

Research \ Action

Report

From Persistence to Power:
Facts, Truth, & Equity for Women
Policy research forum for change makers



Featuring:

Where Are We Now: Justice and Gender-Based Violence Research Initiative • WCW Scholars Convene a Conference with Colleagues in Cabo Verde • *Women's Review of Books* Special Issue: Gender, Race, and Generations • Spotlight on New Funding & Projects • Updates from WCW Scholars & Projects

Shaping a
Better World
through
Research
& Action

**Wellesley
Centers for
Women**

Research \ Action Report

spring \ summer 2017

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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.

This year is half over, and it's been a whirlwind. The tumultuous political landscape, hate- and fear-filled public discourse, and invigorated activism have consumed our media feeds. The climate has impacted even interpersonal relationships. How did we get here?

The answer is not a simple one. But if we step back and reflect on decades of power struggles, social movements, and our complex history, we can see the patterns and better understand the reasons.

I was proud to partner with **Beverly Guy-Sheftall** and **Heidi Hartmann**, leaders of the Women's Research & Resource Center at Spelman College and the Institute for Women's Policy Research, respectively, to address this question during our recent policy research forum, "From Persistence to Power: Facts, Truth, & Equity for Women." As we discussed with a room filled with others seeking to regain footing, the individual stories may be new, but the struggles, turmoil, solutions, and hope are not.

All who care about social justice and equality can learn from one another. We can work to better understand the facts, we can learn and empathize with each other's perspectives, and we can align toward common cause, with respect and shared authority.

I believe that evidence that comes from high-quality research and theoretical innovation can empower such social action leadership. Our conference intended to do just that. As you will read (page 2), our dynamic speakers, scholarly experts, and advocates led meaningful discussion about important issues: the intersectionality of race, religion, and immigration in civic engagement; health, violence, and Title IX; paid leave through public policy; and the status of Black women in the United States. The conversations haven't ended; participants networked and built relationships that I am confident will strengthen their work. I invite you to view the proceedings online and to share these with others.

It's imperative that WCW continues to get our important work into the hands of those on the ground who can take it to the next level. I'm grateful that **Sari Pekkala Kerr** and **Nan Stein**,

WCW senior research scientists, and **Susannah Baruch** and **Deborah Holmes**, our outgoing and incoming chairs of the WCW Council of Advisors, respectively, shared their expertise during the D.C.

conference. Earlier this year, researchers **LaShawnda Lindsay-Dennis** and **Linda M. Williams** traveled with me to Cabo Verde for a conference with **Clementina Furtado** and our other partners at the Centre for Research and Training in Gender and Family at the Universidade de Cabo Verde. Our program offered government officials, UN officers, academics, students, and representatives of numerous community organizations and NGOs ideas and practices that can empower women and achieve social justice (page 8). As you review the next pages, you'll learn how our scholars have been sharing their expertise and informing social change. It's inspiring.

It's essential, as we continue our critical research and action work, that we look at the whole person and the many systems in which they are embedded. Every person's personal and public identities are comprised of race, gender, class, religion, ability, socioeconomic status, sexuality, and so much more. We've been considering intersectionality for more than 40 years and as you'll read in this report, so many of our scholars and program staff are helping to raise important perspectives utilizing this approach.

The realities of the changing political climate have put issues important to the lives of women and girls, families and communities at risk. Scholars at WCW rely on federal funding for our meaningful research. We, as always, remain nimble and confident. Together, with support from individuals, foundations, collaborators, and committed advocates, we will work to amplify our impact. The complex questions and problems of today require a team approach that WCW is well-poised to bring.



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

From **PERSISTENCE** *to* **POWER**: Facts, Truth, & Equity *for Women*

#persisttopower

Three of the leading gender-focused and policy research centers in the United States brought together an outstanding and diverse group of guests and speakers from the spheres of policymaking, research, business, labor, philanthropy, and advocacy in June for the policy research forum in Washington, D.C., “From Persistence to Power: Facts, Truth, & Equity for Women,” featuring keynote addresses by Maggie Hassan, U.S. Senator representing New Hampshire, and Charlotte Burrows, Commissioner, Equal Employment Opportunity Commission.

The Institute for Women’s Policy Research (IWPR) in Washington, D.C., the Women’s Research and Resource Center (WRRC) at Spelman College in Atlanta, GA, and the Wellesley Centers for Women (WCW) at Wellesley College in Wellesley, MA, assembled dynamic panels that considered gender while focusing on the intersectionality of race, religion, and immigration in civic engagement; child care and leave policies; women’s health, wellbeing, violence, and safety; and the status of Black women in the United States.

“Every person has their gender, race, ethnicity, and a host of other social identities that combine to inform their experience in the world, while all systems of oppression and privilege are also interlocking,” said **Beverly Guy-Sheftall**, Ph.D., Director of WRRC and Anna Julia Cooper Professor of Women’s Studies, Spelman College. “Being constantly aware of and attendant to the ways each of these work together to define the experience of individuals and groups is an essential

intersectional perspective.”

Participants and attendees left this day-long program with a better understanding of the complex issues underlying the social and political climate, empowered with research and resources to strengthen their fight for equity and influence.

“Leadership for social action is powered up by evidence that comes from high-quality research and theoretical innovation,” said **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann ’67 Executive Director of WCW. “Finding the right partners and working together to make sure key decision makers and practitioners have access to good research about women and girls helps us to amplify our impact.”

The Status of Black Women in the United States, the most comprehensive report on Black women in every state, produced by IWPR in collaboration with the National Domestic Workers Alliance (NDWA), was released and discussed during a special afternoon panel moderated by **Alicia Garza**, Special Projects

Director for the NDWA and co-creator of Black Lives Matter.

“Data has the power to provide solid evidence about how women are faring and what policies could lead to meaningful progress in women’s lives,” said **Heidi Hartmann**, Ph.D., President of IWPR. “This conference allowed us all to share important research, explore how different groups of women are impacted differently by public policies, and inspire action to address inequality.”



“From Persistence to Power: Facts, Truth, & Equity for Women” was held at the Barbara Jordan Conference Center at the Henry J. Kaiser Family Foundation in Washington, D.C. Video recordings with captioning are available online at: wconline.org/DC2017.

#persisttopower

MORNING KEYNOTE

Maggie Hassan, J.D., United States Senator from New Hampshire

Introduced by **Loretta Johnson**, Secretary-Treasurer, American Federation of Teachers, AFL-CIO, Chair of the Board, Institute for Women's Policy Research

PANEL ONE: HOW DID WE GET HERE?

Beverly Guy-Sheftall, Ph.D., Director, Women's Research & Resource Center, Anna Julia Cooper Professor of Women's Studies, Spelman College

Heidi Hartmann, Ph.D., President, Institute for Women's Policy Research

Layli Maparyan, Ph.D., Katherine Stone Kaufmann '67 Executive Director, Wellesley Centers for Women and Professor of Africana Studies, Wellesley College

PANEL TWO: THE INTERSECTIONALITY OF RACE, RELIGION, & IMMIGRATION IN CIVIC ENGAGEMENT

Layli Maparyan, Ph.D., Katherine Stone Kaufmann '67 Executive Director, Wellesley Centers for Women and Professor of Africana Studies, Wellesley College (Moderator)

Linda Goler Blount, M.P.H., President and CEO, Black Women's Health Imperative

Katherine Culliton-González, J.D., Senior Counsel, Demos

Deborah Holmes, B.A., Chief Communications and Engagement Officer, Women's Funding Network

PANEL THREE: WELLBEING, GENDER VIOLENCE, AND TITLE IX

Sarah Gonzalez Bocinski, M.A., Director, Economic Security for Survivors Project, Institute for Women's Policy Research (Moderator)

Susannah Baruch, J.D., Consultant, Women's Health and Genetics Policy

Jessica Davidson, B.A., Assistant Managing Director, End Rape on Campus

Nan Stein, Ed.D., Senior Research Scientist, Wellesley Centers for Women, Wellesley College

MIDDAY KEYNOTE ADDRESS

Charlotte A. Burrows, J.D., Commissioner, Equal Employment Opportunity Commission

Introduced by **Barbara Gault**, Ph.D., Vice President and Executive Director, Institute for Women's Policy Research

PANEL FOUR: ACHIEVING PAID LEAVE THROUGH PUBLIC POLICY

Jared Make, J.D., Senior Staff Attorney, Director, LGBTQ Rights and Defending Local Democracy Projects, A Better Balance, (Moderator/Speaker)

Sari Pekkala Kerr, Ph.D., Senior Research Scientist/Economist, Wellesley Centers for Women, Wellesley College

Jessica Milli, Ph.D., Study Director, Institute for Women's Policy Research

Marci Ybarra, Ph.D., Assistant Professor, The University of Chicago, School of Social Service Administration

PANEL FIVE: THE STATUS OF BLACK WOMEN IN THE UNITED STATES (RELEASE OF SPECIAL REPORT)

Alicia Garza, Special Projects Director for the National Domestic Workers Alliance, Co-creator of Black Lives Matter (Moderator/Speaker)

Chakilah Abdullah Ali, Member, National Domestic Workers Alliance

Monifa Bandele, Vice President & Chief Partnership & Diversity Officer, MomsRising.org

Nana Afua Y. Brantuo, Policy Manager, Black Alliance for Just Immigration

LaTosha Brown, Project Director, Grantmakers for Southern Progress, Neighborhood Funders Group

Jessica Byrd, Founder and Principal Strategist, Three Point Strategies

Tracy Sturdivant, Co-Founder and Co-Executive Director, Make It Work

Tanya Wallace-Gobern, Executive Director, National Black Worker Center Project

CLOSING REMARKS

Barbara Gault, Ph.D., Vice President and Executive Director, Institute for Women's Policy Research

This event received support from the Cowles/Sulzberger Fund at the Wellesley Centers for Women, Wellesley College.



WHERE ARE WE NOW: Justice and Gender-Based Violence Research Initiative

In fall 2015, the Wellesley Centers for Women (WCW) launched the Justice and Gender-Based Violence Research (JGBVR) Initiative to build on its work advancing the role that research plays in improving the lives of women and girls, families and communities. Led by Senior Research



Scientist **Linda M. Williams**, Ph.D., and an interdisciplinary group of collaborators, the JGBVR team conducts and disseminates research that meaningfully addresses the causes and consequences of gender-based violence and the social, health, and justice system responses to violent crime and victimization. To do this work, the initiative builds relationships with partners in the community, the criminal justice system, governmental and non-governmental organizations, international partners, and other researchers and institutes. Nine months later, the team has made great strides in linking its high-quality, gender-informed research with real action to improve the lives of women and girls in all roles of the criminal justice system—victims, offenders, workers, and policymakers.

Improving Outcomes for Child Sexual Abuse Cases

In the U.S., only a small portion of the child sexual abuse (CSA) cases that enter the justice system lead to prosecution while many other cases drop out of the system along the way—a phenomenon referred to as case attrition. To understand why some CSA cases make it to court while others do not, Williams is working in collaboration with **Stephanie Block**, Ph.D., of the University of Massachusetts Lowell on a research study funded by the National Institute of Justice—**The Prosecution of Child Sexual Abuse: A Partnership to Improve Outcomes.**

“In the study we take a child development and justice system approach to ask, what is happening with the child sexual abuse cases that make it to prosecution and what are the obstacles that are leading to high attrition rates for so many other cases,” Williams said. Throughout the project, Williams and Block will examine what contributes to successful prosecution of perpetrators while minimizing trauma to victims of CSA and their families. To do this, they will analyze 500 CSA cases that were referred for prosecution in several U.S. counties to

look at how the cases progressed through the system.

“We are identifying concerns among prosecutors around victim competency and credibility, victim cooperation, and evidentiary issues,” said Williams referring to preliminary data. Their approach is a case study design: they will take an in-depth look at the trajectories of the 500 CSA cases to capture the different ways prosecutors respond to CSA in the real world, looking at how details about the alleged incident, the victim, the perpetrator, the victim’s family, evidentiary factors, and prosecutorial decisions affect the directions and outcomes of the cases.

A major standout of this study is its collaborative nature. Williams and Block are building researcher-practitioner partnerships by working in conjunction with prosecutors’ offices and community partners to interpret findings that point to different barriers on the path to prosecution and then to use that knowledge to develop best practice guidelines for the field. These researcher-practitioner partnerships, they believe, lead to better criminal justice policy, practice, and research, by incorporating multiple points of view and experiences.

“We really could not do this work alone,” said Block. “Our partners in the field are essential to helping us understand

these obstacles to prosecution but also to make sure that our final guidelines will be helpful, from a policy and practice perspective, so that they will be used throughout the field.”

Another key component to this research project is mentorship. Over the course of the study, Williams has played a key role as a mentor to Block, helping her to develop her skills as a principal investigator conducting justice system research, and cultivating her interest in creating and sustaining criminal justice research-practitioner partnerships like the ones they rely on to do this work.

Thus far, Williams and Block have presented their work at the 2016 International Family Violence and Child Victimization Conference in Portsmouth, NH; the April 2017 Society for Research in Child Development Biennial Meeting in Austin, TX; the 29th Association for Psychological Science Annual Convention in Boston, MA, in May 2017; and a May 2017 lunchtime seminar at the Wellesley Centers for Women.

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

Principal Investigator: Linda M. Williams, Ph.D.

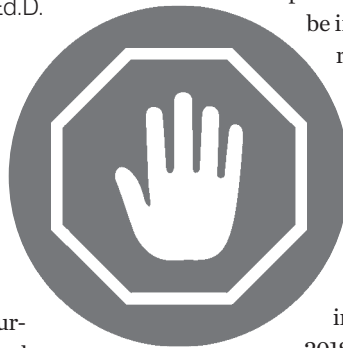
Co-Principal Investigator: April Pattavina, Ph.D.

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

Operations Manager: Mary Frederick

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

The JGBVR team has now begun the second phase of this project that will provide a systematic overview of how colleges are approaching the investigation and adjudication of sexual assault incidents. In phase one, 20 Wellesley College students were hired as research assistants to examine the websites of 1,000 four-year accredited institutions to evaluate the public promulgation of their policies and procedures related to reports of sexual assault. The team is now in the phase of interviewing 100 key campus stakeholders about their institutions’ policies and procedures in action. These interviews will identify what colleges see as successful approaches as well as current barriers to effective investigation and adjudication of sexual assault. Based on the research, the team will work with a dedicated board of advisors to create tools that can help institutions develop and revise procedures for a workable, fair, and equitable process that fits their campus needs. Planned resources for college sexual assault investigation and adjudication include: a policy checklist (guided by federal legal requirements), guidance for conducting a website self-evaluation to gauge clarity and comprehensiveness, and a digest of investigation and adjudication approaches including highlights of the strengths and complexities of each approach.



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

Principal Investigators: Linda M. Williams, Ph.D.; Melissa Morabito, Ph.D., and April Pattavina, Ph.D.

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

The JGBVR team is currently in the last stages of funded research designed to uncover and interpret patterns in the attrition of sexual assault cases—examining how and why some incidents of sexual assault reported to the police fall out of the system at key decision points during the investigation and prosecution stages. In six jurisdictions across the U.S., they tracked rape and attempted rape cases and documented the flow of reports through each stage, analyzing detailed case records on over 3,000 sexual violence cases to understand the dynamics including victim, offender, and case characteristics associated with attrition. They have conducted interviews and focus groups with key personnel to explore how criminal justice actors understand their roles and describe their experiences in handling sexual assault incidents and to learn about victim experiences and recommendations for change.

An important focus of the work is on understanding how relationships between the police, prosecutor, and victim advocates can be improved to facilitate the best possible responses to reports of sexual assault; look for forthcoming reports in late 2017.

Campus Connections

During the spring of 2017, Williams served as a research advisor to two Wellesley College students: **Cassandra Allen** (Class of 2018), recipient of the 2016 Wellesley Centers for Women endowed Class of ’67 internship and Davis Scholar **Monica Naranjo** (Class of 2018). Both students presented their work at the College’s annual Ruhlman Conference in April 2017. Allen presented the talk, “What Factors Predict the Preparation of Sexual Assault Evidence Kits Among College-Aged Women?” and Naranjo presented, “Responding to Reports of Sexual Violence: Victim Service Professionals Testimonies on Challenges Faced with the Criminal Justice System, Assessment of Victims’ Needs, and Future Recommendations.”

Global Work

The JGBVR Initiative was represented during a trip to Cabo Verde (see page 8) where Williams presented her work on “Promoting Justice for Women and Improving Responses to Gender-Based Violence” and met with representatives of governmental and non-governmental agencies working toward the health and wellbeing of women and girls and prevention of gender-based violence. ▀

Learn more about the Justice and Gender-Based Violence Research Initiative at wcwonline.org/jgbvr and keep up with their work in real time on twitter (@jgbvr_wcw).

Gender, Race, and Generations: A Roundtable Discussion

A SPECIAL WOMEN'S REVIEW OF BOOKS FEATURE

Last year, **Amy Hoffman**, M.F.A., editor-in-chief, *Women's Review of Books* (WRB) began thinking about the organizing by Black Lives Matter against police violence and other forms of racist oppression, the intersectional politics of this new movement, and its similarities and differences—in politics and strategies—from previous organizing. She decided to bring together (virtually, through email) a few older and younger Black women activists to talk about their experiences and ideas. A special roundtable discussion with **Demita Frazier**, J.D., **Stacey Patton**, Ph.D., **Barbara Smith**, and **Mecca Jamilah Sullivan** was featured in the March/April 2017 issue of WRB.



Frazier is a lifelong political activist, beginning at age 14, when she became an avid anti-Vietnam War protester after learning the impact of the war on Black people and other people of color. She was a founding member of the Combahee River Collective, a radical Black feminist organization that convened from 1975–1981. She has remained, through several decades of community organizing in coalition with other radical and progressive groups, an unrepentant Black feminist. She teaches in the Bridges Program at Bunker Hill Community College in Boston, MA, and has taught and lectured at colleges and universities around New England.

Patton is an award-winning journalist, historian, and child advocate. She is the author of the memoir, *That Mean Old Yesterday* (2008) and the study, *Spare the Kids: Why Whipping Children Won't Save Black America* (2017).

Smith is a Black feminist author and activist who has played a groundbreaking role in opening up a national cultural and political dialogue about the intersections of race, class, sexuality, and gender. She has been politically active in many movements for social justice since the 1960s.

Sullivan is assistant professor of Women, Gender, Sexuality Studies at the University of Massachusetts, Amherst, where she is

completing a manuscript, *The Poetics of Difference: Queer Feminist Forms in the African Diaspora*, which explores gender, sexuality, and poetic form in global Black women's literary cultures. She is the author of the short story collection, *Blue Talk and Love* (2015). Her fiction and essays have been published widely.

The activists answered these questions posed by Hoffman:

How do you define yourself politically—feminist, Black feminist, womanist, radical feminist, none of the above, all of the above?

What's your experience of working and interacting across generations? What do you wish the younger generation would learn from the older generation? What do you wish the older generation would learn from the younger one?

What issues are most important to you right now? Can you share an example of a success in making change around one of these issues?

Who or what are your influences and inspirations? How do you keep going?



Women's Review of Books print subscribers can now access an electronic copy of *Women's Review of Books* at wcwonline.org/WRBreadonline.

This special roundtable is available free online: wcwonline.org/wrbRaceRoundtable

Spotlight on New Funding & Projects

21st Century Community Learning Centers and Literacy Skills

Project Director: Georgia Hall, Ph.D., with American Institutes for Research

Funded by: The Charles Stewart Mott Foundation

In partnership with the Massachusetts Department of Elementary and Secondary Education (ESE), and the Minnesota Department of Education (MDE), researchers at American Institutes for Research (AIR) and the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women are undertaking a study that explores how high-quality out-of-school time (OST) programs can promote participants' literacy development and the role social and emotional learning (SEL) may play in supporting the development of literacy-related skills. The study is being undertaken in 21st Century Community Learning Centers (21st CCLCs) funded by ESE and MDE that have a demonstrated capacity and track record of providing high-quality afterschool programming over several years. The proposed study is intended to lay the groundwork for the partnership to conduct a series of methodologically rigorous studies that examine the relationship between program quality, SEL skill development, and a variety of school-related outcomes. Information yielded from these studies will assist ESE and MDE in making decisions on how to further develop and support the 21st CCLC grantees to maximize the achievement of a variety of desired youth outcomes associated with youth development and school success while expanding the evidence base for the merit of continued investment in the 21st CCLC program and OST more broadly.

Adolescent Communication with Family and Reproductive Health

Project Director: Jennifer M. Grossman, Ph.D.

Funded by: National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health & Human Development

Family communication about sex can reduce risky sexual behaviors, but most studies focus only on the teen-parent dyad. High levels of extended-family involvement in childrearing and sexuality communication, such as with grandparents, aunts and uncles, older siblings and cousins, and "fictive kin," especially in Black and Latino families, suggest the importance of assessing this under-studied influence. This mixed-methods study will undertake the first comprehensive assessment of teens' extended-family sexuality communication and its associations with sexual behavior, and includes extended-family perspectives in order to apply quantitative findings to prevention and intervention programs. The study applies an established conceptual model of parent-teen sexuality communication to extended family, which recognizes both direct talk about sex and indirect (less straightforward) sexuality communication, which predict teens' sexual beliefs and behaviors. The significance of this work lies in its comprehensive focus on the full range of partners in family sexuality communication, assessing whether this communication is helpful or harmful to teens' sexual health. It contributes to public health by guiding action steps for how extended family influence on teen sexual health can direct inclusion of larger family systems, beyond the nuclear family, into prevention and intervention programs.

The Prosecution of Child Sexual Abuse: A partnership to improve outcomes

Project Director: Linda M. Williams, Ph.D., with University of Massachusetts Lowell

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

In collaboration with prosecutors' offices and mentors from the field, researchers at the University of Massachusetts Lowell and the Wellesley Centers for Women have undertaken research designed to increase knowledge of the criminal prosecution of child sexual abuse (CSA) cases, the characteristics of cases prosecuted, and the factors associated with case attrition. Designed to enhance current and foster new researcher-practitioner collaborations, this research will identify barriers to prosecution of offenders and factors that contribute to successful outcomes while minimizing victim trauma. The attrition of CSA cases from the criminal justice system has been a concern to victims, practitioners, and researchers for decades. This study will document (1) case attrition; (2) the frequency with which CSA cases require the child to testify at multiple hearings, directly confront the alleged perpetrator, and experience harsh cross-examination; and (3) the factors that impact case outcomes. This research will identify factors (details about the alleged incident, victim/victim family, perpetrator, evidence, prosecutorial decisions) that affect the trajectory and outcomes of cases and will lead to recommendations to improve outcomes for victims and successful prosecution of perpetrators. The results of this study will contribute to scholarly and practice-oriented literature and understanding of CSA case attrition with the goal of increasing access to justice for victims and successful prosecution of perpetrators.

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Spotlight on New Funding & Projects

continued from page 7



Additional Funding

Tracy Gladstone, Ph.D., in collaboration with Boston Children's Hospital, received additional funding from the Sidney R. Baer Foundation for "Depression Prevention Dissemination."

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

Nancy Marshall, Ed.D., provided Peabody Picture Vocabulary Test-4, Test de Vocabulario en Imagenes Peabody, and Phonological Awareness Literacy Screening data review, analysis, and reporting to Nurtury. Marshall also prepared a Boston Quality Inventory Observation Report for public dissemination for the United Way of Massachusetts Bay.

The **National Institute on Out-of-School Time** (NIOST) at the Wellesley Centers for Women received support for training, technical assistance projects and continuing evaluations from Reebok International, Inc.; Foundation for MetroWest; Jacksonville Children's Commission; Tenacity; United Arts Council of Collier County; The Wallace Foundation; Boston Afterschool and Beyond; American Museum of Natural History; Wyoming Afterschool Alliance; Belle Chase Academy; Capitol Region Education Council; Berks County Intermediate Unit/Pennsylvania Key; Massachusetts Department of Elementary and Secondary Education; and the New Jersey School-Age Care Coalition.

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

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

Joanne Roberts, Ph.D., with funding from the Massachusetts Department of Early Education and Care, performed Environmental Rating Scales (ERS) observations and data collection and provided technical assistance to family child-care providers, center-based programs, and out-of-school time programs. Roberts also made recommendations to refine the Massachusetts Quality Rating and Improvement System based on ERS research, trends in aggregate data from site visits, and other data relevant to help develop Massachusetts policy surrounding quality in early education and child care.

Wendy Robeson, Ed.D., provided Peabody Picture Vocabulary Test-4 and Phonological Awareness Literacy Screening PreK training to Nurtury. Robeson and Marshall performed data collection and evaluation for James Bell Associates, Inc., with funding from the Children's Investment Fund.

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

Wellesley-Cabo Verde Convening

The Centre for Research and Training in Gender and Family at the Universidade de Cabo Verde (CIGEF) and the Wellesley Centers for Women (WCW) held a joint conference, **Gender, Social Justice, and Women's Empowerment**, in Cabo Verde in February. **Vanessa Britto**, M.D., Wellesley College Medical Director; **LaShawnda Lindsay-Dennis**, Ph.D., WCW research scientist; **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann '67 Executive Director of WCW; and **Linda M. Williams**, Ph.D., WCW senior research scientist, were among the presenters. Attended by government officials, UN officers, academics, students, and representatives of numerous community organizations and NGOs, the conference symbolized the cementing of a partnership that has been growing since 2013.

"Our joint conference reflected an important effort to work across the language barrier to share research and best practices related to issues facing women and girls worldwide," Maparyan said. "Researchers, practitioners, and policymakers from Cabo Verde, the U.S., and other countries came together to learn together, converse about strategies, and build new working relationships."



Layli Maparyan (L) and Vanessa Britto (R) receive a gift from Judite Nascimento (C), Reitor (Rector/President) of Universidade de Cabo Verde.



The delegation included, from left to right: Vanessa Britto, Naldi Veiga, Clementina Furtado, Linda M. Williams, Layli Maparyan, Antonio Igrejas, and LaShawnda Lindsay-Dennis

The conference convened experts who could work on different themes aiming at the same goal: social justice and the empowerment of women.

“As a result, those presentations have the potential to help us understand how to reduce poverty and socio-economic vulnerability,” said **Clementina Fortado**, Ph.D., CIGEF director. “The great news is related to the new vision on feminism and reflection about women in STEM.”

For CIGEF it was another very important step, Furtado noted, as the recommendations opened up horizon in regards to a new action research that can be carried out in the near future. “The engagement and the solidarity of women that have been in more privileged positions, and the involvement of men are the hope for social changes,” she said. “The changes can occur on the promotion of the most vulnerable women, which can result in reduction of gender inequality, and that can translate into a more inclusive and egalitarian society.”

“The visit to Cabo Verde further reinforced the WCW mantra that a world that is good for women is good for everyone—for all of the society—women, men and children,” said Williams. “One can see it clearly in this small island country, which developed from a legacy of slavery coupled with strength and resilience of the people. Starting with health care for women at all stages of the life course, those in both governmental and non-governmental organizations demonstrated the importance

of working together for empowerment of the whole woman, that is, recognizing the need for justice, education, and economic and social equality. Not just one but ALL of these pieces must come together for women to be free from gender-based violence and free not only to survive but to thrive. As women thrive then Cabo Verde shall thrive.”

Williams noted that new ideas percolated, such as working together to identify and intervene in situations that are ripe for the expansion of sex trafficking and commercial sexual exploitation, as well as developing training, education, and social support opportunities for young women to find economic success in

arts, science, and technology as alternatives to being forced into the sex trade.

This summer, Cecilia Barreto (Class of 2020), a WCW student research intern, supported by the Anchor Point Fellowships program at Wellesley College, is working with CIGEF in Cabo Verde on a study of gender relations in the context of immigration, as well as helping to build a database of research on Cabo Verdean families. This development has resulted from collaboration of the Cabo Verde Working Group at Wellesley College. ■



The delegation visited OMCV, a women’s non-government organization that provides services for health, women’s rights, vocational training and pre-primary education, new information and communication technologies, microcredit, income generating activities, and women entrepreneurship, among others.

Short Takes

NIOST Recognized for Supporting Health & Wellness

The National Afterschool Association (NAA) has named the **National Institute on Out-of-School Time** (NIOST) as one of its 2017 Most Influential in Health & Wellness. The NAA sought to honor those whose service, action, and leadership align with and support Healthy Eating and Physical Activity (HEPA) Standards and affect large numbers of youth, families, or afterschool professionals. Several years ago, NIOST, with funding from the Robert Wood Johnson Foundation's Active Living and Healthy Eating Research divisions, examined physical activity and eating experiences in a national sample of out-of-school time programs. This work led to the founding of the Healthy Out-of-School Time (HOST) Coalition (niost.org/HOST) and the writing of the HEPA Standards with NIOST's partners—the YMCA of the USA and Jean Wiecha at RTI International. The NAA adopted the standards in 2011 and takes a national strategy for sharing, disseminating, and promoting the standards.



New Book by WRB Editor

The Off Season, a forthcoming novel by **Amy Hoffman**, M.F.A., editor-in-chief of Women's Review of Books, will be published by the University of Wisconsin Press in October 2017. Hoffman will be speaking about her writing throughout the year to various communities, including during a November 30 Lunchtime Seminar at the Wellesley Centers for Women. In May, she presented "From the Archives" talk about *Bad Attitude* magazine at Boston's LGBT History Project.

Jean Baker Miller Training Institute Update

In June, the Jean Baker Miller Training Institute (JBMTI), a legacy project of the Wellesley Centers for Women (WCW), held "Gathering Our Power," a multi-day participatory meeting during which long-time supporters and Relational-Cultural Theory (RCT) practitioners shared experiences and connected to discuss how their work can further contribute to clinical, social, and institutional progress. Facilitators, including JBMTI faculty and WCW Senior Scholars **Amy Banks**, M.D., **Judith Jordan**, Ph.D., and **Maureen Walker**, Ph.D., came together with other facilitators to address questions such as: How do we deal with political issues in our clinical practices? How do we practice radical empathy in the midst of radical difference? What are the tools we need to hone to connect across difference? What does an attitude of learning look like? Recently, JBMTI established a separate nonprofit (501c3), The Center for Relational-Cultural Growth, which will serve as the official organization and funding arm for the institute. More information will be posted on jbmti.org this fall.



WCW researchers, program staff, and administrators come together twice each year for staff retreats to share important organization updates and to renew energy for the important work undertaken. Pictured are those WCW team members who were a part of the Spring 2017 Retreat.



National SEED Project Appoints New Associate Directors

The **National SEED Project** (Seeking Educational Equity and Diversity), one of the nation's largest peer-led professional development programs for teachers, college faculty, parents, and community leaders, recently announced the appointment of **Motoko**

Maegawa and **Ruth Mendoza**

as associate directors.

Maegawa will initially focus on supporting and expanding regional networks of SEED leaders; Mendoza on international expansion. They join co-directors **Emmy Howe**, **Gail Cruise-Roberson**, and **Jondou Chase Chen** on SEED's leadership team.

"Motoko and Ruth have demonstrated a deep commitment to the personal and communal work of learning, equity, and the valuing of all

voices," said Howe. "We are thrilled to have them take on even greater leadership roles at SEED as we celebrate our 30th year and move into our fourth decade."

Maegawa began her career in 1999, teaching at both public and independent schools, and is currently the head of middle school at Bernard Zell Anshe Emet Day School in Chicago, IL, a position she has held since 2012. As of July 1, she is a facilitator/associate with the CRLT Players at the Center for Research on Learning and Teaching at the University of Michigan. The Players use theater as a means of opening up conversations on equity and inclusion.

Maegawa became a SEED leader in 2009, when she was head of middle school and

assistant head of school for diversity initiatives at University Liggett School in Grosse Pointe Woods, MI. She became a SEED staff member in 2012, helping to train new leaders at the organization's residential New Leaders Week. She co-facilitated the student SEED group at the



Motoko Maegawa



Ruth Mendoza

Latin School of Chicago from 2013–2015, and has co-facilitated the faculty SEED group for teachers at Bernard Zell and the Latin School. In 2013, she became the lead organizer for Chicagoland SEED, the network for regional SEED leaders.

Maegawa was a founding member and chair of the Independent Schools of the Central States (ISACS) Equity and Justice Committee; a member and co-chair of the Association of Independent Michigan Schools (AIMS) Diversity Committee; and a founding organizer of the AIMS Middle School Diversity Summit and AIMS Lower School Diversity Summit.

Born and raised in La Paz, Bolivia, Mendoza came to the United States at age 18 and is now

a senior kindergarten teacher and the SEED coordinator at The Meadowbrook School in Weston, MA, where she has been since 2003. She first trained as a SEED leader in 2010, co-facilitating Meadowbrook's SEED seminars for faculty, staff, and parents, and became a

SEED staff member in 2012.

Since 2015, she has co-facilitated the regional New England SEED leaders group. In 2010, she co-founded and co-developed curriculum for Meadowbrook's Students of Color group and in 2011, co-developed the school-wide All Working At Racial Equity (AWARE) curriculum. She has served on the school's Diversity Committee and leads the Junior Kindergarten through second grade affinity group. She was

also a founding member of Meadowbrook's Multicultural Teaching Institute summer conference, which launched in June 2014.

SEED, founded by **Peggy McIntosh**, Ph.D., former associate director of the Wellesley Centers for Women, in 1987, is a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. They do so by training individuals to facilitate ongoing SEED seminars within their own institutions and communities. Learn more at nationalseedproject.org.

Recent & Upcoming Presentations

▮ Social Emotional Learning in Elementary Education

Kamilah Drummond-Forrester, M.A., C.A.G.S., Open Circle program manager, and **Nancy MacKay**, B.A., co-director, co-presented with **Noah Rubin**, Ed.D., director of the Elementary Education Program at Wellesley College, on “Building a Partnership for Social and Emotional Learning Actualization in Undergraduate Teacher Education” during the Consortium for Excellence in Teacher Education Conference in October 2016 at Wellesley College, Wellesley, MA. Drummond-Forrester and MacKay led workshops on integrating mindfulness and dimensions of differences and similarities into social and emotional learning at the Blueprint for Educational Excellence Annual Institute 2017 in Reading, MA, in March 2017. Drummond-Forrester and **Peg Sawyer**, B.S.Ed., led a workshop on multicultural literature that supports social and emotional learning at Boston Public Schools’ 2nd Annual Social Emotional Learning Forum in Randolph, MA, in March. Rubin presented a paper, “Building a Training Partnership for Social and Emotional Learning Actualization in Pre-service Teacher Education,” authored in collaboration with **Jennifer Grossman**, Ph.D., Wellesley Centers for Women research scientist, **Nova Biro**, M.B.A., co-director, MacKay, and Drummond-Forrester, at the American Education Research Association 2017 annual conference in San Antonio, TX, in April.

▮ Immigrant Women Workers and Occupational Health

Nancy L Marshall, Ed.D., WCW associate director and senior research scientist and director of the Work, Families, & Children

Team, presented “Immigrant Women Workers and Occupational Health” during Work, Stress and Health 2017: Contemporary Challenges and Opportunities, the 12th International Conference on Occupational Stress and Health this past June in Minneapolis, MN. While immigrant workers are 17 percent of the U.S. workforce, 41 percent of immigrant workers are women. Immigrant women workers are more likely than native-born women to be employed in service occupations (healthcare support, food preparation, building cleaning and maintenance, and personal care and services) and production occupations, where they face significant occupational health and safety hazards. These risks can be compounded for workers who are undocumented or do not speak English fluently. This paper reviews the specific risks faced by immigrant women workers, and some responses available to reduce these risks.

▮ Domestic Violence Training Keynote

Jean Kilbourne, Ed.D., WCW senior scholar, served as keynote speaker for the Florida Coalition Against Domestic Violence Biennial Statewide Training Institute in May. The program, Bridging the Gap: A Collaborative Approach to Ending Domestic Violence, featured workshops focused on effective advocacy, coordinated community response, criminal justice, technology safety, child and youth advocacy, and empowerment based advocacy.

▮ Mitigating Bias in Research Observations

In March 2017, **Linda Charmaraman**, Ph.D., WCW research scientist, presented a talk

about mitigating bias in observations and evaluations at a workshop co-sponsored by **National Institute on Out-of-School Time** (NIOST) and Boston After School & Beyond. This topic is pertinent to her current William T. Grant Foundation funded supplement study on Reducing Cultural Bias in Youth Program Observations, which is part three of a series of studies funded by the Foundation.

▮ Confronting Privilege Systems

This past spring, **Peggy McIntosh**, Ph.D., founder and senior associate of the National SEED Project (Seeking Educational Equity & Diversity), visited a number of institutions and organizations, including: the Warring School in Beverly, MA; Heronfield Academy in Hampton Falls, NH; and the Rush Medical Center in Chicago, IL. At the University of Washington, Seattle, WA, McIntosh facilitated a three-hour conversation on “Interrupting Privilege” with 40 alumni and 40 current graduate students. During the 18th annual White Privilege Conference, held in Kansas City, MO, she presented “A Conversation on Moral Courage: Doing our Work in the Age of White Supremacy, White Nationalism and *Make America Great Again*.” During this interactive format, attendees testified briefly about the moral and intellectual pressures they face in the social-political climate. They answered questions including: How are people using their life energy to counter the threats that the social-political turnaround poses to us? Do we dare to talk more openly about privilege, supremacy, and fraudulence? Participants in this session talked about what has changed for them politically and what strategies they feel can increase strength, courage, and integrity in them. In early

May, McIntosh facilitated a discussion on Debbie Irving's book *Waking Up White* with community members in Andover, MA. In August, she will offer a keynote during the American Psychological Association's 125th annual meeting in Washington, D.C.

Womanism

This past winter, **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann '67 Executive Director of WCW, offered several presentations, including: "Womanism and inclusion of grassroots women in global problem solving discourse" during the Albright Institute Wintersession 2017 at Wellesley College, Wellesley, MA; "Applied womanism: What womanism offers this moment" to the Africana Studies Department at Clark University, Worcester, MA; "Luxocracy: Womanist architecture of a different world and recipe for transformation of these times" during the Sarah Doyle Women's Center's Women's History Month 2017 program at Brown University, Providence, RI.

National Afterschool Association Annual Convention

The **National Institute on Out-of-School Time** participated in the National Center on Afterschool and Summer Enrichment (NCASE) webinar, "Professionalizing the Workforce in Out-of-School Time & School-Age Child Care," during the National Afterschool Association (NAA) Convention in Dallas, TX. **Ellen Gannett**, M.Ed., NIOST director, and **Kathy Schleyer**, M.S., NIOST director of training, presented "CQI: From Buzzword to Game Plan!" an interactive workshop that illustrated the process by

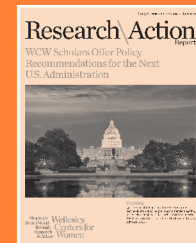
highlighting programs and states that are using the approach, during the convention.

Georgia Hall, Ph.D., WCW associate director and NIOST senior research scientist, co-presented "Active Kids=Active Minds! Get Moving & Learning" with **Laura Burati** and **Erikka Moreno** from BOKS-Build Our Kids' Success during the March conference.

Global Empowerment Meeting

Sari Pekkala Kerr, Ph.D., WCW senior research scientist/economist, presented on a panel, "Migration, Relatedness and Cultural Learning," during Harvard University's Center for International Development's ninth annual Global Empowerment Meeting (GEM 2017) in Cambridge, MA. Kerr gave a synopsis of a vibrant body of research on patterns of skilled-migration and lessons for developed and developing countries during the April program. The sessions at GEM allowed for wide-ranging discussions around what defines a society's "sense of us," how policymakers make decisions within the constraints of societal identity, and the importance of authentic leadership for building state capability and unlocking economic growth.

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New Findings & Publications

■ **Linda Charmaraman**, Ph.D., WCW research scientist, co-wrote a book chapter entitled, “Escaping from worries or facing reality: A survey study of adolescent attitudes about sexist and homophobic stereotypes in mainstream U.S. media” for inclusion in the forthcoming book, *Beyond the stereotypes—Boys, girls, and their images*, which will be published in December 2017 by Nordicom. Charmaraman collaborated with **Amanda Richer**, WCW research associate; **Brianna Ruffin**, Mellon Mays Fellow; **Budnampet Ramanudom**, former WCW intern and current Mellon Mays Fellow; and **Katie Madsen**, Sophomore Early Research Program intern. In this chapter the team examines the influences of being exposed to gender and sexual orientation stereotypes in the media on U.S.-based adolescents aged 12-18. Among the findings, girls and sexual minorities were less likely to see their gender and sexual orientation reflected in their favorite television show characters,



felt more personally affected by gender stereotypes, and were more likely to believe that sexism and homophobia needed to be addressed in the media. Sexual minorities reported more often becoming frustrated with stereotypes while watching television.

Charmaraman collaborated with scholars from Harvard University Graduate School of Education, University of Washington, Indiana University, Vienna University of Technology, and University of Minnesota, to write a state-of-the-field article for a special issue in *Pediatrics*, forthcoming September 2017. The article, “Digital life and youth well-being, social-connectedness, empathy, and narcissism,” examines a complex interplay of individual

factors, type of digital media engagement, and experiences in media contexts that inform outcomes related to wellbeing, social connectedness, empathy, and narcissism. The authors argue that further research is needed to uncover how, where, when, and for whom digital media practices support positive wellbeing and social connectedness outcomes. While existing research suggests that digital life has mixed potentials and effects for wellbeing, the authors provide recommendations for clinicians, policymakers, and educators in partnering with caregivers and youth to support media use that promotes positive outcomes.

■ **Georgia Hall**, Ph.D., WCW associate director and senior research scientist at the National Institute on Out-of-School Time, authored two articles, “Program Development, Implementation, and Evaluation” and “Summer Learning” for inclusion in the *SAGE Encyclopedia of Out-of-School Learning*, edited by Kylie Pepler (2017). This new publication documents what the best research has revealed about out-of-school learning; what facilitates or hampers it; where it takes place most effectively; how we can encourage it to develop talents and strengthen communities; and why it matters. Key features include: approximately 260 articles organized A-to-Z in two volumes available in a choice of electronic or print formats. Articles, specially commissioned and authored by key figures in the field, conclude with Cross References and Further Readings to guide students to the next step in a research journey.

■ **Sari Pekkala Kerr**, Ph.D., WCW senior research scientist/economist, co-authored “The Expanding Gender Earnings Gap: Evidence from the LEHD-2000 Census,” (Claudia Goldin, Kerr, Claudia Olivetti, and Erling Barth), published by *American Economic Review: Papers & Proceedings 2017*. The gender earnings gap is a shifting statistic; it widens with age, especially in the 15 to 20 years after leaving school. It

expands more for those who are married and even more for those with young children. The increased gap is far greater among college graduates than others and in sectors known to penalize shorter hours, job flexibility, and time off (see Bertrand, Goldin, and Katz 2010 on M.B.A.s). It exists even when controls are added for hours worked per week and weeks per year. Kerr also co-authored (with William Kerr), “Immigrant Entrepreneurship,” a Harvard Business School Working Paper (June 2016) and NBER Working Paper, No. 22385 July 2016. In this paper, the authors examine immigrant entrepreneurship and the survival and growth of immigrant-founded businesses over time relative to native-founded companies.

■ The **National Institute on Out-of-School Time** (NIOST) published *Strengthening and Safeguarding Continuous Quality Improvement Systems: Lessons from Afterschool System Builders*, by **Elizabeth Starr**, M.Ed., **Sasha Stavsky**, M.A., and **Ellen Gannett**, M.Ed. This report, developed for the Wallace Foundation by NIOST, examines activities that partner organizations in nine afterschool-system-building cities undertook to ensure quality and effective programming, including: expanding youth participation in afterschool programs; improving the quality of programs; improving policies, governance, and coordination within the system; and developing systems to collect and use data to inform their system-building activities. The paper is available on niost.org.

■ **Nan Stein**, Ed.D., WCW senior research scientist, authored a chapter addressing whether actions are bullying or harassment within the missing discourse of rights, which will be included in *Bullying: A Reference Handbook*, a new book edited by Jessie Klein, published by ABC-CLIO (forthcoming).

WCW Special Lectures & Luchtime Seminar Series

During the spring and fall academic semesters, the Wellesley Centers for Women (WCW) invites the public to learn about the work of WCW researchers and program staff during its Luchtime Seminar Series and through special public lectures. The programs are free, and topics of discussion include the Centers' key areas of focus: education, economic security, mental health, youth and adolescent development, and gender-based violence.

Several of the programs from this past spring were filmed and streamed live on the WCW Facebook page. Those video recordings can be seen at facebook.com/wcwonline or wcwonline.org/video. Many earlier Luchtime Seminars were audio recorded and are available at wcwonline.org/audio.

Audio and/or video of presentations from the past year include:

A Mother-Daughter Journey in Research and Action: Working on obstetric fistula in Ethiopia

Presented by Sarah Gladstone and Tracy Gladstone, Ph.D., WCW associate director and director of the Stone Primary Prevention Initiative (49:38)

When Sarah Gladstone (Wellesley Class of 2020) was 12, she was encouraged by her synagogue to develop a social justice project in honor of her forthcoming bat mitzvah. She soon discovered the plight of young girls in Ethiopia who, forced to marry and bear children, are left with a fistula, a medical condition that isolates them from their communities and leaves them physically and psychologically broken. Sarah committed herself to educating her community about this issue, and to raising the money to pay for one girl's medical costs. She has since raised more than \$10,000 to help many young women.

Tracy Gladstone, Ph.D., Sarah's mother, and Wellesley Centers for Women (WCW) associate director and director of the Stone Primary Prevention Initiatives, soon began considering ways her clinical research focused on depression prevention and treatment could also benefit women recovering from fistula repair surgery. Working with colleagues in Ethiopia and the U.S., Tracy co-designed Project COFFEE, a program delivered to women while they are recovering from fistula repair surgery in the hospital, that aims to promote mental health and support re-integration. An open trial of this intervention conducted in Gondar, Ethiopia, showed promising results for women who participated.

Tracy and Sarah discussed their five-year journey working on obstetric fistula in Ethiopia during this special presentation in honor of Mother's Day, moderated by Layli Maparyan, Ph.D., the Katherine Stone Kaufmann '67 Executive Director of WCW. *View and share via facebook.com/wcwonline or wcwonline.org/video*

Attacks Against Girls' Education as a Tactic of Terror

Presented by Rangita de Silva de Alwis, S.J.D., WCW senior scholar, on April 28, 2017 (32:33)

From Malala to the girls of Chibok in Nigeria, in many parts of the world, there is a war being waged against girls' education. Malala

remains a powerful symbol of girls whose lives are under attack for attending school, but thousands of other girls are threatened daily for their temerity in attending school. Despite Security Council Resolution (UNSCR) 1325 on Women Peace and Security and its progeny, no security council resolution addresses attacks on girls' education directly. Given that attacks against girls' education have become strategic weapons of war, it is important to adopt a UNSCR that addresses attacks against girls' education as a tool of terror.

A WCW senior scholar and human rights scholar with experience in over 26 countries around the world de Silva de Alwis was the director of international human rights policy programs at WCW until 2012. She now serves as the associate dean of International Affairs at University of Pennsylvania Law School. Additionally, she has served as a consultant to UN agencies and offices committed to children, human rights, and social advancement and has developed vast networks of academic, government, and nongovernment organizations dedicated to women's human rights and policy reform. *View and share via facebook.com/wcwonline or wcwonline.org/video*

Media Use, Civic Engagement, and Health

Presented by Linda Charmaraman, Ph.D., and Wellesley College student research assistants Faith Arimoro (Class of 2017), Brianna Ruffin (Class of 2017), Katie Madsen (Class of 2019), and Budnampet Ramanudom (Class of 2018) on April 13, 2017 (50:07)

WCW Research Scientist Linda Charmaraman, Ph.D., and her Wellesley College student research assistants offered an overview of recent and emerging findings from the Media & Identity Project—a series of ongoing online survey studies from 2013 through 2017, which to date have collected data from almost 5,000 individuals aged 12-80+ living in the U.S. and more than 26 countries. Each member of the research team provided brief snapshots of works-in-progress or recent papers, including topics about Asian American social media use, gender and sexual minority stereotypes in the media, online civic engagement and the election process, and understanding social contexts of unhealthy adolescent behaviors.

Charmaraman's research interests include adolescent identity and agency, primarily in the areas of social and televised media, racial/ethnic

identity, sexuality, bullying, sexual harassment, peer networks, civic engagement, and positive youth development programs emphasizing girls and underrepresented young people. *View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) or [wcwonline.org/video](https://www.wcwonline.org/video)*

Fighting Time: Exploring the Social Impact of Wrongful Conviction

Presented by Amy Banks, M.D., WCW senior scholar, on April 6, 2017 (1:01:09)

In April of 1979, a 16-year-old boy was tried as an adult and convicted of killing a professor in New Orleans, LA. He was sentenced to life in prison without parole and sent to Angola, the bloodiest prison in the country, to live out his days. Twelve years later, his conviction was overturned due to prosecution misconduct. Amy Banks, M.D., the daughter of the professor killed in New Orleans, led attendees on an exploration of the complicated impact of wrongful conviction on the families of both the victim and the accused. She wove into the discussion excerpts from her third book project, *Fighting Time*, a collaboration with Isaac Knapper, the man falsely accused of killing her father.

Banks, a WCW senior scholar, directs the advanced training program at the Jean Baker Miller Training Institute, focusing on relational-cultural therapy in psychology and the neurobiology of connection. *View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) or [wcwonline.org/video](https://www.wcwonline.org/video)*

Feminist Global Health as Peace Research: Lessons from Breast Cancer Advocates in Nigeria

Presented by Catia Confortini, Ph.D., associate professor of Peace and Justice Studies, Wellesley College on March 23, 2017 (45:16)

In Nigeria, breast cancer is the most prevalent and the highest cause of mortality from cancer in women. Several breast cancer advocacy organizations have emerged in recent years to respond to this problem. At the same time, global health institutions and researchers have increased their presence in this as well as other countries of the Global South, which have witnessed a surge in non-communicable diseases, including cancer. In this presentation, Confortini discussed a co-authored work-in-progress that seeks to examine global health approaches to the emerging cancer 'epidemics' in Nigeria through a feminist-peace studies lens. Drawing lessons from Nigerian breast cancer advocates, Confortini and her co-author seek to uncover and untangle the different forms of violence that lie at the heart of global health responses to cancer in the Global South. A feminist-informed, peace studies approach to global health is necessary, they argue, to fully understand how global health interventions can advance, rather than hamper, greater justice and human flourishing.

Confortini, a recent WCW visiting scholar and member of the WCW Council of Advisors, is a scholar-activist focused on issues of peace, justice, and gender at the local and international levels. *View and share via [facebook.com/wcwonline](https://www.facebook.com/wcwonline) or [wcwonline.org/video](https://www.wcwonline.org/video)*

Black Girls Matter: Social Change through Research, Practice, and Policy

Presented by LaShawnda Lindsay-Dennis, Ph.D., WCW research scientist, on November 10, 2016 (56:45 min)

Over the past five years, the world has witnessed, in real time through social media, deaths of many Black youth and adults, often by the actions of police officers. The ensuing public outrage has led to the Black Lives Matter (BLM) movement and ignited important discussions on race in America, but unfortunately and inadvertently, this discourse has perpetuated the historical endangered Black male narrative and largely left out the experiences of Black women and girls. In this seminar, Lindsay-Dennis utilized a culturally relevant theoretical framework, with an understanding of womanist, Black liberation, and nationalist ideologies, to initiate discussions about how this narrative has taken shape.

Over the past decade, Lindsay-Dennis' research has created a platform that sheds light on the social determinants, racial injustices, and cultural biases that burden the progression and viability of Black girls and women. *Listen and share via [wcwonline.org/audio](https://www.wcwonline.org/audio)*

Advancing Early Childhood Education Policy in the U.S.

Presented by: Wendy Wagner Robeson, Ed.D., WCW senior research scientist, and Nancy L. Marshall, Ed.D., WCW associate director and senior research scientist, on September 22, 2016 (54:00 min)

Studies show that the early years are important for children's growth and development, school readiness, and later life. Yet, the U.S. still lacks a coordinated national policy. In this program, Robeson and Marshall presented the major issues facing young children and their families, discussed their research at local, state, and national levels, and made recommendations for families, educators, and policymakers interested in advancing early childhood education policy.

Robeson is a WCW senior research scientist on the Work, Families, & Children Team (WFCT), where she studies child development, early child care, early education, and school readiness. WFCT is led by Nancy Marshall, Ed.D., a senior research scientist and associate director at WCW as well as an adjunct professor at Wellesley College. *Listen and share via [wcwonline.org/audio](https://www.wcwonline.org/audio)*

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