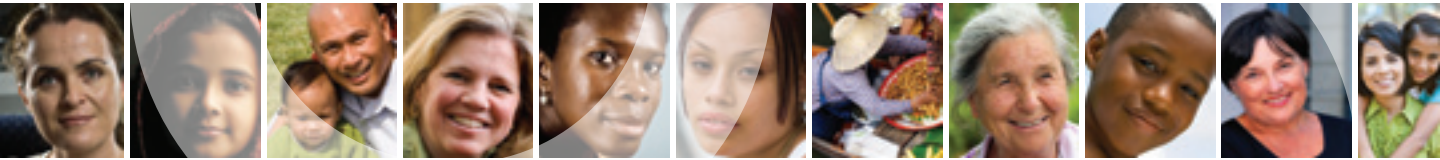


WELLESLEY CENTERS FOR WOMEN

CELEBRATING

35



YEARS



THANK YOU

for joining with us
at this milestone moment
and celebrating
WCW's 35th Anniversary!

*We could not have done it without you—
our friends, supporters, and colleagues
who care deeply about
groundbreaking research
and innovative programming
on behalf of women and all those
whose lives they touch.*

WELLESLEY CENTERS FOR WOMEN 35TH ANNIVERSARY DRIVE

JULY 1, 2008 – DECEMBER 31, 2010

In honor of our 35th Anniversary, WCW established a fundraising goal of \$3.5 Million to support new initiatives in three key priority areas:



I
ACHIEVING
Educational Equity



II
ADVANCING
Women's Economic Status



III
PROMOTING
Human Rights & Women's
Leadership Around
the World

GOAL: \$3.5 Million

WELLESLEY CENTERS FOR WOMEN:

EMBRACING THE DIVERSE PERSPECTIVES OF MANY

WHAT DOES THE WCW 35TH ANNIVERSARY DRIVE INCLUDE?

JULY 1, 2008 - DECEMBER 31, 2010

WCW 35th Anniversary

Gifts and pledges of support made during the two and a half years of WCW's 35th Anniversary celebration were directed to our three priority areas in the following ways:

WCW 35th Anniversary Fund

Provides vital seed money for groundbreaking research and innovative programming on behalf of women, children, and families.

Funds Raised: \$2,643,878



Susan McGee Bailey Women's Perspectives Fund

An endowment designed to secure and sustain work with women's perspectives at the center of the inquiry. Income from this fund will underwrite the work of a named scholar, the Susan McGee Bailey Research Scholar.

Funds Raised: \$1,011,842



WCW Annual Fund

Provides essential operational support to ongoing WCW research initiatives and programming.

Funds Raised: \$1,069,064

TOTAL RAISED: \$4,724,784

WELLESLEY CENTERS FOR WOMEN:

35 YEARS AS A DRIVING FORCE PROMOTING POSITIVE
SOCIAL CHANGE

HOW WILL THESE FUNDS BE PUT TO USE?

The 35th Anniversary funds are already hard at work. . .



ACHIEVING
educational equity

Gender, Achievement, and Risk

What effects do childhood adversity, gender bias, and trauma have on academic success and healthy gender socialization? All too often, students slip through the cracks, unrecognized in schools and mental health systems. This study will provide information to further develop a theoretical model for understanding the effects of childhood trauma on disrupted learning, as well as provide guideposts for the creation of effective educational practices.

Principal Investigator:
Michelle Porche, Ed.D.

Research Assistant:
Kimberly Burdette

Family Communication, Culture, and Gender in a Middle-School Sex Education Program

This investigation examines how parents and teens communicate about sex and relationships and their reactions to family activity assignments in a sex education curriculum. Diverse cultural, class, and gender influences will be explored while addressing issues critical to the success and development of adolescent girls.

Principal Investigator:
Jennifer M. Grossman, Ph.D.

Research Scientist: Linda Charmaraman, Ph.D.
Senior Advisor: Sumru Erkut, Ph.D.

Immigrant Youth and Families and Out-of-School-Time Programs: Identifying effective practices

To lay the groundwork for examination at the national level, this project will identify program models, document effective practices, and develop training content and strategies. The findings from the project will help youth workers better understand the experiences of refugee and immigrant youth and families in out-of-school-time programs in the Massachusetts and New Hampshire region.

Co-Principal Investigators: Georgia Hall, Ph.D. and Michelle Porche, Ed.D.

Research Scientist:
Jennifer M. Grossman, Ph.D.

Research Associates: Diane Gruber and Sviatlana Smashnaya

Developing and Validating Practical Teacher Assessments for Use in Center-based Pre-kindergarten Programs

Working families rely on stable, affordable, quality child care to support their successful participation in the workforce. However, existing tools for evaluating teacher effectiveness are outdated and not aligned with current professional standards of good practice, limiting accurate assessment of professional development and training. With the goal of informing and improving classroom instructional policies and practices, this project will develop instruments for assessing teachers' educational beliefs and knowledge of early childhood development and pedagogy.

Principal Investigator: Joanne Roberts, Ph.D.

Research Scientist: Wendy Wagner Robeson, Ed.D.

Sexual Harassment in K-12 Schools—30 Years and Counting: Accomplishments and future directions for research, litigation, and school-based strategies

This assessment of progress on peer-to-peer sexual harassment since the issue first became a national concern, will address the following:

- What advances have been made after years of research, landmark studies, focused curricula, Title IX, and groundbreaking court cases?
- What more needs to happen?
- Has the focus on ‘bullying’ masked the ongoing serious concerns of sexual harassment in schools?

Answers to these questions will have significant implications for future directions for research, legal redress, and educational strategies.

Principal Investigator: Nan Stein, Ed.D.

Consultant: Jennifer Kirby Tanney, J.D.

Student Research Assistant: Kelly Mennemeier

Online Social Science Research about Underrepresented Youth

This study will provide researchers with explicit procedures to design and implement accessible and culturally sensitive online surveys, with the main goal of targeting and recruiting diverse, hard-to-reach populations of youth nationwide using novel recruitment procedures.

Principal Investigator:
Linda Charmaraman, Ph.D.

Research Scientist:
Jennifer M. Grossman, Ph.D.

Methodologist: Alice Frye, Ph.D.
Senior Advisor: Sumru Erkut, Ph.D.

ADVANCING women's economic status

Men's Changing Family Roles

With the increasing incidence of men involved in tasks reserved for women in earlier generations, such as stay-at-home dads and men who are solo caregivers for their children while mom is at work, this groundbreaking project will examine these changing roles with a view to understanding their impact on family relationships and interactions. Researchers will interview men 20 years after their children were born to explore short- and long-term impacts.

Co-Principal Investigators:
Wendy Wagner Robeson, Ed.D.
and Nancy Marshall, Ed.D.



Promoting Academic and Economic Success of Girls

This exploration will track career trajectories and examine the economic impact of policy changes established in India in the 1960s that instituted financial incentives to encourage families to send girls to school.

Principal Investigator:
Nidhiya Menon, Ph.D.



Family Policies and Women's Labor Market Careers

Despite the dramatic increase in women's labor market participation and the growing proportion of women's earnings in the family budget, women are more likely than men to interrupt their work careers for family reasons, a pattern that plays an important role in determining the gender wage gap and the 'family-based' wage gap between women with and without children. This project analyzes and compares the long-term effects of parental leave policies in Finland and the United States on women's careers, including risk of unemployment, short- and long-term earnings growth, and incidence of hiring, firing, and promotions.

Principal Investigator: Sari Pekkala Kerr, Ph.D.

PROMOTING
human rights &
women's leadership
around the world

Women's Leadership Network (WLN): Women's Political, Public, and Economic Participation in the Muslim World

Modeled on the success of the Asia Cause Lawyers Network previously established with the support of WCW, the WLN was formed in 2009 as a collaborative partnership engaging women leaders at the forefront of reform across the Muslim world. The partners of this network seek ways to bridge the tenets of Islam and Shariah law with the universal human rights framework, to effect structural and legal change that will open communication and broaden the frontiers of the economic, political, and educational participation for women in predominantly Muslim countries.

Principal Investigator: Rangita de Silva-de Alwis, LL.M., S.J.D.



WELLESLEY CENTERS FOR WOMEN:

COLLABORATIVE PARTNERSHIPS / GLOBAL REACH

NEW FUNDS ESTABLISHED IN HONOR OF WCW'S 35TH ANNIVERSARY

ENDOWED FUND

SUSAN MCGEE BAILEY Women's Perspectives Fund

This fund will support groundbreaking research and programming designed with women's perspectives at the center. By unearthing interconnections, building bridges, and examining issues from the diverse perspectives of many, this work will continue the legacy of Susan McGee Bailey's 25 years of leadership and her role in anchoring women's questions at the heart of the mission and work of WCW.

THE WELLESLEY CENTERS FOR WOMEN ANNOUNCES RANGITA DE SILVA-DE ALWIS, LL.M., S.J.D.

**As the inaugural Susan McGee Bailey Research Scholar
January 1, 2011 – June 30, 2012**

Rangita de Silva-de Alwis, LL.M., S.J.D., a human rights lawyer and scholar who works to advance the rights of women across cultures and borders, is the Director of International Human Rights Policy Programs at WCW. Dr. de Silva-de Alwis leads several WCW initiatives on women's rights issues in China and the Muslim world, on Asia regional law reform, and within the international legal and social policy community.



ENDOWED FUND

The Margaret Lumpkin Keon Endowment for International Understanding will generate income providing support for work that advances international understanding on issues of particular importance to women, with the central goal of fostering and advancing women's human rights and well-being throughout the world.

GIFT FUNDS

The 35th Anniversary SEED Fund provides important operational support for the ongoing programming of the Seeking Educational Equity and Diversity (SEED) Project on Inclusive Curriculum, a staff development equity project for educators helping to create curricula and school cultures that are multiculturally equitable and gender balanced.

The Miller Family Social Action Project has been established at WCW's Jean Baker Miller Training Institute to develop and extend applications of Jean Baker Miller's Relational Cultural Theory in ways that promote justice, equity, reconciliation, and mutual respect.

The Wellesley College Class of 1960 International Fund provides operational support through generous annual gifts from members of the Class of 1960 to WCW's international work improving the lives of women and girls.

CELEBRATING

35
YEARS



**35th Anniversary
Steering Committee**

Chair

Janet Wu

Committee

Marcia Howe Adams
Jane Anderson
Paula Phillips Bernstein
Sara L. Engelhardt
Lynn Garvin
Risa Greendlinger
Liz Hiser
Ellen Genat Hoffman
Lynn Dixon Johnston
Katherine Stone Kaufmann
Kristen Kelch
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Gala Host Committee

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Honorary Chair

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