or Foe?” for their Human Capital blog. In response to the online release of the RWJF / National Public Radio / Harvard School of Public Health-sponsored Stress in America discussion, she explored both the potential burdens and benefits of connecting to one’s online community during periods of stress. Her Human Capital blog, available from the RWJF site: [www.rwjf.org/en/blogs](http://www.rwjf.org/en/blogs), includes links to a Media & Identity Study Fact Sheet, which summarizes

her research team’s latest findings on social media and mental health (also available on the WCW site: [www.wcwonline.org/mediaidentitystudy](http://www.wcwonline.org/mediaidentitystudy)).

At the annual American Psychological Association (APA) conference in Washington, D.C. in August, Charmaraman, co-producer **Rosa Lau**, and former Wellesley College intern **Temple Price** (Class of 2013) presented on a panel entitled, “From Woman-Centered Research to Action, Policy, Practice,” along with WCW colleague-panelists, **Layli Maparyan**, Ph.D. (co-chair), WCW executive director, **Sumru Erkut**, Ph.D., WCW senior research scientist, and **Jennifer Grossman**, Ph.D., WCW research scientist. As part of the talk, Charmaraman screened a trailer from the documentary, *It’s Our Time: the empathy gap for girls of color*, showcasing interviews with teen girls, teachers, counselors, afterschool staff, administrators, and policymakers on the topic of how schools can provide a more nurturing educational, cultural, and social/emotional environment for girls of color.

In October 2014, Charmaraman and WCW-Wellesley College intern **Bernice Chan** (Class of 2016) presented their poster, “Impact of Stereotyped Media Portrayals on Asian American and Latina Women” during the



Above: Bernice Chan, left, and Linda Charmaraman, right, presented the poster, “Impact of Stereotyped Media Portrayals on Asian American and Latina Women” during the annual Diversity Challenge at Boston College in Boston, MA.

annual Diversity Challenge at Boston College in Boston, MA. They presented the latest findings from the Media & Identity study, examining the beliefs of Asian American and Latina women about racism, particularly how racial stereotypes on television impact their perceptions and psychological wellbeing.

## ▀ Educational Equity and Diversity

The **National SEED Project on Inclusive Curriculum** (Seeking Educational Equity and Diversity) held its 28th summer of New Leaders’ Weeks (NLW) in July and August 2014. During the two weeks, faculty and staff worked with 87 new SEED Leaders who returned to their schools and communities in the U.S., United Kingdom, Uganda, and India, prepared to lead year-long, monthly SEED Seminars during which participants begin to turn oppression and privilege into agency and action, with the goal of creating gender-fair, multiculturally equitable, socioeconomically aware, and globally informed education. Participants in NLW practice facilitating ongoing, structured, group conversations in which all voices can be heard, examining how their own stories relate to social systems, and learning from the lessons of their own lives as well as from texts. Next summer’s NLW will be July 9–16, 2015 and July 23–30, 2015 in San Anselmo, CA. Learn more at [www.nationalseedproject.org](http://www.nationalseedproject.org).

This past summer, SEED fulfilled its commitments under its multi-year W.K. Kellogg Foundation grant, originally awarded in 2011:

- The number of participants in NLW grew from <40 participants to 87 in 2014.
- SEED trained 39 new facilitators to lead SEED Seminars in 21 under-resourced rural and urban schools and two community groups of local educators.
- SEED developed an interactive website [www.nationalseedproject.org](http://www.nationalseedproject.org) and created opportunities for engagement via Facebook ([www.facebook.com/NationalSeedProject](http://www.facebook.com/NationalSeedProject)) and Twitter (@natlseedproject).

**Peggy McIntosh**, Ph.D., WCW associate director and founder of SEED, spent two days meeting with faculty and students of Tarrant

County College in Fort Worth, TX in May and returned to the state in September to meet with the Honors Program at the University of Texas at Tyler. Also in May, McIntosh co-presented with David Christiansen, Victor Lee Lewis, and Hugh Vasquez on the panel, “*The Color of Fear 20 Years Later; Lessons Learned*,” during the National Conference on Race and Ethnicity in Indianapolis, IN. McIntosh’s three co-presenters were prominent in the 1993 documentary film, *The Color of Fear*. In June, McIntosh gave a keynote address at the annual meeting of the American Society for Engineering Education, “A Bell Labs Daughter Speaks about Engineering Education.” In July, she conferred with interns from the Boston-based organization, Community Change, Inc., about their insights into social justice work. In August, **Gail Cruise-Roberson**, B.A., associate director of the National SEED Project, and McIntosh consulted on developing an inclusive community at the Waldorf School in Lexington, MA, utilizing several exercises that come from SEED’s New Leaders’ Week.

### ▮ Labor and Economics

At the National Bureau of Economic Research / Conference on Research Income and Wealth (NBER/CRIW) Conference on Entrepreneurship in December 2014 in Washington, D.C., **Sari Pekkala Kerr**, Ph.D., WCW senior research scientist and economist, and William R. Kerr, Ph.D., presented “Immigrants and Entrepreneurship.” She will present at the 2015 American Economic

Association Meeting in Boston, MA slated for January, “Educational Choice and Information on Labor Market Prospects: A Randomized Field Experiment,” with Tuomas Pekkarinen, Ph.D., Matti Sarvimäki, Ph.D, and Roope Uusitalo, Ph.D. The team examined the impact of an information experiment conducted in 97 randomly chosen Finnish high schools. Also in January in Boston, at the 2015 Labor & Employment Relations Association / Allied Social Sciences Association Meeting, Pekkala Kerr, Terhi Maczulskij, Ph.D., and Mika Maliranta, Ph.D., will present, “Within and between Firm Trends in Job Polarization: Role of Globalization and Technology.” This paper analyzes occupational polarization within and across firms using comprehensive matched employer-employee panel data from Finland.

### ▮ Sexual Assault and Teen Dating Violence

**Nan Stein**, Ed.D. WCW senior research scientist, presented “What’s the Law Got to Do with It? Teaching and Talking about Sexual Harassment, Dating Violence and Sexual Violence in K-12 Schools” during Grand Rounds at Yale New Haven Children’s Hospital-Bridgeport Hospital in Bridgeport, CT in August 2014. That same month, she presented “The Shift from Teen Dating Violence Prevention to *Healthy Marriage* and *Relationship Education*: How Federal Policy on Marriage Promotion and Gender-Blind Research Obscures Violence against Girls and Young Women” during the National Sexual Assault Conference in Pittsburgh, PA. In

November, she participated in a webinar sponsored by Michigan State University (MSU) that focused on teaching children and youth about sexual harassment, gender violence and bullying—including differences between bullying and bias-based harassment and why it’s important to understand the difference—and adults’ roles in the lives of youth around these issues. A recording of the webinar will be made available through the MSU online bookstore ([www.shop.msu.edu](http://www.shop.msu.edu)) for download at a nominal fee.

### ▮ Peace, Empathy, and Social Policy

**Judith Jordan**, Ph.D., JBMTI director, participated in an international meeting at Harvard University in September co-sponsored by the Center for Social Policy at UMass-Boston, the Department of Sociology at Harvard University, and the Ash Center for Democratic Governance at Harvard University. The group of international scholars and social policy creators explored the question: “Learning from leadership experiences: What does it mean to build governance for peace?” In October 2014, Jordan offered the lecture, “The Power of Connection” at the College of St. Scholastica in Duluth, MN. While there, she also conducted a day-long workshop on “Mutual Empathy: How we heal and grow.” In March 2015, she will teach a full-day course at the University of Pennsylvania Social Policy Doctoral Program in Philadelphia, PA.

### ▮ Social Emotional Learning in Urban Schools

Results of an **Open Circle** evaluation study were presented at the Society for Research on Educational Effectiveness, fall 2014 Conference in Washington, D.C. The presentation, “Collaboration to Achieve Whole School Social-Emotional Learning Across a Large, Urban District,” was authored by **Michelle Porche**, Ed.D., WCW associate director and senior research scientist, **Jennifer Grossman**, Ph.D., WCW research scientist; **Nova Biro**, M.B.A., and **Nancy MacKay**, B.A., Open Circle co-directors, and Sojourner Rivers, project coordinator from Boston Public Health Commission. Results of the study are available online: [www.sree.org/download/files/1411757012cm\\_conf\\_1335.pdf](http://www.sree.org/download/files/1411757012cm_conf_1335.pdf).

From left to right: Layli Maparyan, Ph.D., Jackie Young, Ph.D., Anita Hill, J.D., Nan Stein, Ed.D., and Susan McGee Bailey, Ph.D. gathered prior to the screening of the film, *Anita: Speaking Truth to Power* in September 2014. Stein presented with Hill and Charles Ogletree, J.D., on a panel following the documentary screening at Harvard Law School in Cambridge, MA.



## ■ **Girls, Feminism, Womanism, and Spirituality**

Among her numerous presentations, **Layli Maparyan, Ph.D.**, executive director of WCW, was an invited facilitator for the academics breakout session during the April 2014 White House Research Conference on Girls, organized by The White House Council on Women and Girls, Washington, D.C. She presented “Feminism, Womanism, and Sisterhood that Sustains: An intergenerational dialogue,” as plenary speaker during the Southern Connecticut State University 21st Women’s Studies Annual Conference, Ecology, Spirituality, Sustainability: Feminist & Indigenous Interventions in New Haven, CT, also in April. In October, she presented, “The Luminous Architecture of Change: Spiritual Activism, Personal Spiritual Journeys, and Spiritualizing Social Movement,” the keynote address at the 33rd annual Women and Spirituality Conference at Minnesota State University, Mankato, in Mankato, MN. In November she presented “Women and Spiritual Activism: Building Bridges from Culture to Humanity” at the National Race Amity Conference in Norwood, MA, hosted by the National Center for Race Amity at Wheelock College.

## ■ **Creative Nonfiction & Blogging**

**Amy Hoffman, M.F.A.**, editor-in-chief of *Women’s Review of Books*, spoke about creative nonfiction during a special program organized by the English Department at Hartford University, Hartford, CT in November 2014. She also read from her memoir, *Lies about My Family* (University of Massachusetts Press, 2013).

**Dana Rudolph, M.Phil.**, online content manager for the National SEED Project, spoke in July 2014 on a panel about “Mom Blogging—the Next Ten Years” during the Tenth Anniversary BlogHer Conference, the largest gathering of social media influencers in the U.S. Rudolph has been writing her blog, *Mombian* ([www.mombian.com](http://www.mombian.com)), since 2005, covering parenting, politics, and diversions for lesbian moms and other LGBT parents.

## WCW Seminar Series

The Wellesley Centers for Women offers free lunchtime seminars during the fall and spring semesters. Many of the lectures are recorded and audio MP3 files can be downloaded or played online: [www.wcwonline.org/audioarchive](http://www.wcwonline.org/audioarchive).

### Recent programs include:

- **From 40 to 50: A Roadmap to WCW’s Half Century Mark**  
*with Layli Maparyan, Ph.D.*
- **Televised and Social Media: Promoting Healthy Well-being for Vulnerable Youth**  
*with Linda Charmaraman, Ph.D., and Amanda Richer, M.A.*
- **The Competitive Edge: How Do Corporate Recruiters Evaluate Collegiate Varsity Athletes?** *with Allison Tracy, Ph.D., Sumru Erkut, Ph.D., and Laura Pappano, B.A.*
- **Co-Morbid Physical and Mental Health Care Needs for Children and Youth at Risk for Obesity** *with Michelle Porche, Ed.D. and Myra Rosen-Reynoso, Ph.D.*
- **Why Are Middle School Kids in the White House Report on Ending Campus Sexual Assault?** *with Nan Stein, Ed.D.*
- **Open Circle in Uganda: Planting Seeds of Social Emotional Learning**  
*with Jennifer Dirga B.S., MSW, LICSW, and Sallie Dunning, M.Ed.*

### Upcoming lunchtime seminars\* include:

#### MARCH 26

- **LGBT Elderly Individuals Living in Rural and Suburban Florida: Policy and Practice Recommendations** *with Brian Fuss, M.P.A.*

#### APRIL 2

- **Finding Answers: A Journey toward Truth and Healing from Child Sexual Exploitation**  
*with Kate Price, M.A. and Janelle Nanos*

#### APRIL 16

- **Communication about Sex in the Nuclear Family and Beyond: How Extended Families Support Teens’ Sexual Health** *with Jennifer Grossman, Ph.D.*

#### APRIL 23

- **Capitals, Cultures, Cognitions: An Interactive Peak into Social Class as a Worldview**  
*with Anne Noonan, Ph.D.*

#### APRIL 30

- **Parallel Lines? Voices of Women Pursuing Post-secondary Pathways**  
*Grace K. Baruch Memorial Lecture with Georgia Hall, Ph.D.*

#### MAY 7

- **Unanticipated Findings from the CATCH-IT Depression Intervention Study**  
*with Nikita U. Saladi (Wellesley College Class of 2016) and Tracy Gladstone, Ph.D.*

\*Please note that the schedule is subject to change; confirm programs at: [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar).

# From 40 to 50: A Roadmap to Our Half Century Mark

## \ Our Vision

We envision a world of justice, peace, and well-being for women and girls, children and youth, families and communities, in all their diversity around the world.

## \ Our Mission

Our mission is to advance gender equality, social justice, and human wellbeing through high quality research, theory, and action programs.

## \ Our Values

At WCW, we value:

- Gender equality and putting women's and girls' perspectives at the center of inquiry
- The pursuit of social justice and wellbeing for all
- Rigor, innovation, and effectiveness in our work
- Global, ecological, and intersectional perspectives on people and change

## Theory of Change

An organization's theory of change helps explain the process by which that organization's activities contribute to desired outcomes. At WCW, we operate with a shared understanding that research, theory, and action all make vital contributions to the social-change process. High-quality research provides data about what is, tests theories about why, and evaluates what works, allowing us to see beyond opinion, to raise awareness about important issues, and make better investments in policies, programs, and practices that are effective. When change makers, decision makers, and opinion leaders are informed by rigorous research, their initiatives are more likely to be successful.

Theory allows us to advance novel understandings about how the world operates and to advance new ideas about why things are and what it takes to make a difference. Theory helps us envision new solutions to old problems and to see new problems that may have escaped notice before. Theory also provides an avenue for diverse groups and cultures to share their understandings about how to solve complex problems.

Action programs take the best of research and theory and turn them into practicable solutions for real-world problems. Such programs are the laboratories of change that allow us to advance our gender equality, social justice, and human wellbeing goals in ways that are experiential and measurable.

Together, research, theory, and action form a cycle of activity that supports meaningful, sustainable change—for women, girls, families, communities, and society-at-large.

## Strategic Goals for WCW's Next Decade



**GOAL 1**

### Continuing To Do What We Do Best:

High-Quality Research, Groundbreaking Theory, and Innovative Action Programs

**INITIATIVE 1.1:**

Keeping Our Good Work Going

**INITIATIVE 1.2:**

Recruiting the Next Generation



**GOAL 2**

### Sharing What We Know:

Research + Leadership = Accelerated Social Change

**INITIATIVE 2.1:**

Raising the Banner of Research in Important Conversations

**INITIATIVE 2.2:**

Developing a Research-Based Social Change Leadership Certificate Program

**INITIATIVE 2.3:**

Collaborating Globally to Increase Research and Program Capacity



**GOAL 3**

### Increasing Our Impact:

New Outreach, Collaborations, and Partnerships

**INITIATIVE 3.1:**

Leveraging Our Ties with Wellesley College

**INITIATIVE 3.2:**

Increasing WCW's Public Visibility and Outreach

**INITIATIVE 3.3:**

Leveraging External Collaborations and Partnerships



**GOAL 4**

### Celebrating Our Legacy:

Preparing for a Milestone Anniversary—Our 50th

**INITIATIVE 4.1:**


Documenting Our History

**INITIATIVE 4.2:**

Building for the Future

*Learn more about our goals and follow our progress:*

[www.wcwonline.org/from40to50](http://www.wcwonline.org/from40to50)



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