

Research \ Action

Report

WCW Scholars Offer Policy Recommendations for U.S. Policymakers, Part II



Featuring:

Paid Family Leave • Skilled Immigration Policy • Sexual Harassment & Sexual Violence in K-12 Schools • Housing Stability for Victims of Domestic Violence • WCW Welcomes Two New Research Scientists • Women in Theater Leadership • Olympics Are Gold for Women

Shaping a
Better World
through
Research
& Action

**Wellesley
Centers for
Women**

Research \ Action Report

fall \ winter 2016

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Welcome President Paula Johnson!

Paula Johnson, M.D., M.P.H. was officially inaugurated as the 14th president of Wellesley College in September.

In announcing her appointment, the College noted, "Paula Johnson is a highly respected and passionate leader, deeply committed to women and to sustainably improving their lives. She is recognized internationally as an innovator, who has brought her broad range of experience as a researcher, educator, and expert in health care, public health, and health policy to bear in the effort to transform the wellbeing of women."

Video footage of Johnson's inspiring inaugural address and other exciting highlights of the two-day celebration are posted on the wellesley.edu website.



Paula Johnson met with Layli Maparyan at the Wellesley Centers for Women this past summer.

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The Wellesley
Centers for Women
is a program of
Wellesley College

From the Executive Director

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

Research & Action Report is published twice annually 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.

Research + Leadership = Accelerated Social Change™. We believe strongly in this formula at the Wellesley Centers for Women. As we stand at the threshold of this moment, we are more determined than ever to ensure the advancement of women and girls everywhere. Despite the roadblocks we are sure to face, we are prepared and more determined than ever to work towards gender equality, social justice, and human wellbeing. In order to drive social change, we know that meaningful leadership should be supported by evidence that comes from high-quality research and theoretical innovation. WCW provides this evidence—and we will continue to do so—to a wide range of leaders and decision-makers across party lines. In no time in our recent history has the need to move research on women and girls, families and communities to the forefront of public policy discourse ever been more crucial. Our work is vital.

Data, properly collected and carefully interpreted, has the power to provide solid evidence about what exists and what works, particularly for girls and women and other marginalized populations. Throughout the past several months, WCW scholars have been sharing their expertise, key data, and policy recommendations to improve the status of women and girls, families and communities across the U.S. In this *Report*, **Sari Pekkala Kerr**, **April Pattavina**, and **Nan Stein** provide important background data and recommendations for advancing economic security for working families, ensuring housing stability for victims of domestic violence, and effectively addressing sexual harassment and sexual violence in the nation's K-12 schools (p. 2). *We urge you to partner with us by sharing these recommendations with policy leaders in your own communities.* Building on this work, next spring, we will join the **Institute for Women's Policy Research** and **Spelman College Women's Research & Resource Center** to convene a policy research conference in Washington, D.C. that pulls together the expertise of many gender-focused researchers. I invite you to visit our website to learn more: wcwonline.org/DC2017.

Even with the incredible groundbreakers who have paved the way for all of us, more women

today are ready and able to serve as the top leaders and champions in their fields, but they are denied access and held to different standards than men. Without question—as the recent U.S. presidential campaign and election demonstrated—sexism, racism, and xenophobia remain dangerous challenges to this work. Across the media, this was painfully evident. It was also clear in the coverage of the Rio Olympics, as **Laura Pappano** writes in this issue's Commentary (p. 6), and in most industries, including the theater arts as **Sumru Erkut** and **Ineke Ceder** share from their recent study (p. 14). We have much work to do.

We are committed to continuing and growing our important work and influence. As such, WCW recently welcomed two new research scientists—**Erin Johnson** and **LaShawnda Lindsay-Dennis**—who I am pleased to introduce (p. 10). Their expertise grows our portfolio of work in economic issues and Black girls' development, respectively. And all of us at the Centers are proud to welcome **Paula Johnson** as Wellesley College's recently inaugurated president. President Johnson's highly respected background in women's health and health policy reflects her deep commitment to improving the lives and wellbeing of women and girls.

Throughout this *Report*, you can read more about how our scholars are informing their fields through their research and action projects. You will also see our annual list of donors and funders who enable us to do what we do. At the core of our belief system is the idea that if we work towards a world that is good for women and girls—towards gender equality, social justice, and human wellbeing—everyone will benefit. We hold strong to our commitment to this ideal. I thank you all for lending your voice and your resources to help us as we work to shape a better world through our research and action. ■



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

Advancing the Status of Women & Girls, Families & Communities: Recommendations for U.S. Policymakers

What should the next U.S. administration, the U.S. House and Senate, and other policymakers across the country understand in order to further advance the status of women and girls, families and communities over the next four-plus years? This year, researchers and project directors from the Wellesley Centers for Women (WCW) are offering insights about data, policy approaches, and recommendations on issues that can inform policymakers, practitioners, and the general public. The scholars are sharing their expertise via public dialogues, blog articles, podcasts, and other forums. Visit wcwonline.org/Recommendations to learn more, and to download or listen online to podcasts by WCW researchers and project directors.

PAID FAMILY LEAVE

Sari Pekkela Kerr, Ph.D, senior research scientist/economist, Wellesley Centers for Women

U.S. Does Not Have Paid (Federal) Family Leave

Although research shows clear benefits of family leave, the U.S. remains the only developed country that does not offer paid family leave for its workers. This hampers women's work efforts and endangers the wellbeing of children.

Promising Policy Findings

Research has demonstrated how family leave significantly improves the economic and health outcomes of both babies and their parents. While the U.S. mandated (unpaid) family and medical leave already in the 1990s (FMLA), many families do not have the economic means to afford any duration of unpaid leave for the parents. Fathers in particular are unlikely to take any

leave after the birth of a new baby. Most arguments against paid leave in the U.S. are related to the performance of businesses, although there is not much data about the impacts of paid leave on firms that support such arguments.

Recent research shows that the practice of only guaranteeing unpaid leave, and leaving the decision to offer pay during leave, to firms leads to very uneven access and usage of family leave across the family income distribution. More upper- and middle-class families are able to utilize and benefit from paid leave, while less economically secure families are more likely to take shorter, unpaid leaves. On the other hand, studies evaluating the California Paid Leave policy note that leave-taking increases if the leave is paid, but employer businesses did not find this additional leave-taking to be harmful for their performance. Moreover, Scandinavian studies find

that paid family leave designated for fathers has the potential of transforming the culture around newborn care—potentially equalizing the labor market outcomes of new mothers and fathers.

Approaches and Recommendations

Recommendations for enhancing our focus on paid leave include:

- Fund research that evaluates the business case for paid leaves. Many firms are currently offering paid leave to their workers as an employee benefit. This has been argued to improve the retention of skilled workers, which in turn can lead to large savings in recruiting and training costs. More research is needed to fully understand the economic impact of paid leave on firms and these studies could be funded through public and private partnerships. The Department of Labor is already



offering some funding related to paid leaves, and could extend such funding with more focus on the firm-side analyses.

- Support states in their efforts to introduce new paid leave statutes. Many states are in the process of evaluating a paid leave law. As more states introduce such laws we will be able to conduct research on the impacts of the paid leave on women, families, and firms using U.S. “case studies”. This will be helpful

both in terms of advancing the availability of paid leave as well as for providing a more research-based approach for a federal paid leave policy.

- Involve firm-representatives in the policy discussion around paid leave. Many firms have successfully implemented their own paid leave policies, and can share advice on the best practices. Also, having more advocates for paid leave in the business community

will help the understanding among firms as to why a paid leave policy may actually be helpful for their business efforts.

- Consider novel ways of funding the paid leave. In most countries, paid leaves are (at least partly) funded via tax dollars or an unemployment insurance type system. Minimizing the monetary cost to firms from the implementation of paid leave will help boost the support for such an initiative.

SKILLED IMMIGRATION POLICY

Sari Pekkela Kerr, Ph.D, senior research scientist/economist, Wellesley Centers for Women

U.S. Is Lagging Behind in Skilled Immigration Policy

Research demonstrates highly positive impacts of skilled immigration resulting in countries competing globally for talent. Although many countries are continuously introducing new policies to attract more skilled workers, the U.S. immigration policy is in a gridlock with little progress.

Promising Policy Findings

Practically all research shows that skilled immigration tends to benefit its destination countries, with relatively minor negative consequences for skilled natives. Having understood the importance of talent for global competitiveness, many developed nations are introducing novel policies to attract skilled workers. Across the globe, doors are increasingly open for highly proficient migrants. The U.S. is one exception to that rule, as its skilled immigration programs (in particular the H1-B) have seen little change over the last decade. Policy debate and public discourse focus more on how to stop migrants from coming in than on thinking about why we should attract those who can contribute to the country’s economic and technological advancement. Those two issues can and should be considered as separate matters.

Recent research shows that immigration policy does impact the flow and selection of migrants into the source country. Skilled immigrants are coming from an ever-broader set



of source countries but moving to a smaller set of destination countries. The role of women in the global high-skilled migration has also changed dramatically: they now represent the majority of skilled immigrants globally. Research also shows that the U.S. depends on skilled immigrants as entrepreneurs, employees, and educators. While the issue around undocumented migration is politically complicated, skilled migration policies should in many ways be much less controversial to deal with—at least in the light of much evidence and policy case studies from other countries.

Approaches and Recommendations

Recommendations for enhancing our focus on skilled immigration include:

- Make available for research the United States Citizenship and Immigration Services (and other) data on person-by-person initial immigration status and visa category, and allow linking these to other federal databases for greatly improved research on the actual economic contribution of skilled immigrants.

This calls for collaboration between the Department of Homeland Security, Department of Commerce, and the Census Bureau.

- Sponsor a review of “what works” in terms of skilled immigration policies. Many countries have recently introduced new policies that allow analyses into changes of migration patterns over time. Researchers should utilize data from the period before these policy reforms (the baseline period), and compare that situation to the period after the policies were enacted, also contrasting to other countries that did not enact any new policies. Based on that review, draft a set of policy proposals for discussion among interested parties.
- Involve firm-representatives in the policy discussion around skilled immigration. Many U.S. companies are actively interested in these questions, as demonstrated by their lobbying efforts and large numbers of applications for skilled work visas. Tailoring a skilled immigration program that closely fits the labor demands of U.S. firms will help maximize the positive impact of the migration. Similarly, involve in these discussions representatives from universities and colleges, as well as other educational institutions. These institutions are vital both in creating the human capital of tomorrow, as well as bringing in large numbers of immigrants who will perfect their skills in the U.S. and potentially stay as workers and educators.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE IN K-12 SCHOOLS

Nan Stein, Ed.D., senior research scientist, Wellesley Centers for Women

Sexual Harassment and Violence Are Pervasive in K-12 Schools

Sexual harassment (SH) and sexual violence (SV) in schools are forms of sex discrimination and are prohibited under Federal Law Title IX. As SH/SV on college campuses consume a lot of attention and resources, so must such investments be directed toward prevention efforts in K-12 schools, where SH/SV are rampant and pervasive.

Concerning Data, Trends, and Experiences

Scientific national surveys of SH/SV in U.S. schools have been undertaken since 1993. In the most recent one conducted in 2011, nearly half of 7th–12th grade students reported some form of sexual harassment in school (AAUW, 2011). In June 2015, the U.S. Department of Education (DOE) reported that there were 38 SH/SV cases under investigation by its Office for Civil Rights (OCR) at 37 elementary and secondary institutions while 16 months later, in October 2016, 110 SH/SV cases were under investigation at 100 elementary and secondary institutions. And litigation in the federal courts has not subsided. Clearly, SH/SV in schools remain tenacious.

Additionally, the definition of SH/SV used in the *Indicators of School Crime and Safety Report* (ISCSR), a joint effort by the Bureau of Justice Statistics (a part of the U.S. Department of Justice) and the National Center for Education Statistics (a part of DOE), does not conform to the definition of SH/SV as promulgated by the OCR of the DOE or by the U.S. Supreme Court in the *Davis* case (526 U.S. 629). Moreover, the category “serious violent victimization” in the ISCSR includes rape and sexual assault grouped together with robbery and aggravated assault, and “all violent victimization” includes serious violent crimes collectively with simple assault (NCVS, 2013). Instances of SH/SV in schools have become difficult to locate. The current way of categorizing the statistics ensures that SH/SV are impossible to determine (Stein, 2005).

Not surprisingly, schools are investing precious resources of staff time and funds into a variety of products, services, and tools marketed to help schools address behaviors

that interfere with safe and equitable learning environments. However, only a small percentage of approaches have ever been evaluated for effectiveness in preventing or addressing SH/SV. *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* (2014) noted this problem when the Task Force conducted a systematic review of primary prevention strategies for reducing sexual violence. Out of 140 strategies reviewed by the Centers for Disease Control and Prevention (DeGue et al., 2014) for the Task Force, only two—*Shifting Boundaries: Lessons on Relationships for Students in Middle School* (Stein et al., 2010) and *Safe Dates* (Hazeldon 2004, 2010), both of which were designed and tested in K-12 schools—were identified as effective strategies with the greatest potential for reducing rates of SH/SV.

Approaches and Recommendations

Definitions determine which data are collected. Federal agencies responsible for collecting data in schools should conform to one definition of SH/SV, as promulgated by the U.S. Department of Education (DOE) Office for Civil Rights and in 1999 by the U.S. Supreme Court in the *Davis* case.

- The *Indicators of School Crime and Safety Report* should include local and state data related specifically to SH/SV in schools, including frequency of occurrence. The data should be disaggregated so that gendered behaviors and crimes—such as rape and sexual assault—are distinguished from other forms of “serious violent victimization”—such as robbery and aggravated assault—in schools.
- States and cities/counties should be provided with gender, racial, ethnic, and linguistic data related to SH/SV prevalence in schools. Domestic and sexual violence advocates should be engaged in SH/SV prevention activities in collaboration with schools to address the specific needs of various communities.



- The DOE should recommend that schools evaluate the effectiveness of their prevention and intervention programs or implement only evidence-based and practice-informed approaches that specifically address SH/SV.
- School personnel should be trained by professionals who are knowledgeable of violence against women and gender violence to ensure that prevention policies and procedures are developed using proven methods and practices. Details of the policies, programs, and practices should be conveyed across the school community to ensure that staff, students, parents, and guardians are all informed and involved.
- In the 2014 *Not Alone* report, the DOE committed to collect and disseminate a list of Title IX coordinators from higher education institutions. Likewise, the DOE should require all K-12 schools to identify and submit to a central office, the name and contact information of the staff member who serves as coordinator of Title IX efforts. This information should be publicly available to assist educators, parents, students, and advocates inquiring about Title IX policies, procedures and practices in their schools. It would also enable the school coordinators to more easily reach out and share positive practices with one another, as was a hope for the post-secondary schools. Additionally, the DOE should regularly provide clarity of schools’ legal obligations to prevent, respond, and report cases of SH/SV swiftly and thoroughly.

SUPPORTING HOUSING STABILITY FOR VICTIMS OF DOMESTIC VIOLENCE, STALKING, AND SEXUAL ASSAULT

April Pattavina, Ph.D., senior scholar, Justice and Gender-Based Violence Research Initiative, Wellesley Centers for Women

Victims of Domestic Violence Often Face Housing Problems

The physical, psychological, and economic consequences for victims of domestic violence (DV) and their families have been well documented, and although recent federal legislation provides certain housing protections for some DV victims, many women and their families remain at great risk for homelessness and ongoing violence.

Concerning Data, Trends, and Experiences

Domestic violence (DV) exists in every community, affecting people regardless of age, race, gender, social class, sexual orientation, religion, or nationality. Federal legislation such as the Violence Against Women Act (VAWA) of 2005 and its reauthorization in 2013 acknowledges the problem and provides some housing protections for victims of DV in federally subsidized housing. While such housing protections are an important step forward, there remain critical gaps for many DV victims.

In addition to the physical and psychological effects of DV, many women face considerable economic hardships and challenges securing stable housing for themselves and their families if they try to leave an abusive partner—research indicates a concerning relationship between DV and female homelessness (Metreaux & Culhane, 1999, Renzetti, 2009). Further, dominating behavior by an abuser is part of a pattern of control, and some women trying to leave an abusive relationship may often need to move to substandard housing—or end up without any housing—while they often continue to be at risk for violence from their abuser after they leave (Fluery, Sullivan & Bybee, 2000).

Research has found that among women who were seeking help after separating from an abusive partner, 25 percent to 50 percent reported housing-related problems (Baker, et al, 2003). Over one third (38 percent) reported that they became homeless immediately after separating from their partner. An additional 25 percent reported needing to leave their homes during the year after separation.

Homelessness for DV victims may result from circumstances such as a sudden and urgent need to be safe from an abuser (Baker, 2003). In such cases, victims may rely on

emergency calls to the police for help. However, due to zero tolerance policies or nuisance ordinances across many cities, DV victims who repeatedly call 911 for help *may be evicted*. Such policies may result in women staying in abusive relationships in order to keep their homes. Women in subsidized housing face additional barriers and are especially vulnerable because there are few low-income housing units available, and the federal programs developed to assist women by paying a portion of their rent (e.g., Section 8) have long waiting lists.



The Violence Against Women Act (VAWA) of 2005 established important housing protections for women in certain federal housing programs. The 2013 reauthorization expanded housing protections to protect more victims by 1) expanding the violence categories to include sexual assault in addition to DV, dating violence, and stalking, 2) expanding protections to cover all federally subsidized housing programs, 3) clarifying the notice tenants must receive about their rights under VAWA, and 4) including an emergency transfer policy requirement for landlords, managers, and owners.

This legislation represents considerable progress in recognizing the housing issues that victims of DV face and has put protections in place for victims to be able to stay in their homes or move to another location. However, implementation challenges remain: there is no definition of “actual and imminent threat,” putting public housing residents at risk for eviction; it is not clear where victims can file complaints against housing administrators; and victims living in private housing are not covered by the legislation. These gaps further extend victimization.

Approaches and Recommendations

Recommendations for improving housing stability include:

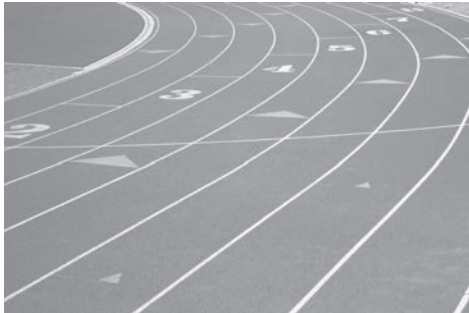
- According to the Violence Against Women Act (VAWA), a public housing agency (PHA),

owner, or manager may evict or terminate assistance to a victim if the PHA, owner, or manager can demonstrate actual and imminent threat to other tenants or employees at the property. Like VAWA 2005, VAWA 2013 does not define “actual and imminent threat.” Therefore, it will be critical for advocates to work with the federal agencies responsible for administering the provisions to include a clear definition of this crucial term as well as guidance in their regulations.

- The housing protections contained in VAWA do not clearly indicate where to file complaints if a PHA refuses to comply. Policymakers and advocates should provide additional guidance on filing procedures and requirements, and these should be provided to tenants along with their notification of rights.
- In coordination with local law enforcement and DV advocates, there should be outreach and training provided to PHAs and owners on VAWA 2013 that include victim-centered information on the dynamics of DV, sexual assault, and stalking.
- Confidentiality requirements that protect the disclosure of personal information required in documents that must be presented by a victim seeking housing protections should be bolstered in the interest of protecting the victim’s new location from an abuser.
- VAWA is designed to protect victims who reside in federally subsidized housing programs. However, legislatures should consider policies and procedures that protect victims in private housing and those who own homes with their abuser. Pattavina et al. (2015) report that an increase in foreclosures in a community leads to increases of DV reports to police. Indeed, DV affects women in all communities, and there should be housing protections available to every victim seeking to leave an abusive partner.
- There should be coordinated efforts between the federal government and local communities to eliminate the application of nuisance ordinances to victims of DV, stalking, and sexual assault. ■

Olympics Are Gold for Women Athletes

The Olympics may be—on the surface—about international goodwill, but they are more baldly about political competition. They also offer a report card on gender equity progress. One could credit the rise of women’s athletics in the U.S., not to the passage of Title IX in 1972, but to the Cold War realization that the medal gap between the U.S. and the Soviet Union was essentially the difference in women’s participation.



In the 1950s, women didn’t play sports hard or hardly at all. Cowed by claims that sports were “masculine” and female athletes “unfeminine,” few girls developed the skills, drive, or mindset to compete. It was not surprising, given the rude images applied at the time to female athletes. In one of my favorite books, *Playing Nice*, author Mary Jo Festle catalogues the labels, including “Amazons from the Steppes” and “Tank-Shaped Tamaras,” that cast non-Western female athletes as unnatural freaks.

That lack of participation hurt. For years, the U.S. lost to the Soviet Union in the battle for Olympic medals. The Soviets out-earned the U.S. in the 1956 Olympics, 98 to 74. Four years later in 1960 they dominated again, 103 to 71. Then, Festle points out, “consistent with other post-Sputnik alarms” the conversation started to change, bringing a new critique to women’s relationship with sports.

A cover of *Sports Illustrated* in 1963 asked, “Why can’t we beat this girl?” The “girl” in question was an auburn-haired Russian athlete who “not only looks better than the girl next door, she most certainly can run much faster.” American women can’t defeat her, the article suggests, because “most won’t even try.”

The argument that you could be physically attractive and athletic was an unfortunate prod. But the shifting message—that women should not only play, but compete to win—was pivotal coming from media as well as the U.S. government. In 1956 U.S. officials held the first President’s Conference on Fitness of American Youth (now the President’s Council on Fitness, Sports & Nutrition) from which female physical education leaders left feeling they had a mission. As one said, “Perhaps we should take a look at our services to see if we can contribute to this national need.” Organizations like the American Medical Association also got on board, walking back earlier assertions that women were too “frail” to compete in strenuous sports.

In many respects, the Rio Olympics were the long-awaited result of this 60-year-old campaign. Success had not come overnight and there remain issues, but the past two Olympics have revealed the rising profile of the American female athlete. For both games, Team USA sent more female than male athletes. Women also out-medaled male peers, despite having fewer events in which to compete. In London, women won 58 of 103 overall medals and 29 of 46 gold medals. In Rio, women earned 61 medals in comparison to the 55 men won (plus five for mixed-sex sports, equestrian and mixed doubles tennis); women won 27 of the 46 American gold medals.

The dominance of U.S. women starting in London led researchers to ask: How can countries win more medals? The short answer is gender equity—*off the field*. Analyses use the United Nations’ Gender Inequality Index (GII) with its 0-100 scale (0=no inequality and 100=extreme inequality) that considers the state of women’s reproductive health, economic status, and social and political empowerment. A study by Global Post, an international research group, found “a strong correlation between the two quantities—the more equality between genders, the more Olympics medals brought home.” A more specific study published in the *Journal of Sport Economics* by researchers at Grand Valley State University in Michigan looked at 130 countries from 1996 through 2012. They found that every 10-point drop on the GII scale brought one extra Olympic medal for men and 1.5 more for women.

How can we get this equity equation started? In a country like Saudi Arabia, which sent four female athletes to Rio to compete before mixed-gender crowds (taboo at home), it is too early to know the impact. After all, women there cannot compete in organized sports at home, play in tournaments, or even attend the national team games to watch. Will the Olympics be an exception or a lever for change?

“...the shifting message—that women should not only play, but compete to win—was pivotal coming from media as well as the U.S. government.”



Women around the world view sports as tools for political, social, and economic gains. At the International Working Group conferences on Women and Sport that I have attended in Sydney and Helsinki, my conversations and interviews with female sport representatives from Qatar and the United Arab Emirates revealed aches to play from a young age (soccer in a grandfather's back yard out of public view), the weight of restrictions, and the energy with which women are creating opportunities through female-only athletic centers.

The Olympics do highlight issues of access and participation by women—or lack thereof—for the world to see. The games also offer another gender report: What kind of power do women have in the public arena? The Olympics still suffer from inequalities—why is 800m the



longest swim for women when men have the 1,500m? There is a clear evolution in how women are seen and how they project themselves.

Research on broadcast coverage and commentary compares differences in treatment by gender. Over the years, it has shed light on a lot of belittling language—female gymnasts are often “pixies” and “dancing little girls”—but it has also pressed a heftier question. Are women being watched as attractive entertainment or as serious sport competition? One study in the *Journal of Sport and Social Issues* comparing the 1992 and 1996 Olympics noted great improvement as “audiences were not left wondering as they were in 1992 about the viability of the women's team events as legitimate competition.” It's a detail, but whether we view females as full-value competitors in the medal race or as charming “others” in girl games matters intensely.

Attracting anyone to competition—the years of dedication and training—requires fair treatment and legitimacy. In 1964, as *Sports Illustrated* quoted a male track coach observing about his 42-member all-female team, there is “not a dog in the bunch,” relays a pretty unappealing message. Female athletes still face pressure to be physically attractive and feminine—and sexist commentary is alive.

What has changed is the blowback to those who do it. In Rio, everyone was talking about commentator Jim Watson's observation that U.S. women's gymnastic team members “might as well be standing around at the mall.” Following the *San Jose Mercury News* tweet after swimmer Simone Manuel won gold in the 100m freestyle that, “Olympics: Michael Phelps shares historic night with African-

American,” they issued an apology. And then there was the *Chicago Tribune* tweet: “Wife of Bear's lineman wins a bronze medal today in Rio Olympics” with a photo of Corey Cogdell-Unrein, who won in trapshooting, but went unnamed

in the tweet. The newspaper apologized, but not before twitter exploded. One sarcastic take: “What about female medalists who aren't married? Who gets the credit then?”

One of the biggest splashes (the unfortunate Ryan Lochte, et al aside) came from 19-year-old U.S. swimmer Lilly King. In a year when the go-to female teams—women's soccer and beach volleyball duo Kerri Walsh Jennings and



section and *The Harvard Education Letter*. For seven years, she edited the FairGameNews blog, now preserved as an archive.

Laura Pappano is an award-winning journalist and active community leader. She is the author of *Inside School Turnarounds* (2010), co-author of *Playing With the Boys* (2008), and author of *The Connection Gap* (2001). Writer-in-residence at the Wellesley Centers for Women, Pappano is a frequent contributor to the *New York Times* Education Life

April Ross—struggled, King offered media-worthy moxie. And, yes, thank the Russians for the nudge.

In her now famous move, King wagged her index finger in a “no-you-don't” gesture at Russian rival Yulia Efimova, who had held up a victorious No. 1 finger after winning her heat. King explained to ESPN: “You know, you're shaking your finger No. 1 and you've been caught for drug cheating. I'm just not, you know, a fan.” (In 2013 and in March of this year, Efimova failed drug tests for banned substances.)

King backed up her challenge by edging out Efimova for a gold medal in the 100-meter breaststroke (she also won a gold in the team 4X100 medley). King faced some criticism from ESPNW columnist D'Arcy Maine who called her “an American bully” and said her action “wasn't exactly the finest example of sportsmanship.”

I don't see it that way. In a world in which Usain Bolt has a victory pose and N.F.L. athletes trash talk and shimmy after a touchdown or a sack (or just a good tackle), there is room—and it may be time—for women to be feisty and even showy. High-level competition is not a sit-back setting. There has simply been too much history around women's sports participation that judged comportment and manners.

As we take stock of where women have come from and where we are headed, there is a lot left to do—particularly for our sisters around the world. But if there is a lesson in the post-Sputnik Cold War-era Olympic envy it is one familiar to every competitive athlete: Your opponents make you better. ■

Spotlight on New Funding & Projects

Responding to Sexual Assault on Campus: A national assessment and systematic classification of the scope and challenges for investigation and adjudication

Project Director: Linda M. Williams, Ph.D.

Co-Investigators: April Pattavina, Ph.D., Alison Cares, Ph.D., and Nan Stein, Ed.D.

Funded by: U.S. Department of Justice, National Institute of Justice

A project of the Justice and Gender-Based Violence Research Initiative of the Wellesley Centers for Women (WCW), this project responds to the unprecedented recent attention paid to campus sexual assault and provides a systematic overview of how colleges approach the investigation and adjudication of incidents. The study is documenting the current landscape (the breadth and differences) of campus approaches to reports of sexual assault. Informed by a victim-centered focus and a scan of 969 college websites, the project will provide a panoramic snapshot of how colleges publicly present their investigation and adjudication approaches. Interviews with key stakeholders will describe their analysis of the strengths and challenges presented when different approaches to investigation and adjudication are taken. End-products for colleges will include guidance on the conduct of a website self-evaluation, a checklist on policies and procedures (based on federal requirements), and a summary of approaches to investigation and adjudication.

Environment Rating Scales Reliable Rater Level 4 Classroom Observations and Level 3 Technical Assistant Site Visits for MA QRIS

Project Director: Joanne Roberts, Ph.D.

Funded by: MA Department of Early Education and Care

The Wellesley Centers for Women (WCW) will provide Environment Rating Scales Reliable Rater site visits to center-based programs, family child care providers, and out-of-school time programs seeking Massachusetts Quality Rating and Improvement System (MA-QRIS) Level 4 designation. The WCW research team will also make Technical Assistance site visits to those center-based programs, family child care providers, and out-of-school time programs who are applying for MA-QRIS Level 3.

QRIS Measurement Tools Training for Technical Assistance Providers

Project Director: Joanne Roberts, Ph.D.

Funded by: MA Department of Early Education and Care

The Wellesley Centers for Women (WCW) will provide the following services: revise the Massachusetts Quality Rating and Improvement System (QRIS) Validation Study data analysis plan; analyze the data collected from the QRIS Validation Study; report the QRIS Validation Study findings to MA Department of Early Education and Care (EEC); make recommendations for revisions to the MA QRIS to EEC; and share the findings with relevant stakeholders.

Depression Prevention for Middle School Students in Natick

Project Director: Tracy Gladstone, Ph.D.

Funded by: MetroWest Health Foundation

This project aims to implement an evidence-based suicide prevention program in the Natick, MA middle schools and to identify and connect to appropriate services early adolescents in the Natick community who report self-injury, suicidal thinking, and depressive symptoms. The research team will implement a comprehensive depression screening program with the Natick middle school student population. The program aims to: increase mental health literacy among the Natick middle school community; offer screening to all 7th and 8th grade students; make referrals as needed; and communicate with Natick middle school parents/guardians about their teens, youth depression, and possible interventions.

Risk Behaviors among Offspring of Teen Parents: Effects of parenting on the next generation

Project Director: Jennifer Grossman, Ph.D.

Funded by: National Institutes of Health, National Institute of Child Health and Human Development

This study addresses the potential of maternal and paternal parenting processes to reduce high risk of early sex and teen pregnancy for offspring of teen parents. It will use the first three waves of the National Longitudinal Study of Adolescent to Adult Health (Add Health) data to investigate whether protective effects of maternal and paternal parenting on adolescents' and emerging adults' sexual health extend to teen-parent families. It will also assess variation in parenting processes within teen-parent families and its associations with sexual behaviors. This work will provide recommendations for how pediatricians and other health care providers can support offspring of teen parents in order to combat the costs of intergenerational early sex and teen pregnancy for this at-risk group.

APT Validation Study III: Reducing cultural bias in youth program quality observations

Project Director: Linda Charmaraman, Ph.D.

Funded by: William T. Grant Foundation

This project is a supplement to the Afterschool Program Practices Tool (APT) Validation Study II. Funded by the William T. Grant Foundation in 2013-2015, the purpose of the APT II Study was to develop and test drive a multi-pronged online reliability training designed to improve rating accuracy for youth program observations. In this study, the researchers identified preliminary evidence that trainees found it somewhat more difficult to accurately rate video clips (a) when behaviors to be rated reflected the middle range of the APT scale, (b) that featured programs for younger, elementary-aged children, (c) that were the longest, and (d) that contained behaviors that could be interpreted differently based on one's culture, background, or experience. An understudied yet crucial source of measurement variance within observational tools is whether the "gold standard" ratings that account for whether a trained rater passes certification of reliability has cultural biases that would unfairly privilege some groups of people with certain cultural vantage points over others. As a supplement to APT Validation Study II, the research aims for Validation Study III are to (1) generate master scores for video clips of youth program observations without cultural bias, (2) create more tailored and targeted online training and anchor system, and (3) eliminate significant differences in certification passing rates between groups with different cultural vantage points (i.e., Black vs. White raters, urban vs. non-urban program experiences). Products from this supplemental study include (a) more culturally inclusive Guide to Activity anchor ratings, (b) guide to master scores, (c) "rangefinding" online training tools, and (d) culturally informed master scores for online assessments used for APT reliability certification purposes.

Additional Funding

Tracy Gladstone, Ph.D., in collaboration with Boston Children's Hospital, received additional funding from the Sidney R. Baer Foundation for two projects: "Family Matters: Preventing Adolescent Depression by Treating Parents and Families," and "Depression Prevention Dissemination." Gladstone also received funding from the Natick Public Schools for "Teen (508): Addressing Depression in the Natick High School Community."

Jennifer Grossman, Ph.D. received funding for an evaluation of a family communication app for the Planned Parenthood League of Massachusetts.

Georgia Hall, Ph.D., with Providence After School Alliance, received continuing funding from the Noyce Foundation for "Digital STEM Badge and Assessment Project."

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

Nancy Marshall, Ed.D. with **Wendy Robeson**, Ed.D. provided Peabody Picture Vocabulary Test Fourth Edition, Test de Vocabulario en Imagenes Peabody, and Phonological Awareness Literacy Screening data review, analysis, and reporting to Nurtury.

The **National Institute on Out-of-School Time** (NIOST) at the Wellesley Centers for Women (WCW) received support for training, technical assistance projects, and continuing evaluations from: The Wallace Foundation, MA Department of Early Education and Care, Providence After School Alliance, Boston Afterschool and Beyond, American Museum of Natural History, Fairfax County School Age Child Care & Neighborhood Community Services, Wyoming Afterschool Alliance, Belle Chase Academy, Capitol Region Education Council, Berks County Intermediate Unit/Pennsylvania Key, A.G. Gaston Boys & Girls Club, City Year, Inc., Maine Department of Education, Somerville Public Schools, Wyoming Department of Education, MA Department of Elementary and Secondary Education, New Jersey School-Age Care Coalition, Arlington County Department of Parks and Recreation, Massachusetts Promise Fellowship, Beacon Residential Management LP, and Truman Pierce Institute at Auburn University.

The **National SEED Project** of the Wellesley Centers for Women (WCW) received gifts from various individuals and supporters.

The **Open Circle** program of the Wellesley Centers for Women (WCW) received various gifts from friends and supporters of the social and emotional learning program.

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

Wendy Robeson, Ed.D. provided Peabody Picture Vocabulary Test Fourth Edition and Phonological Awareness Literacy Screening PreK training to Nurtury. Robeson and **Nancy Marshall**, Ed.D. provided assessment of Pre-K sites for the United Way of Massachusetts Bay and Merrimack Valley.

Nan Stein, Ed.D. provided to Margolis Healy & Associates a review of National Center for Campus Public Safety training modules to determine its relevancy for training administrators who will conduct a Title IX investigation and adjudication in the K-12 environment. Stein continues to provide litigative consultant services to the United States Department of Justice, Civil Rights Division, Educational Opportunities Section.

Linda M. Williams, Ph.D., with the University of Massachusetts Lowell, received supplemental funding from the National Institute of Justice for their Sexual Violence Case Attrition and DNA project.

Wellesley Centers for Women Welcomes Two New Research Scientists

The work of Research Scientist LaShawnda Lindsay-Dennis focuses on factors influencing the academic experiences of African American girls and young women—including the teaching and the curricula presented to them and the culture, aspirations, and expectations they bring to their classrooms.

Why have you chosen to come to the Wellesley Centers for Women (WCW)?

I became familiar with the Centers, particularly the Stone Center, between 2001 and 2003, when I was a master's student, during the period when my work really started to take form. Initially my research was in the academic underperformance of African American adolescents in general, but as I searched the literature I would always see a focus on males—boys, boys, Black boys, Black boys, and I began to wonder, OK, what's going on with Black girls? After all, I am a Black girl, and there were some significant things about my experience that ought to be explored. As I started to consider the role of gender, I discovered a lot of the work that came out of the Wellesley Centers for Women. And now that I actually am professionally based at the place that first helped me to investigate and learn about girls' experiences, I feel that this is a full-circle moment.

Do you hope to be doing more work with the National Science Foundation (NSF)?

Yes. Right now I'm closing out a three-year grant from NSF, but I have a background in culturally responsive mentoring, and I've developed an idea that integrates principles or theories from culturally responsive teaching with informal STEM learning environments for Black girls. I'm actually looking to apply this approach particularly to projects involving DIY or Maker work, because that's what I myself do for pleasure.

"Maker" work?

Yes. I make my own jewelry, and I sell it; I do the designing and graphics for the jewelry. And as I got into it recently, I realized how the tasks I'm doing relate to engineering and technology. And I see how I can use that as a way to get girls interested in computer science and technology and introduce them to digital fabrication, giving them transferable skills and the kinds of design modeling that engineers use. Most girls of color don't think it's appropriate or useful for them to master STEM fields; this is a way to help their STEM learning become more interesting and efficacious.

Can you give us a DIY example?

A lot of my personal DIY activity has been in fashion. Right now I'm working on creating a line of clutch bags with African graphics. So when I sit down to design a clutch bag, I need to figure out how much material I'll need, deciding how much internal space I need to allow for, so a woman can put things into the bag—after all, I'm not designing an envelope! And I realize that "Oh! This is geometry! If my school geometry teacher had used this example in class, I would have been interested and remembered it, and might not be struggling this way right now."

Certainly a sewing machine is part of the work of making a clutch bag. Can this kind of work involve a number of challenges and a variety of machines?

Certainly. For a variety of DIY tasks you could need a drill press, various dremel tools,

a scroll saw, a CO2 laser engraver if you're using your own design, a CNC (Computer Numeric Control) machine if you want to cut your design with a metal tip rather than a laser, a computer program like Adobe Illustrator or Ink Space to adjust the design after you've created it, and so on.

Actually some of these tools are oversized for many DIY projects. I'd love to see one of our young women go off to college and become an engineer and design a small drill press or a more affordable CO2 laser engraver.

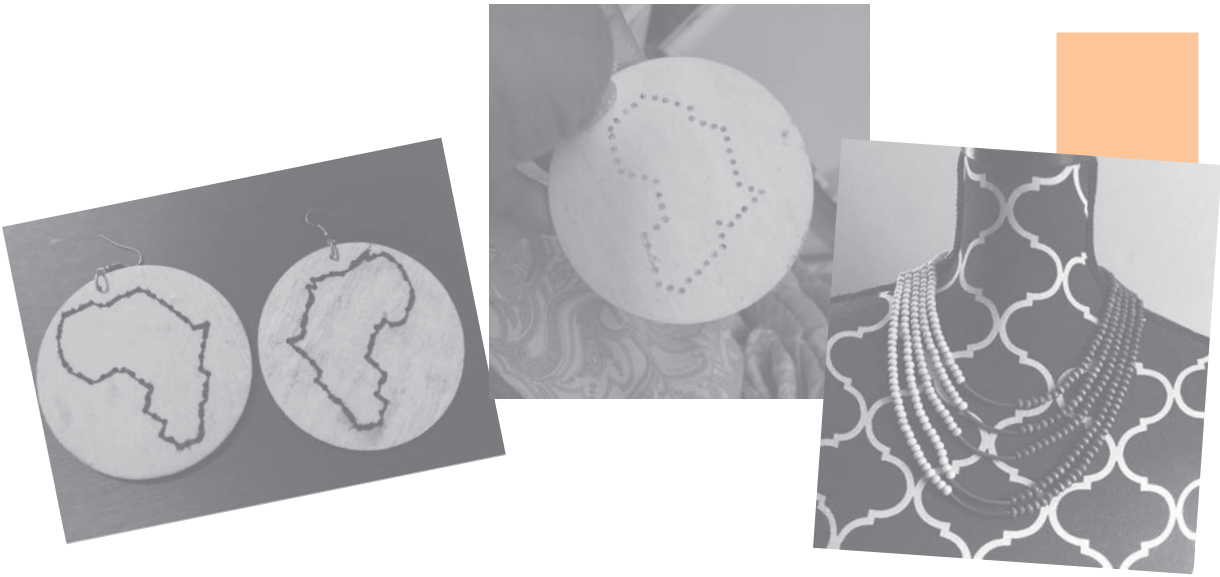
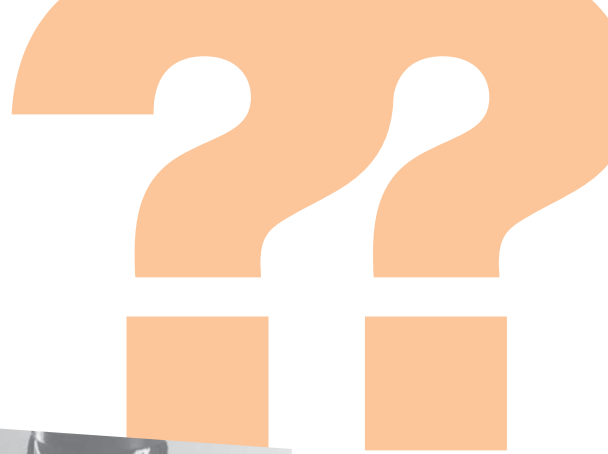
So would this kind of project be part of a high school course?

Middle school, high school, or college. One great thing about coming to Wellesley is that in the Boston area there's a large "maker community." For example, a professor at MIT created a concept called "Fab Lab," where lay persons can come in and learn how to use 3-D printers and other machinery that they would need in order to make the things they want.

And since I've been at Wellesley, I've learned that there is a Maker community at the college. I'd like to work with the resources and students that are there to create a program for public schools to help girls learn how to use some of this machinery and to become more interested in it.

And Wellesley students would help develop the program?

Yes. They could be like the mentors to the program.



Are there related programs that you've seen?

The South End Technology Center in Boston has a summer “Fab Lab” program that trains high school youth to teach digital fabrication to younger students and elementary students, while they themselves become more fluent in it. At the end of the summer, the high school students actually produce something that solves an issue in the community. I saw some of their projects last August. One involved helping elderly people keep their keys and other precious items safe. It uses a lockbox that opens in response to a certain thumbprint as opposed to a key.

My program will focus on cultural artifacts as fashion. For example, a cultural artifact might be a particular representation of African culture, used in jewelry.

Would you summarize more broadly for us what strengths you bring to WCW, what expertise?

I've done a lot of work developing youth-mentoring programs—primarily for girls—that try to draw on the natural and cultural strengths of the population that I'm working with. I've also done research looking at family, racial, and ethnic socialization to see how messages that parents transmit to their children—

particularly African American children—teach them to navigate through the wider society.

Does something stand out in your experience as especially exciting?

Research is great, but when I'm actually in front of young women and girls—that's when I feel most happy and the most aware of the impact of my work. It's one thing to sit back and write articles; but sometimes you can become so theoretical that you are far removed from the population that you're studying. So those moments when I can sit down with young girls and young women—that makes me smile and keeps me pressing to do this kind of work.



Lashawnda Lindsay-Dennis, Ph.D., is a new research scientist at the Wellesley Centers for Women (WCW), whose work focuses on the academic experiences of African American girls and women. She has published and presented widely on such subjects as “Little Mammies and Managers: The Mis-Education of African American Girls.” From 2010 until joining WCW this fall, she has served as assistant professor, associate professor, and interim chairperson of the Department of Education at Paine College in Augusta, Georgia. She holds bachelor's and master's degrees from Morris Brown College, Howard University, and Georgia Regents University; her Ph.D. is in educational psychology from Georgia State University.

Wellesley Centers for Women Welcomes Two New Research Scientists *continued from page 11*

Research Scientist Erin Johnson is a microeconomist who studies questions in health care such as how physicians respond to financial incentives when making treatment decisions. In addition to measuring impacts of various factors on treatment, her work is interested in the resultant impacts on patient health, which she measures using patient diagnoses and other health indicators. Some of her current work examines how the physician-patient relationship affects treatment.

Erin Johnson, what brings you now to the Wellesley Centers for Women (WCW)?

WCW is a wonderful place where there are vibrant people researching really important topics. And I thought how happy I would be here doing my own research and collaborating with the people who are here, like Senior Research Scientist Sari Kerr and the fantastic group of economists in the College's Economics Department. I'll also be teaching in the spring and I've heard wonderful things about Wellesley women as students and as research assistants, so I'm looking forward to that as well.

What expertise or partnerships do you bring in terms of research, publications, and networks?

One of my main areas of expertise is in handling large administrative data sets and applying the latest empirical techniques to analyze that data. That allows me to answer questions that people have had a hard time getting a handle on, by discovering new data sets and by using new techniques that allow us to get more out of data sets that have been used in the past. I also have an existing network of colleagues who I collaborate with that allows me to go broader in my techniques and deeper in my analysis than I could do on my own.

I've had funding from the National Institutes of Health previously, and I expect to be applying for more to support my projects here. And of course I have previous publications and a research agenda that I'm really excited to develop and push forward and that I hope will support the goals of WCW.

Can you tell us about that?

Much of my research studies how physicians—who are expert decision-makers—make their decisions, and the factors that affect those decisions. Physicians are humans, and therefore are susceptible to biases, like the rest of us. But they're in a unique position—they treat patients who are relatively uninformed about the care they need, and they're expected to act in the patient's best interest. I study

these questions, because it will make me think more deeply about policy implications, as well as about opportunities to take the research a step further and think about change.

Will you give us an example of your work?

Many of my projects study decision-making in childbirth. There are a number of reasons for that. Decisions on treating patients in



the factors that make a physician deviate from the patient's best interest, like financial incentives and their own personal comfort and convenience or relationships. So I want to continue to push that forward and I think that being at WCW will change how I approach

childbirth are interesting in their own right; childbirth is the number one inpatient hospital admission in this country; it's a large portion of health care costs each year—over \$12 billion per year; and one thing that's especially interesting about it is that there's a lot of



variation across geographic areas in this country, in terms of the treatment the patients receive and patient outcomes. The decision to deliver by Cesarean section, or C-section, varies across states, from a low of 22 percent to as high as 41 percent; but you don't see infants and mothers doing substantially better in those states with either lower or higher C-section rates. So there's a lot of unexplained variation that we call "physician practice style," because we don't know exactly what drives it.

This is really interesting to health economists, because it offers the tantalizing proposition that you could reduce the number of unnecessary C-sections, thereby lowering health care costs without harming any patients. We often think of there being a trade-off between cost and care quality; but this may be an opportunity to lower health care costs without harming any patients, perhaps even improving patient care.

And the subject is convenient to study, because there are large data sets which document treatment in childbirth. For example, you can get every birth in the United States going back to the 1960s from the National Center for Health Statistics. And surveys that come with birth certificates from hospitals document treatments and patient outcomes. So there's really a lot to study there. And it's nice, also, because you have a well-defined patient population—pregnant women—and a set of treatment options that are observable. But certainly it's also true that childbirth is a really important event in the life of women and families. So understanding more about how we can optimally treat these patients is really important.

We're also working with some amazing data from a local academic medical center that includes every woman who delivered a baby there from 2001 to the present, and we know the doctor who delivered her baby

and every doctor who provided her prenatal care. We've used that for a project studying the impact of physician-patient familiarity on treatment decisions and are pursuing more. In the familiarity study, which is joint work with M. Marit Rehani, David Chan, and Daniela Carusi, we find that physicians make different decisions for patients they know compared with patients they're meeting for the first time.

I continue to be interested in health care decisions and provider incentives, and my work on childbirth provides a strong foundation that will allow me to do work on broader women's health issues in coming years. ■

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



A new research scientist at the Wellesley Centers for Women (WCW), **Erin Johnson**, Ph.D. is an applied microeconomist who has most recently served as an assistant Professor at the MIT Sloan School of Management. She is also a faculty research fellow with the National Bureau of Economic Research, and she holds a bachelor's degree from Princeton and a Ph.D. from UC Berkeley. The title of her doctoral dissertation, "Essays in the Labor Economics of Healthcare," points to her area of greatest interest.

Short Takes

Women in Theater Leadership: Trust, familiarity, and recognition of credentials

The vast majority of our society's leaders are men—every president of the United States and very likely, many of our past bosses. This is also still the case in regional theater even though many in the field can easily think of a few female leaders at those larger regional theaters, like Diane Paulus, Lynn Meadow, and Molly Smith. There are as many women as men who graduate with advanced degrees in theater arts or theater management, and there are plenty of women employed in all ranks but the highest. Moreover, the majority of theater tickets are bought by women. But, for decades, women have held only about 25 percent of leadership positions in nonprofit regional theaters.

Sumru Erkut, Ph.D., senior research scholar at the Wellesley Centers for Women (WCW), and **Ineke Ceder**, research associate, were commissioned by San Francisco's American Conservatory Theater to conduct a study to examine why women are underrepresented in theater leadership, and to identify what could be done to move toward gender parity. They employed a large-scale, multi-informant/multimethod design and built on previous studies of women's leadership.^{1,3}

The research showed that there are plenty of women in second-tier positions who aspire to reach the top. In fact, the figure below clearly shows

the operation of a glass ceiling—a metaphoric image coined for the barriers facing women (and minorities) stuck at middle management when they can see the top but cannot get through. This finding seriously challenges the old adage that “there will be parity when there are enough qualified candidates,” because the data is evident that there are plenty of qualified female candidates.

The researchers were able to show that it is the *leadership selection process* that does not favor women. Familiarity, trust, and recognition of past experience have a strong and invisible pull during selection deliberations, leading to women's disadvantage. Men have the advantage of familiarity: white men, in particular, have dominated the leadership for so long that they exemplify “what a leader looks like.” Selecting a leader is an arduous and expensive process that is inherently risky. The fear of making the “wrong” decision leads theater selection committees to play it safe by choosing what is familiar and staying away from what is unknown. However, familiarity is not an appropriate selection criterion. That tendency to implicitly trust who is familiar in a role has resulted in 68 percent of regional theater leaders being white men. People of color, especially women of color, have been virtually absent from leadership in the sample of regional nonprofit theaters studied.

Additionally, particularly in nonprofit regional theaters with large budgets (over \$10 million), boards have selected male leaders who had not yet managed such a budget more frequently than they did women with similar credentials. Taking this risky decision, they trusted the *potential* of male candidates but not that of women.

Surprisingly, one of the survey findings indicated that nearly half of women artistic directors had founded the theater of which they were the leader. Women created their own leadership opportunities—they were not being selected by committees for the top job. Despite the presence of many female founders, in the nonprofit regional theaters, founding experience was more frequently present in male leaders' backgrounds than in female leaders': the recognition of this formative credential was reserved more often for men.

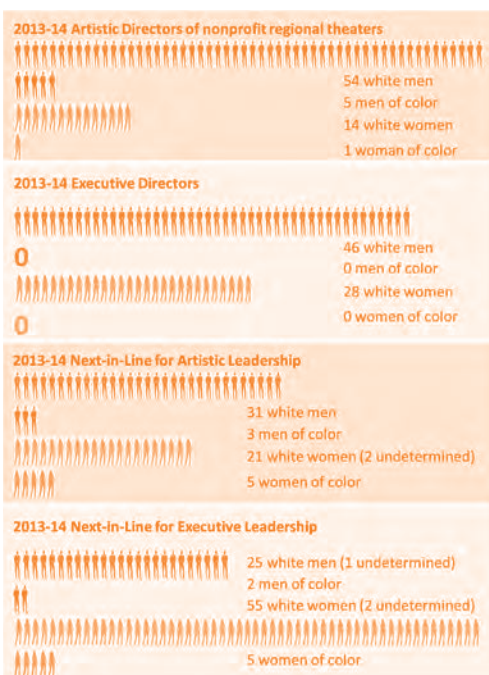
The research showed that women only have an advantage over men during the selection process when the woman is already in a position just below the top when the theater has a leadership opening.

In this situation, she is more likely to be promoted into the leadership spot than a man. Only then, familiarity works in a woman's favor. Overall, the advantages men have over women—and women, occasionally, over men—boil down to trust: Search committees tend to trust candidates who seem familiar.

The study's report includes recommendations for members of search committees on nonprofit regional theater boards—or any board. When it is time to hire a leader, boards should first examine their organization's mission moving forward, and develop a gender- and race-neutral job description that supports the mission. In order to maintain awareness of the unconscious, human tendency to go with the familiar, they should slow down the selection process and reflect on each step of decisions made. Each applicant should be scored on a list of basic competencies and asked identical questions, and the committee should then examine the evidence of how well each candidate's qualifications fit the job requirements.

Even though nonprofit boards tend to be more gender-balanced than for-profit ones, deeply ingrained dynamics of leadership selection dominate both. It is the responsibility of board members to make sure that any qualified candidate has an opportunity to serve at the highest level. Indeed, to keep regional theater relevant for future generations, leadership models must change. Women's tendency to lead relationally aligns with what the Hewlett Foundation⁴ calls “distributed leadership,” which the foundation identifies as Millennials' preferred leadership style. Women (and people of color), who have so far been underrepresented in the top jobs, are equipped and positioned to introduce sustainable new models and bring that future to the stage successfully.

For more detailed findings and recommendations, please visit wcwonline.org/theaterleadership for a summary of this work.

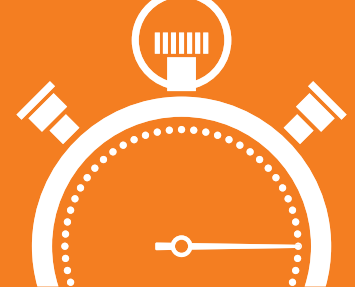


¹Erkut, S., & Winds of Change Foundation (2001). *Inside women's power: Learning from leaders*. Wellesley Centers for Women Special Report no. 28. Wellesley, MA: Wellesley Centers for Women, Wellesley College.

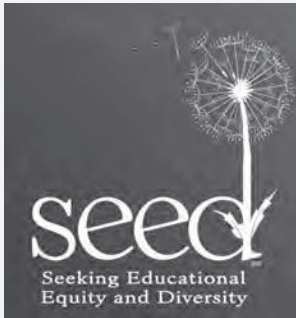
²Konrad, A.M., Kramer, V.W. (2006, December). How many women do boards need? *Harvard Business Review*.

³Konrad, A.M., Kramer, V., & Erkut, S. (2008) Critical mass: The impact of three or more women on corporate boards. *Organizational Dynamics*, 37,(2), 145-164.

⁴Ono, E.M. (2016). *Moving arts leadership forward: A changing landscape*. The William and Flora Hewlett Foundation. Available online at http://hewlett.org/sites/default/files/Moving Arts Leadership Forward_2016.pdf



The National SEED Project Is Growing



The National SEED Project (Seeking Educational Equity and Diversity) is active and growing due to the collaboration of many staff members and experienced activist/educators. After nearly 30 years under the leadership of **Peggy McIntosh, Emily Style, and Brenda Flywithhawks**, the National SEED Project is deepening and strengthening its roots by bringing together the work and energy of a collective group of co-directors and regional coordinators that reflects the collaborative nature of the work that has been ongoing.

SEED's capacity to train, support, and nurture new SEED Leaders is evident with presentations at five national conferences focused on equitable multicultural education and addressing issues of systemic oppression. These include the Diversity Challenge at Boston College, the National Association of Independent Schools People of Color Conference, the Creating Change Conference, and the White Privilege Conference.

SEED staff and collaborators in the field created five annual anchor events and supported regional networks across the country: Chicagoland SEED; NYC-NJ SEED; New England SEED; Minnesota SEED; California Bay Area SEED; Washington DC/Virginia SEED; and Northwest/West Coast SEED. Further, under the W.K. Kellogg Grant, SEED grew from one New Leaders' Week training 20-40 Leaders annually to three New Leaders' Weeks training 170 leaders in 2016. To date, more than 120 requests for applications have been received for the 2017 New Leaders' Weeks.

Recent professional development programs included:

- ReSEED 2: Eighteen experienced SEED Leaders deepened and strengthened their skills in October 2015 at Babson College in Wellesley, MA—led by **Gail Cruise-Roberson** and **Jondou Chase Chen**.
- SEED New Leaders' Week 30A: Fifty-five SEED Leaders trained to lead SEED Seminars and/or courses at their sites and institutions during the San Anselmo, CA week—led by Cruise-Roberson, Chase Chen, **Emmy Howe**, and staff.
- SEED New Leaders' Week 30B: Sixty SEED Leaders trained to lead SEED Seminars and/or courses at their sites and institutions during the second San Anselmo, CA program—led by Cruise-Roberson, Chase Chen, and staff.
- SEED New Leaders' Week 30C: Fifty-five SEED Leaders trained to lead SEED Seminars and/or courses at their sites and institutions during the week in Racine, WI—led by Cruise-Roberson, Chase Chen, Howe, Flywithhawks, and staff.
- ReSEED 3: Twelve Leaders deepened and strengthened their skills in July 2016 at Green Gulch Farm Zen Center in Muir Beach, CA—led by Cruise-Roberson and Chase Chen.

Learn more and connect with SEED's growing online presence at nationalseedproject.org.



Open Circle Enhances Professional Development Opportunities

Open Circle, the social and emotional learning program for elementary schools continued its partnership with the Wellesley College Education Department in collaboration with Noah Rubin, Ed.D., visiting lecturer in Education and director of the Elementary Education Program, and **Jennifer Grossman**, Ph.D., Wellesley Centers for Women (WCW) research scientist. Last year, eight Wellesley seniors received Open Circle training, coaching, and materials to implement social and emotional learning in their practicum classrooms. Results showed that Open Circle's professional development for in-service teachers was well-suited for use with pre-service teachers; however, minor adaptations were indicated to address differences in time spent and experience gained in the classroom. This year, six Wellesley seniors are participating in the program.

Open Circle, a program of WCW, has begun implementing online learning with the launch of its updated teacher training program for social and emotional learning. The new model includes three online learning modules interspersed between three in-person training days and two video coaching sessions. Online learning can enhance training programs by providing additional touch points and alternative learning modes, enabling deeper learning.

Open Circle redesigned and relaunched its train-the-trainer program with an initial cohort of six participants starting in July. The program enables schools and districts to affordably develop internal, sustained capacity to train all staff to implement social and emotional learning.

Learn more at open-circle.org.

Global Connections

Preventing Depression in Women Recovering from Fistula Repair Surgery

Tracy Gladstone, Ph.D. will present “Preventing Depression in Women Recovering from Fistula Repair Surgery in Ethiopia” during the fifth annual meeting of the Global Consortium for Depression Prevention which will be held at Stanford University, Stanford, CA, USA in December. Obstetric fistula is a serious complication that affects 50,000-100,000 women annually, primarily in low-resourced countries. Although depression is a particular problem among women with fistulae, to date few efforts have addressed risk for depression in this population. Gladstone and her team have developed the COFFEE intervention (CBT with Obstetric Fistula for Education and Empowerment) for women recovering from fistula repair surgery.

COFFEE is a modular, group intervention, delivered by nurses, that teaches psycho-education, behavioral activation, relaxation, problem-solving, cognitive restructuring, and a trauma narrative, as needed. In an open trial of this intervention in Gondar, Ethiopia, five separate COFFEE groups were conducted with 26 women who were enrolled within a week of fistula repair surgery. All women completed baseline self-report questionnaires

of depressive symptoms and trauma, participated in group sessions (nurse leaders were supervised via Skype), and were assessed immediately following group participation, and then a three-month follow-up (88.5% retention). Results indicate that depressive symptom scores dropped significantly from baseline ($M=12.42$) to post-group ($M=3.5$) and to three-month follow-up ($M=1.26$, all p 's $< .01$); likewise, there

was a significant drop in trauma scores from baseline ($M=2.1$) to post-group ($M=1.13$, $p < .01$), which was sustained at three-month follow-up ($M=1.12$). Next steps include conducting a randomized trial of the COFFEE intervention to determine whether or not it prevents depressive symptoms in women with fistulae, relative to a no-intervention control.



Globalization & Technology in Finland

Sari Pekkala Kerr, Ph.D. spent five weeks at the Labour Institute for Economic Research in Helsinki finalizing “Within and Between Firm Trends in Job Polarization: Role of Globalization and Technology,” an article co-authored with Terhi Maczulskij, Ph.D. and Mika Maliranta, Ph.D., recently published as the Research Institute of the Finnish Economy Working Paper 41. This paper analyzes occupational polarization within and across firms using comprehensive matched employer-employee panel data from Finland. This work is part of a larger research effort funded by the Strategic Research Council in a project titled “Skilled Employees—Successful Labor Market.”

WCW Welcomes Delegates to Wellesley, MA, USA

A delegation from the **Cape Verde Pedro Pires Summer Leadership Program**, sponsored by the Pedro Pires Institute for Leadership in Cape Verde and hosted by the Pedro Pires Institute for Cape Verdean Studies at Bridgewater State University in Massachusetts, visited the Wellesley Centers for Women (WCW) in June for a site visit and two-hour seminar on accelerating social change through research, presented by **Layli Maparyan**, Ph.D. Included in the delegation was **Clemetina Baptista Furtado**, Ph.D., director of the Centre for Research and Training in Gender and the Family from the University of Cape Verde, an international partner of WCW.

A delegation of **Mandela Washington Fellows**, sponsored by President Obama’s Young African Leaders Initiative and hosted by Bridgewater State University, visited WCW in July for a site visit, a seminar on researching women and gender to accelerate social change presented by Maparyan, and presentations by WCW Senior Research Scientists **Wendy Robeson**, Ed.D. and **Linda M. Williams**, Ph.D., who presented on early care and education and on gender-based violence, respectively. The fellows, ranging in age from 25-35 and hailing from 16 different African nations, were part of a six-week Public



Management Institute that exposed them to policymakers, leaders of public institutions, and academicians working in areas that enhance public initiatives.

A delegation of women from around the world who were part of a symposium on “Steering Youth Away from Violent Extremism to Prevent Terrorism” as part of the **Radcliffe Institute’s Freedom and Security, Issues of Our Time series**, visited WCW to see an example of a women- and gender-focused, social-change-oriented research-and-action institute in action. The symposium was organized by Hauwa Ibrahim, J.D., an internationally renowned jurist and peacemaker, and featured Her Excellency Hala Bsaisu, a former Minister of Social Development in the Hashemite Kingdom of Jordan, as well as activists, artists, and academics from the U.S., Europe, Africa, and the Middle East. While at the Centers, the group was able to extend its conversation with Maparyan, who had spoken at the symposium the day prior on the topic of womanism and spirituality as a means to providing a counter-narrative to the misuse of religion among youth and in communities. Several other members of the WCW community also attended and joined the conversation.

Planting SEED in India

Apni Shala, a young organization working towards making life skills education accessible to children from government schools and slum communities in Mumbai, India, recently introduced concepts from the the National SEED Project (Seeking Educational Equity and Diversity) into its programming. Amrita Nair, Apni Shala co-founder and chief executive officer wrote the following:

“We believe strongly in giving children a platform for socio-emotional learning and development. We use interactive tools like theatre, art, stories, and games and weave them around in a curriculum and deliver them in our sessions. Apni Shala began its journey in the field of life skills development in 2013 in an effort to work with children



to create a safe space for the development of intra- and interpersonal skills—self-awareness, empathy, collaboration, communication, decision-making, problem-solving, creative thinking, and critical thinking. Acknowledging the role that life experiences play in shaping who we become, Apni Shala focused on experiential learning using theatre, art, games, and community work as a way to facilitate conversations in these spaces, working with children, parents, and teachers to engage them in conversations around their life experiences.”

“We firmly believe that the learning cannot be limited to only the children we work with. Every facilitator therefore engages in in-house sessions for their own personal development. Since the nature of these conversations relies a whole lot on our facilitators’ own understanding of the various identities every individual operates from, the National SEED Project was initiated at Apni Shala to better our own understanding of these concepts. With its first cohort that began in September 2016, Apni Shala kicked off the series of seminars with a group of 15 participants, which included a team of facilitators and staff at Apni Shala, teachers or department managers (from Apni Shala’s Teacher Training programme) from partner organizations, and a SEED leader from last year. With the diversity in the socio-economic-cultural context that all the children, facilitators, and teachers come from, it is important that we begin to see the multiple perspectives that each individual brings.”

Student-Developed Science Kit Piloted in Ghana

This summer, Wellesley College students Caleb Bercu (’16, Women and Gender Studies) and Mehak Sarang (’18, Physics) traveled to Ghana to complete an internship with local NGO, The Exploratory, headed by Boston-based Connie Chow, previous director of Science Club for Girls. While in Ghana, they piloted a project—The Science Education Equity Development Kit—initially developed with the Wellesley Centers for Women (WCW) and the Biological Sciences Department at Wellesley College (David Ellerby Lab). The science kit is a low-cost, hands-on lab-in-a-box used to teach laboratory experiments in classrooms in low-resourced environments. Bercu and Sarang developed relationships with classrooms in five schools in the Greater Accra region in order to introduce and utilize the science kits with students. With

the assistance of **Wendy Robeson, Ed.D.**, WCW senior research scientist, the students developed student and teacher evaluations to measure the efficacy of the kits. This year, the science kit team comprised of Wellesley students and advised by Robeson will work to further develop the kits based on the data collected this summer. Travel this summer was made possible due to the Wellesley College Center for Work and Service Global Engagement Grant; the Biological Sciences Department at Wellesley College contributed initial funds for the development of the kits. ▀



New Findings & Publications

Out-of-School Time Programming & Quality

■ **Linda Charmaraman, Ph.D., Allison Tracy, Ph.D., Ineke Ceder, and Amanda Richer** authored “Measuring Program Quality: Evidence of the scientific validity of the Assessment of Program Practices Tool (APT),” which will be published in an upcoming issue of *Afterschool Matters*. Funded by the William T. Grant Foundation and Virginia B. Toulmin Foundation in two phases, they describe APT’s strengths as an evaluation and program quality measure for out-of-school (OST) programs, a tool that is critical for program directors and policymakers who need to identify where to improve and how to support those improvements within OST programs. In addition, the online, video-based training developed in the second phase to increase reliability of APT raters showed promise, such that the most high priority APT quality areas were found to be the most improved (i.e., most accurate) scores post training.

■ **Georgia Hall, Ph.D.** contributed two papers that will be published in the *SAGE Encyclopedia of Out-of-School Learning*, edited by Kylie Peppler, Indiana University (forthcoming). “Summer Learning” focuses on out-of-school time (OST) programs where children and youth have the opportunity to build supportive relationships, test out new skills, gain valuable peer relationship experiences, and build social and emotional learning skills while supporting children’s wellness and continued learning while school is not in session. “Program Development, Implementation, and Evaluation” examines components of OST programs such as staffing, leadership, communication, planning, physical and financial resources, family and school relations, and programming, which can vary in quality but collectively contribute to the delivery of experiences to children and youth. They should be well run and organized with a central focus on promoting the healthy and positive development of children and youth.

■ “Credentialing for Youth Work: Expanding Our Thinking,” by **Elizabeth Starr, M.Ed.** and **Ellen Gannett, M.Ed.** is included in *The Changing Landscape of Youth Work: Theory and Practice for an Evolving Field* (Editors: Kristen M. Pozzoboni, San Francisco State

University, and Ben Kirshner, University of Colorado Boulder). The book compiles and publicizes the best current thinking about training and professional development for youth workers. This volume is part of the series, *Adolescence and Education* (Series Editor: Ben Kirshner, University of Colorado Boulder), published by Information Age Publishing.

Depression Prevention

■ **Tracy Gladstone, Ph.D.** co-authored “Development and evaluation of a web-based clinician training program for a family-focused depression preventive intervention,” (Martin, J., Gladstone, T., Diehl, A., & Beardslee, W. 2016) included in the *Journal of Technology in Human Services* (Volume 34, 2016–Issue 3). This study evaluated the acceptability, feasibility, and satisfaction associated with a newly developed online clinician training program for the Family Talk preventive intervention, both alone and together with a redesigned, shortened, face-to-face component. Fifty-eight predominately in-home therapy clinicians participated in the study.



Results indicated that clinician participants found the online training to be enjoyable and comprehensive, and they reported that the most beneficial training package involved the combination of web-based and in-person training. This combined training could efficiently cover necessary didactic material online while also delivering important clinical skill practice and in-person discussion. Exceptions, limitations, and important future research questions are discussed.

Labor Markets

■ **Sari Pekkala Kerr, Ph.D.** co-authored “Global Talent Flows” with W.R. Kerr, C. Ozden and C. Parsons, included in the *Journal of Economic*

Perspectives (forthcoming). This review considers recent research regarding high-skilled migration. The researchers adopt a data-driven perspective, bringing together and describing several ongoing research streams that range from the construction of global migration databases, to the legal codification of national policies regarding high-skilled migration, to the analysis of patent data regarding cross-border inventor movements. A common theme throughout this research is the importance of agglomeration economies for explaining high-skilled migration. We highlight some key recent findings and outline major gaps that we hope will be tackled soon. A related article was published as National Bureau of Economic Research (NBER) Working Paper No. 22715 in October.

■ Kerr also co-authored “Weathering the Great Recession: Variation in Employment Responses by Establishments and Countries” with E. Barth, J. Davis and R. Freeman for inclusion in *Russell Sage Foundation Journal* (forthcoming). This paper was published as NBER Working Paper 22432. This article finds that U.S. employment changed differently relative to output in the Great Recession and recovery than in most other advanced countries or in the U.S. in earlier recessions. Instead of hoarding labor, U.S. firms reduced employment proportionately more than output in the Great Recession, with establishments that survived the downturn contracting jobs massively. Diverging from the aggregate pattern, U.S. manufacturers reduced employment less than output while the elasticity of employment to gross output varied widely among establishments. In the recovery, growth of employment was dominated by job creation in new establishments. The variegated responses of employment to output challenges extant models of how enterprises adjust employment over the business cycle.

■ Kerr co-wrote “Within and Between Firm Trends in Job Polarization: Role of Globalization and Technology” with Terhi Maczulskij and Mika Maliranta, recently published by the Research Institute of the Finnish Economy as ETLA Working Paper 41. This article analyzes occupational polarization within and across firms using comprehensive matched employer-employee panel data from Finland. The occupational distribution in Finland has



been polarizing over the last few decades, with mid-level production and clerical jobs eroding while low-skill service occupations and high-skill specialist occupations gain share. We find that the phenomenon is taking place within existing firms, as well as due to firm entry and exit. Service jobs are increasing through the entry-exit dynamics, but also via establishment level restructuring among continuing firms. Routine jobs, including mid-level plant operating jobs, are being destroyed both among continuing firms and at the entry-exit margin. The share of high-level occupations increases largely within continuing firms. Within the continuing firms the job polarization appears to be related to the trade of goods and services, as well as the outsourcing of tasks. Firms with high R&D expenditures and information and communications technology use are more prone to lay off process and production workers.

Justice and Gender-Based Violence

“It All Just Piles Up: Challenges to Victim Credibility Accumulate to Influence Sexual Assault Case Processing,” by Melissa Morabito, Ph.D., April Pattavina, Ph.D., and Linda M. Williams, Ph.D. is included in a recent issue of *Journal of Interpersonal Violence*. The underreporting of sexual assault is well known to researchers, practitioners, and victims. When victims do report, their complaints are unlikely to end in arrest or prosecution. Existing research on police discretion suggests that the police decision to arrest for sexual assault offenses can be influenced by a variety of legal and extra-legal factors particularly challenges to victim credibility. Although extant literature examines the effects of individual behaviors on police outcomes, less is known about how the accumulation of these behaviors, attributions, and characteristics affects police decision making. Using data collected from the Los Angeles Police Department and Sheriff’s

Department, the researchers examine one police decision point—the arrest—to fill this gap in the literature. They examine the extent to which the effects of potential challenges to victim credibility, based on victim characteristics and behaviors, influence the arrest decision, and next, how these predictors vary across circumstances. Specifically, the team examines how factors that challenge victim credibility affect the likelihood of arrest in sexual assault cases where the victim and offender are strangers, acquaintances, and intimate partners.

“Active representation and police response to sexual assault complaints,” by Morabito, Pattavina, and Williams, is included in a recent issue of *Journal of Crime and Justice*. Policing has long been a profession dominated by white males. Yet, the organizational literature suggests that diverse public sector organizations are essential to a well-functioning democracy. Representative bureaucracy theory is the idea that public agencies should mirror the society in which it functions in order to best meet the needs of its citizens. There are three necessary conditions in order for representative bureaucracy theory to be applicable to a problem. First, bureaucrats must have discretion in decision-making. Next, bureaucrats must exercise discretion in a policy area that has important implications for the group they represent. Finally, bureaucrats must be directly associated with the decisions they make. Given that police work requires extraordinary discretion, representation holds great importance for police organizations.



There has, however, been scant literature examining the interaction between representation, organizational characteristics of police agencies, and situational characteristics of sexual assault incidents. This paper builds upon previous research regarding the effect of diversity on public safety outcomes.

A national sample of police organizations reporting to both *Law Enforcement Management and Administrative Statistics* and *National Incident-Based Reporting System* are used with specific attention paid to interaction between organizational characteristics, agency innovativeness, and representation.

Williams authored “Police and domestic sex trafficking of youth: What teens tell us that can aid prevention and interdiction,” included in a 2015 issue of *Journal of Crime and Justice*. Juveniles are more likely to come into contact with the criminal or juvenile justice systems in the U.S. as victims than as offenders. Yet, except in the case of child victims of sexual abuse at



the hands of a family member, juveniles as victims still receive little attention in the criminal justice literature. And, for the most part, the actors in the justice system in the U.S. have not been given the skills, tools, and resources to effectively deal with juveniles, especially teen-aged youth, as victims. Furthermore, policing of domestic sex trafficking of youth has focused on police response at later stages of sex trafficking (when such a crime is clearly identified) and the role of the police in coordinated response teams and building cases against the perpetrators including ‘pimps.’ This article offers evidence from research on commercial sexual exploitation of adolescents to examine police interactions with youth who are at a high risk for or on the pathway into domestic sex trafficking, and identifies prevention and interdiction strategies. Notably, these strategies reflect the connection of police responses to domestic violence, youth status offenses, and homeless teens. Williams also co-authored “Differentiable attitudes towards specific crimes and contexts: A quantification of neutralization techniques” (Zuber, M.J., Greenberg, E.W., & Williams, L.M.) published in a recent issue of *Polish Journal of Social Rehabilitation*.

Recent & Upcoming Presentations

In early October, **Linda Charmaraman**, Ph.D. gave a talk at the Center for Quality of Care Research, BayState Medical Center in Springfield, MA about **preventing vulnerable adolescent substance use** through peer online engagement with a web-based intervention. She has since invited discussion from community organizations on how best to design a study focused on LGBTQ youth and how best to recruit, retain, and create sustainable interventions for this community both online and offline.

Along with panelists **Linda M. Williams**, Ph.D. and **Layli Maparyan**, Ph.D., Charmaraman participated in a panel discussion in October following a book reading by Sil Lai Abrams of her memoir, *Black Lotus: A woman's search for racial identity*. The panel and community discussion, held on the Wellesley College campus in Wellesley, MA, focused on the topic of **biracial identity development in a racially torn world**.

Also in October, Charmaraman presented a poster at a Special Topic Meeting of the Society for Research on Child Development, entitled "**Asian American Social Media Use: From cyber dependence to cyber harassment**," which was co-authored by her former WCW interns **Budnampet Ramanudom** and **Huiying Bernice Chan**, Research Associate **Amanda Richer**, and former WCW Methodologist **Allison Tracy**, Ph.D. The analyses demonstrated that Asian Americans are significantly more unable to stop checking Facebook and email than White or Black participants. They are the least likely of any racial group, however, to post on Facebook when having a bad day, despite the

fact that Asian Americans are more likely to know their Facebook friends well compared to other racial groups. Asian Americans are also more likely to be cyberbullied than White and Hispanic participants. Interview analyses showed that cyberbullying often centered on reputation management, political differences, and sexist and racist remarks.

Georgia Hall, Ed.D. served as chairperson for the August one-day public workshop, "**Summertime Opportunities to Promote Healthy Child and Adolescent Development**," offered by the Board on Children, Youth, and Families at the National Academies of Sciences, Engineering, and Medicine (NASEM) in Washington, D.C. The workshop highlighted the latest research on summer programming and explored the links, both existing and potential, between summer programs and the broader ecosystem of child and adolescent learning opportunities. The workshop format was designed to stimulate discussion among individuals working in all areas of the summertime space, including program providers, researchers, funders, and policymakers. The workshop also identified gaps in current research that may inform a future consensus study on summertime opportunities to promote healthy child and adolescent development. A videocast and brief summary of the workshop discussions are posted on the NASEM website.

Tracy Gladstone, Ph.D. co-presented two posters at the 63rd annual meeting of the American Academy of Child and Adolescent Psychiatry in New York, NY in October. "**The Effect of Current Parental Depressive Symptoms on Child Preventive**

Intervention Response," (DiFonte, M.C., Gladstone, T.R., Diehl, A, Beardslee, W.R.) aimed to determine whether parental depressive symptoms are associated with child response to a preventive intervention for depression. In a multicenter trial, 316 adolescents with depression risk (i.e., elevated depressive symptom scores and/or a past history of depression) were assigned randomly to a cognitive behavioral prevention (CBP) or usual care (UC). Parents and adolescents were assessed at baseline, two months following the acute intervention, and at 20- and 32-months. During assessments, teens and parents completed the Center for Epidemiologic Studies Depression Scale (CESD; Radloff, 1991). The team presented data from the Boston site of this study. For families in the CBP, when parental baseline symptoms were more severe, children did not respond as well to the intervention. This finding suggests that when intervening with youth, it is critical to consider parents' current level of symptoms, as children may not reap the benefits of an intervention if their parent's depressive symptoms are severe. Future studies should consider the benefit of addressing parental symptoms concurrently with efforts to address youth risk for depression.

"**Suicidal Ideation Disclosure Among Suburban High School Youth**" (Crain, E.E., Gladstone T.R., DiFonte, M.C., Kane, A.K., Rogers, M.E.) examines the second leading cause of death among adolescents in the U.S. and how depression screening can be an effective intervention to improve mental health outcomes and prevent suicidal behavior. In schools, staff can serve as trusted

adults for adolescents when experiencing suicidal thinking (Kelly, 2016; Joshi, 2015; Condrón et al., 2014). However, it is not clear that adolescents are comfortable disclosing suicidal thinking to school staff. The research team investigated adolescent disclosure behaviors in a school-based depression and suicide screening program. Participants included 52 students from a suburban public high school who were screened for depression as part of a large-scale initiative. During interviews, using an abbreviated version of the Kiddie-Schedule for Affective Disorders and Schizophrenia (K-SADS) (Kaufman, Birmaher, Brent, Rao & Ryan, 1996), students were asked about current and past suicidal thinking. If endorsed, the Suicide Ideation Scale, Suicide Intent Scale, and Lethality Scale were administered. Interviews were conducted by mental health assessors who were not employed by the school. Overall, almost 30 percent of teens in the sample never disclosed their suicidal thinking to anyone, and no teens in the sample disclosed to a member of the school staff. While schools may play an integral role in accessing students for mental health screenings, students appear to be unwilling to disclose serious mental health concerns to school personnel. These data suggest that, in order to capitalize on benefits from school-wide screenings, outside personnel should be engaged to implement screening programs within the school context.

Gladstone presented **“The Family Talk Depression Prevention Program: Changes in parents’ depression and children’s internalizing symptoms over time”** (Martin, J., Gladstone, T.R., Diehl, A., Beardslee, W.R.) at the 50th Annual Convention of the

Association of Behavioral and Cognitive Therapies in New York, NY. The research team examined depression prevention efforts targeting youth depression, which may also reduce depressive symptoms in parents. Family Talk is a family-based depression prevention program targeting internalizing symptoms in youth ages eight to 15 years old who had not yet had a depressive disorder and who had a depressed parent. This clinician-based intervention includes six to 11 sessions with different family members who discuss how they are affected by depression. In a family meeting, the clinician and parents together present psycho-educational material about depression to the children, all family members share their experiences with depression, and the family focuses on ways to promote resilience. Telephone contacts or refresher sessions are offered at six- to nine-month intervals. The team presented on recent analysis of the data on the relation between children’s response to the intervention and parental symptoms and functioning.

In July, **Layli Maparyan, Ph.D.** presented **“Providing a Counter-Narrative to the Misuse of Religion”** at the Freedom and Security, Issues of Our Time: Steering Youth away from Violent Extremism to Prevent Terrorism: Exploratory Meeting held at the Radcliffe Institute for Advanced Study, Cambridge, MA. In September, Maparyan offered the keynote address, **“Research and Action: A pathway to social change leadership in higher education,”** at the Mellon Mays Undergraduate Fellows Northeast Regional Conference, Wellesley College, Wellesley, MA. She also served on

a panel entitled, *Feminisms Across Time and space*, a faculty symposium in honor of the inauguration of Paula A. Johnson, M.D., M.P.H. as Wellesley College’s new president. The panel analyzed feminism in its historical and contemporary dimensions and manifestations, in different cultural, national, and institutional contexts. Video recordings of the presentation and all the inaugural activities are on the college website: wellesley.edu/inauguration.

Sari Pekkala Kerr, Ph.D. presented on a September panel, **“Parental Leave and Its Benefits for Maternal, Child and Family Health,”** sponsored by the Committee for the Massachusetts Association for Women in Science held in Boston, MA. Organizers noted that the lack of paid parental leave policy has significant negative impacts on maternal and child health as well as the national economy. Poor maternal health due to stress, increase in infant mortality, and an annual predicted loss of over \$500 billion to the U.S. economy, are just a few examples of the cost associated with this issue. Despite that, the United States is still the only developed country that does not offer paid parental leave. Kerr discussed family leave policies with a focus on economic benefit and consequence.

Linda M. Williams, Ph.D. presented **“Alcohol Use and Sexual Violence Case Attrition: Outcomes in six jurisdictions in the U.S.”** at the American Society of Criminology Meeting (ASCM) in November in New Orleans, LA. Williams’s and the research team’s examination of the progress of sexual assault cases through the criminal justice system in six jurisdictions addresses the many questions

continued on next page

Recent & Upcoming Presentations

of concern to victims, practitioners, and researchers about why cases often do not move forward to arrest and prosecution. In discussions of the challenges these cases present, few issues have drawn as much attention as the role of alcohol use in sexual assault. Alcohol use is present in many cases and alcohol- or drug-facilitated sexual assault is estimated to impact 300,000–500,000 women in the U.S. each year. While most of these cases are never reported to the police, the ways in which alcohol-facilitated sexual assault of older adolescents, college students, and college-age women are handled by the system, once reported, is critical for understanding and remediating this problem. Based on analysis of over 3,000 cases reported to the police and in-depth qualitative interviews, this paper examined how alcohol use impacts sexual violence case attrition. The researchers describe how this case characteristic interacts with issues of consent, credibility, victim cooperation, and forensic evidence in arrest and prosecution decision-making.

Also at ASCM, Williams and **Alison Cares**, Ph.D. served as discussants on a roundtable focused on “**IRBs and Research with Victims.**” Research projects that involve gathering data from victims of crime often trigger full reviews by college, university, and other institutional IRBs (Institutional Review Boards) that are charged with the ethical oversight of research with human subjects. In many cases, those who do research with victims of crime are frustrated by what they see as unreasonable requirements placed on the research by their IRB. This roundtable was designed for

those who are doing or hope to do research involving victims of crime. It included discussion of common concerns voiced by IRBs about research with victims and suggestions for how to address those concerns via study designs that minimize potential harm and using past research on the impact of research participation on victims of crime and those who have been exposed to potentially traumatic events (e.g., Cook, Swartout, Goodnight, Hipp, & Bellis, 2014; Edwards, Probst, Tansill, & Gidycz, 2013; Finkelhor, Vanderminden, Turner, Hamby, & Shattuck, 2014; Shorey, Febres, Brasfield, Zucosky, Cornelius, & Stuart, 2013).

April Pattavina, Ph.D., Williams, and Melissa Morabito, Ph.D. presented the poster, “**A Case Study of Police and Prosecution ‘Real Time’ Adaptation to a Legislative Mandate to Test All Sexual Assault Kits,**” during the National Sexual Assault Policy Symposium

in Washington, D.C. in September, sponsored by the National Institute of Justice (NIJ). This inaugural symposium through the NIJ Forensic Technology Center of Excellence brought together hundreds of guests and speakers from across the country and focused on the strides the U.S. is making to find solutions to the complex issues that arise in sexual assault cases and in testing sexual assault evidence. The symposium highlighted current accomplishments and provided a forum for speakers and attendees to share valuable experiences from jurisdictions throughout the country. Advocates, victim-survivors, researchers, practitioners, legislators, and policymakers joined together in frank and compelling dialogues concerning program evaluation and enhancements, problem resolution, and successful implementation of best practices, lessons learned, and multidisciplinary interagency teams for sexual assault response. ■

A Case Study of Police and Prosecution "Real Time" Adaptation to a Legislative Mandate to Test All Sexual Assault Kits

Principal Investigators: April Pattavina, Ph.D.^{1,2}, Linda M. Williams, Ph.D.¹, Melissa Morabito, Ph.D.²
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ABOUT THIS PROJECT

Decision-Making in Sexual Assault Cases: Multi-site Replication Research on Sexual Assault Case Attrition in the U.S. DNA Supplement.

This project is a supplement to a replication study, funded by the National Institute of Justice, designed to examine sexual assault case attrition as reported in Spohn and Tetlis (2012). Attrition was examined beginning from first report to police through prosecution to understand where incidents fall out of the system and the case factors that influence attrition rates. Data were gathered for incidents reported from 2008 through 2010 in six police jurisdictions across the U.S.

The specific focus of the supplement is to examine in greater detail the impact of sexual assault forensic testing (rape kits) on key decision points and outcomes as outlined in Figure 1.

METHODOLOGY

In one jurisdiction included in the replication study, a new state law was recently implemented mandating the testing of forensic evidence in all old (previously untested) and all new sexual assault case kits ("rape kits") for which the victim consented to testing. Viabile DNA samples extracted from forensic evidence will be compared to samples included in CODIS for suspect identification.

Prior to the mandate, data for the SVCA study were being gathered on more than 900 sexual assault incidents reported to police from 2008 thru 2010. These data include details on the incident, victim and alleged offender characteristics and information on the collection of sexual assault forensic evidence. During this time period, the police were testing selected cases where forensic results would be of probative value. For the supplement study, any new outcomes resulting from mandated testing of the 2008-2010 previously untested cases are recorded and data from a new sample of 350 sexual assault incidents reported after the mandated sexual assault kit testing took effect are studied.

Key study objectives:

- 1) Document one police jurisdiction's real time organizational and procedural adaptation to an unfunded mandate to test all kits;
- 2) Compare case attrition before mandated testing and after mandated testing was implemented;
- 3) Determine the extent to which forensic testing identifies persons with DNA profiles in CODIS; and
- 4) Describe the victim notification process.

Figure 2. presents the analytic plan and includes relevant data sources and methodology

For more information, contact April Pattavina at April_Pattavina@uml.edu or Linda Williams at Linda.Williams@wellesley.edu

This presentation was funded in part under grant # 2012-SI-CR-0002, awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice to the University of Massachusetts Lowell and Wellesley Center for Women, Wellesley College. The content, format, and conclusions of this presentation are those of the contributors and do not necessarily represent the official position or opinions of the U.S. Department of Justice.

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