

Research / Action

New Scholars
Explore Motherhood
and Women's Lives



Featuring:

Q&A Interviews with New Scholars • Commentary on Immigrant Entrepreneurship in America • New Studies Examining Experiences & Wellbeing of Teens • Updates from WCW Scholars & Projects • Honor Roll of Donors

Shaping a Better World through Research & Action

**Wellesley
Centers for
Women**

Research \ Action Report

annual report 2018

Contents

2

Short Takes

New studies on the wellbeing, education, and healthy development of adolescents; global connections; and other WCW news.



15

Q&A

New WCW scholars Autumn Green, Ph.D., Karen Craddock, Ph.D., and Hauwa Ibrahim, J.D., explore motherhood and women's lives.

6

Presentations & Convenings

WCW scholars share their expertise and findings in regional and national forums.

18

Spotlight on Funding

Fiscal Year '18 grants and contracts move research and training programs forward.

8

New Findings & Publications

New findings and publications focus on depression prevention, out-of-school time, and issues for women and communities.



21

Looking Back & Looking Forward

WCW launches its 50th anniversary project with two events spotlighting notable milestones.

11

Commentary

Sari Pekkala Kerr, Ph.D., explores factors that could inform immigration policies.

24

2017 \ 2018 Honor Roll of Donors



LEARN MORE ONLINE

Learn more about WCW research findings, action programs, works in progress, and collaborators.

Access recent seminars, including "Digital Citizenship, Health, and Wellness," and "The Politics of Respectability: A Cross-Cultural Examination of Female Bodies & Behaviors."

Watch online:

wcwonline.org/video

Read scholar perspectives:

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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.™

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.

The *Research & Action Annual Report* is published at the end of the calendar year by the Wellesley Centers for Women (WCW); a *Research & Action Report Brief* is published mid-year. Production of this report was supported in part by The Mary Joe Gaw Frug Fund, an endowed gift to the Wellesley Centers for Women.

This past year we witnessed just how powerful facts and data really are—how they can chip away, help bend, and even refocus individual beliefs, systemic practices, and public discourse. I believe deeply—and we have seen—that research has the power to drive social change.

Our research at WCW provides evidence about what exists, what works, and what's needed, particularly for women and girls, families and communities. The research that we do is influential because it is defined by its quality—rigorous and peer-reviewed—while also being relevant and accessible. Our action work builds on this knowledge and informs through instruction, consultation, training, and collaboration.

As you will read, this includes work by three of our newest scholars: **Autumn Green**, **Karen Craddock**, and **Hauwa Ibrahim**. Their knowledge, passion, and presence strengthen our gender-focused research-and-action work. Their particular attention to the strengths and struggles of mothers provides insights into issues for women and families that impact their communities and the world (page 12).

Newer initiatives undertaken by our research scientists solidify their influence and expand their expertise. **Tracy Gladstone**, for example, is co-directing a large study that tests two depression prevention programs to see what approaches work better to help prevent depression in teens in different situations and families. **Linda Charmaraman** was awarded a federal grant to study middle school students' social media use and health implications, while giving Wellesley undergraduates hands-on research experience in the process. And **LaShawnda Lindsay-Dennis** is piloting a culturally responsive program in Boston that seeks to increase Black girls' interest and confidence in science and math (page 2).

Our collaborations have strengthened our own capacity and impact, as well. I am pleased that **Makiko Deguchi** is sharing space and intellectual dialogue with **Peggy McIntosh** as she works on a manuscript addressing privilege

in Japan. I was proud that WCW partnered with **Joan Wallace-Benjamin** and **The Home for Little Wanderers** to host the inaugural Women of Color Conference this summer, and I'm excited by the growing networks of practitioners who work with the **National Institute on Out-of-School Time**, the **National SEED Project**, and **Open Circle**, and all they do to strengthen education and child care communities, address diverse community needs, and promote social justice.

Lastly, I want to acknowledge former Wellesley College President **Barbara Newell**, who imagined a mechanism that could catapult society because of what the Wellesley Centers for Women could do. Since she founded the then Center for Research on Women in Higher Education and the Professions (WCW's original name) in 1974, our work has informed public discourse, practice, and policy. This fall, we featured President Newell, President **Paula Johnson**, and **Linda Wertheimer** in a special public conversation—and then we hosted another milestone event recognizing the scholarship and advocacy of the National SEED Project's **Emily Style** and **Willa Cofield**. These events launched the WCW history project which will culminate on our 50th anniversary (page 20).

As I look back, it's evident that our research staff, project directors, and administrators across the decades have collectively helped shape a better world. And all along, our donors and partners have been a steady support and partners in this work. We look forward with optimism that together we will inform positive social change. Thank you for investing in the power of research. ■



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

Short Takes

NEW PROJECTS UNDERWAY AT WCW*

Depression Prevention Research Study

The Wellesley Centers for Women (WCW) will partner with the University of Illinois at Chicago on a \$7 million, multi-year project to evaluate and compare depression prevention programs for teens. Over \$1.6 million of the award from the Patient-Centered Outcomes Research Institute (PCORI) will go to WCW.

The randomized, multi-site clinical trial will test two approaches—the online intervention CATCH-IT and an in-person group therapy intervention, POD—to see which can prevent depression in teens by helping them feel more hopeful and able to cope with tough situations.

“Depression is a chronic, episodic illness that generally begins in adolescence and has long-term effects on academic, social, and emotional functioning,” said **Tracy Gladstone**, Ph.D., director of the Robert S. and Grace W. Stone Primary Prevention Initiatives, senior research scientist, and associate director at WCW, who is co-principal investigator of the study. “It’s imperative that primary care doctors—who are often the first to see early signs of youth depression—have access to evidence-based interventions that may support symptomatic teens before they develop a full-blown depressive illness.”

Benjamin Van Voorhees, M.D., M.P.H., head of the Department of Pediatrics at the University of Illinois at Chicago, and Physician-in-Chief of Children’s Hospital at University of Illinois, is the study’s principal investigator. The research will build on previous studies by Van Voorhees and Gladstone that investigated the efficacy and effectiveness of the two approaches with support from the National Institute of Mental Health. In CATCH-IT, Competent Adulthood Transition with

Cognitive Behavioral Humanistic and Interpersonal Training, teens will participate in a self-directed online learning program. In the Prevention of Depression program (POD), teens will attend eight weekly and six monthly, in-person group therapy sessions led by a clinician.

The study will also look at how these programs work in different communities for vulnerable teens, including teens of various races and ethnicities, LGBTQ teens, and other underrepresented groups. It will include a diverse group of more than 500 adolescents ages 13 to 19 from urban, suburban, and rural areas throughout Illinois and Kentucky.

“We know these depression prevention approaches can work. Now we want to know for whom each approach works best, how well these approaches can be implemented in the primary care setting, and also how adolescents and their families regard each prevention approach,” Gladstone said.

Under the direction of Van Voorhees and Gladstone, a team of clinicians and researchers will recruit and enroll teens into the study, who will then be randomized and assigned to either the CATCH-IT or POD program. Researchers will stay in touch with the teens for 18 months while they complete the programs, measuring if and when a depressive episode develops.

This award has been approved pending completion of a business and programmatic review by PCORI staff and issuance of a formal award contract. PCORI’s mission is to fund research that will provide patients, their caregivers and clinicians with the evidence-based information needed to make better-informed health care decisions. The research will begin upon issuance of approval from the University of Illinois at Chicago Office for the Protection of Research Subjects.



*Grants for these projects were received after June 30, 2018, and the initiatives are not listed in the Spotlight on New Funding on page 18.



NIH Funding for Social Media Research and to Promote Undergraduate Research

The Eunice Kennedy Shriver National Institute of Child Health & Human Development of the National Institutes of Health (NIH) awarded the Wellesley Centers for Women (WCW) \$450,000 over three years to study social media use of early adolescents while providing Wellesley College students with hands-on research opportunities. The longitudinal, multi-method study will investigate associations between middle school students' social media use and health implications, as well as the roles of peer influence and parental monitoring.



Linda Charmaraman and Wellesley College undergraduate student researchers

Most social media platforms require users to be at least 13 years old, yet a 2010 study by the Pew Research Center found that 38 percent of nine to 12 year-olds have social media accounts.

Linda Charmaraman, Ph.D., senior research scientist at WCW and principal investigator of the newly-funded NIH study, estimates that number may be higher now. In a recent pilot study she conducted on middle school student social media use, she found that in her sample, 68 percent of students aged 12 and under already had social media accounts.

Despite the growing number of early teens using social media, prior research published by institutions such as the American Academy of Pediatrics focus primarily on older teens. Little is known about risks for younger users in early adolescence when social media use typically starts.

"These early adolescents are at a particularly vulnerable point in their lives when their primary developmental tasks are to develop their own identities apart from their families and to belong to peer groups," said

Charmaraman who directs the Youth, Media, and Wellbeing Research Lab. "We need to better understand the specific behavioral and psychosocial risks they face when using social media at such a young age."

Undergraduate students from Wellesley College will be central to the research process, a key focus of the NIH funding. The award, given through the R15 mechanism, is meant to expose undergraduate or graduate students to hands-on research and support the research environment of schools like Wellesley College

that have not been major recipients of such NIH support in the past. This is the first R15 awarded to Wellesley College for social science research.

The undergraduate student researchers will assist in conducting surveys of over 800 middle school students, surveying a subsample of parents, and interviewing a subsample of middle school students. Analysis of those surveys and interviews will investigate demographics associated with early social media use, how social media use is related to psychosocial issues such as depression or anxiety, and behavioral outcomes including sleep, physical activity, substance use, or problematic internet behaviors, as well as the influence of parents and peers.

"Our goal is to inform how policymakers, educators, pediatricians, and families can address social media use and the ways it contributes to both positive and negative psychosocial and behavioral health outcomes in this understudied segment of the population," said Charmaraman.

Black Girls Create Pilot Study Launched

This fall, **LaShawnda Lindsay-Dennis**, Ph.D., research scientist at the Wellesley Centers for Women, began piloting The Black Girls Create (BGC) Project, a culturally responsive STEM (science, technology, engineering, and math) program that seeks to increase underserved girls' interest and confidence in science and math. This project builds on the notion that informal learning spaces can provide underserved students with access to quality and culturally relevant STEM activities that are often unavailable in their schools.

"Research shows that Black girls don't significantly differ in their aptitude for learning science and math when compared to other students, however, they do differ in their interest and confidence in STEM subjects. This negatively affects their performance in these areas," said Lindsay-Dennis. "There have been attempts to resolve the systemic factors associated with opportunity and access for Black girls and women, but these are complex and an achievement gap persists."

Unique features of this 12-session pilot program include the use of social history; culturally responsive instruction; mentorship from young, diverse scientific role models; and the development of transferable STEM skills through design and digital fabrication.

A partnership has been established with Lena Park Community Development Center/Lena Park Fab Lab in Dorchester, MA, the project site for BGC. The research component of this project seeks to determine how participating the pilot BGC project will impact middle school participants' STEM interest, confidence, and racial and gender identities.

The pilot project is funded by Eastern Bank Charitable Foundation and the Remmer Family Foundation, Inc.



Linda Charmaraman, Ph.D., senior research scientist and director of the Youth, Media, & Wellbeing Research Lab at the Wellesley Centers for Women (WCW), presented with a panel of experts on social media and technology from infancy to young adulthood at the Pediatric Academic Societies meeting in Toronto, Canada. Based on her work with Megan Moreno, M.D., M.P.H., M.S.Ed., at the University of Wisconsin, Madison, and funded through Children and Screens: Institute of Digital Media and Child Development, Charmaraman's May talk focused on the psychosocial and physical health associations of early social media use before age 12.



Makiko Deguchi, Ph.D., an associate professor in the Faculty of Foreign Studies at Sophia University in Tokyo, Japan, is serving as a WCW visiting scholar through early 2019. Trained as a cultural psychologist, Deguchi's interests include

the impact of social oppression on the psychology of both advantaged and disadvantaged group members. Her research investigates factors that lead people to take collective action (i.e. demonstrations and protests) and qualitative research on life histories of people who become allies to minority groups. Greatly influenced by the works of **Peggy McIntosh**, Ph.D., WCW senior research scientist and founder of the National SEED Project, and **Janet E. Helms**, Ph.D., director of the Institute for the Study and Promotion of Race and Culture at Boston College, Deguchi invited the two scholar-activists to present in a Tokyo symposium on ways to apply the concepts of privilege to the Japanese context last year. A recipient of the 2018 Fulbright scholarship, she is spending six months in the U.S., four of which are at WCW, sponsored by McIntosh, to study privilege studies and campus dialogues around racism and privilege.

Deguchi teaches courses in Cultural Psychology, Psychology of Discrimination, Psychology of Positionality: Understanding Majority Privilege, and a seminar in

Qualitative Research Methods in Psychology. She is also the President of the Society of Intercultural Education, Training, and Research in Japan. She translated into Japanese the book, *Promoting Diversity and Social Justice: Educating Members of Privileged Groups* (Goodman, 2011), which was published through Sophia University Press in 2017. She is currently writing a book in Japanese on changing attitudes of dominant group members through privilege awareness.

This fall, **Tracy Gladstone**, Ph.D., WCW associate director, senior research scientist, and director of the Robert S. and Grace W. Stone Primary Prevention Initiatives, presented "Six-Month Outcomes from a Randomized Clinical Trial of an Internet-Based Adolescent Depression Prevention Intervention in Primary Care" at the meeting of the Global Consortium for the Prevention of Depression in Mallorca, Spain. The consortium is comprised of a group of researchers who are interested in the development and dissemination of evidence-based interventions aimed at preventing the onset of depressive disorders. Their goal is to foster contact and collaboration of highly experienced and early-career scientists in the field, to facilitate the transfer and widening of current knowledge on depression prevention, and to mediate between advances in research and global policy-making, shifting the focus from curing to preventing depression.

Hauwa Ibrahim, J.D., S.J.D., M.L., WCW visiting scholar, participated in a working group on "Promotion of Equality in Our Societies" during Vienna+25: Building Trust-Making Human Rights a Reality for All in Austria this past May. This conference marked the 25th anniversary of the World Conference on Human Rights and welcomed stakeholders from diverse backgrounds to share their perspective on current challenges and best practices in the promotion and protection of human rights. Vienna+25 was organized by the Austrian Federal Ministry for Europe, Integration and Foreign Affairs, in cooperation with the Office of the United Nations High Commissioner for Human Rights, the City of Vienna, and the Ludwig Boltzmann Institute of Human Rights.

Ibrahim traveled to Brussels, Belgium, in early June to attend the 30th Anniversary

Conference of the Sakharov Prize for Freedom of Thought. As a laureate, she was invited to attend a joint extraordinary meeting of the Committee on Foreign Affairs, Committee on Development, and the Sub-committee on Human Rights with Chairs of Human Rights/Foreign Affairs Committees from European Union (EU) national parliaments. The conference highlighted the EU engagement for human rights, gave visibility to current activities run by Sakharov Prize laureates, and emphasized key achievements of the Sakharov Prize Network. The award recognizes achievements in human rights, protection of minorities, defense of international cooperation, and the development of democracy. Ibrahim was awarded the Sakharov Prize in 2005.

Also in Brussels in June, Ibrahim served on the panel, "Women/Girls in Power and Decision-making," during the European Development Days (EDD). Organized by the European Commission, EDD 2018 aimed to bring together the EU's commitment to gender equality and women's empowerment with the 2030 Agenda for Sustainable Development. Ibrahim's panel addressed women's contribution to raising development cooperation efficiency in Africa and ways to best involve women in foreign aid operations so as to enhance their capacity to alleviate poverty in Africa.

Ibrahim also participated in the inaugural Normandy for Peace initiative held in June, which culminated with the "World Forum for Peace," an international landmark event backed by the D-Day commemorations, focused on the issues of peace and conflict prevention. Decision-makers, intellectuals, researchers, and representatives of civil society gathered in Caen, France, to address the theme of Globalizing Peace: New Wars, New Peace with the aim of better understanding the new types of conflicts and ways to think of a sustainable peace together.



Hauwa Ibrahim and Emmanuel Macron, President of France



The Centers welcomed more than a dozen guests from around the globe who were taking part in the Mothers without Borders: Steering Youth Away from Violent Extremism conference, convened by Ibrahim and held at Harvard University, Cambridge, MA, over five days in July. During their WCW visit, the activists met with **Layli Maparyan**, Ph.D., Katherine Stone Kaufmann '67 Executive Director, **Linda Williams**, Ph.D., director of the Justice and Gender Based Violence Research Initiative, **Linda Charmaraman**, Ph.D., director of the Youth, Media, & Wellbeing Research Lab, and **Kamilah Drummond Forrester**, M.A., director of the Open Circle social-emotional learning program for elementary schools. The scholars discussed ways their research and action initiatives helped inform educators, practitioners, and families about best practices and efforts to support young people's positive development. The delegation also met with **Karen Pabon**, director of the Slater International Center/International Student & Scholar Advisor at Wellesley College.

Jean Kilbourne, Ed.D., WCW senior scholar, presented "Sexism in Publicity: State of the Art and Ways Forward" during Gender and Media, an executive training seminar organized by the European University Institute in Florence, Italy. This conference brought together leading academics and practitioners to provide participants with the latest facts, figures, ideas, and analysis about gender-based discrimination in traditional and digital media. Building on this knowledge, the course examined a diverse set of innovative strategies and best practices currently employed around the world to overcome such discrimination.

Natalia Marques, Wellesley College undergraduate (Class of 2019), traveled to Cabo Verde during the summer to serve as the second WCW-CIGEF intern, sponsored by the Anchor Point Fellows Program of the Albright Institute at Wellesley College. Marques worked on a training program for Cabo Verdean women in Bela Vista, Praia, with a special focus on gender-based violence and opportunities for entering the workforce. Since 2013, WCW has been partnering with Centro de Investigação em Género e Família (CIGEF), a sister research institute housed at the University of Cabo Verde on shared priorities. ■

Awards & Recognition

NIOST Named One of the Most Influential in Research and Evaluation

The National AfterSchool Association (NAA), the lead organization for the advancement of the afterschool professional, has selected the National Institute on Out-of-School Time (NIOST) as one of NAA's 2018 Most Influential in Research and Evaluation. Honorees are distinguished for their contributions to research and evaluation on youth and adolescent development.

"NIOST has been a leader in defining, shaping, and promoting out-of-school time as a distinct professional field with evidence-based quality standards for 39 years," said **Georgia Hall**, Ph.D., director of NIOST. "We have had the pleasure of not only conducting large and investigator-initiated research, we've partnered with on-the-ground program staff to help them measure quality outcomes for all, assess the effectiveness of policies and practices, benchmark against best practices, and develop in-house evaluation skills. We're proud of this work and the recognition by the National AfterSchool Association."

A program of the Wellesley Centers for Women, NIOST bridges the worlds of research and practice to provide out-of-school time (OST) directors, staff, planners, school administrators, community leaders, and advocates with research, training and tools, evaluation, and consultation to enhance and improve the quality of programs for all children and youth. A senior research scientist, Hall is also a WCW associate director.

Hostetter-Habib Family Award

Dana Rudolph, M.Phil., online content manager for the National SEED Project, has received the Hostetter-Habib Family Award from Family Equality Council for her many years writing about and advocating for LGBTQ families through her Mombian blog (mombian.com), newspaper column, and other freelance work. The award, given in honor of Alex Habib, Mark Hostetter, and their entire family, recognizes those who share an unwavering commitment to Family Equality Council's core values: love, justice, family, and equality, demonstrated through work on the front lines to advance equality for all loving families.



Award-winning journalist Katie Couric was honored alongside Rudolph during the May Family Equality Council event.

Presentations & Convenings

▮ Adolescents, Identity, and Social Media

Linda Charmaraman, Ph.D., WCW senior research scientist and director of the Youth, Media, & Wellbeing Research Lab, co-presented a poster with her WCW Class of '67 Intern **Rebecca Leu** (Class of 2019) entitled, "Adolescent Social Media Use and Body Image: Associations with depression, social anxiety, and peers," at the annual meeting of the American Psychological Association (APA) in San Francisco, CA, in August. Co-authored by Research Associate **Amanda Richer**, Wellesley College student **Nimo Suleyman** (Class of 2021), and collaborator **Megan Moreno**, M.D., M.P.H., M.S.Ed., from the University of Wisconsin, Madison, they demonstrated that a little over half of early adolescent social media users in their middle school sample have felt body dissatisfaction from viewing social media. Those who are particularly vulnerable are females, older adolescents, those with large online peer networks, and those who check their social media frequently. Also at APA, Charmaraman presented a poster, "How Liberal Voters Interpreted the 2016 Trump Media Campaign: Race, gender, age, and civic issues," on behalf of co-authors **Katharine Madsen** (Class of 2019), Richer, and **Lisette DeSouza**, Ph.D., WCW postdoctoral scholar. By analyzing the interpretations of the Make America Great Again slogan in the survey sample of 1,570 respondents, the researchers found that the stronger one's social identity, the more likely one associates the slogan with racial relations, the desire for more homogeneity, and a return to the pre-civil rights era. However, if someone has a strong gender identity, the slogan was more likely to be interpreted as encompassing traditional gender roles, male dominance, and family values.

In October, Charmaraman was invited to be a speaker on a panel about digital media, mental health, and relationships at the Second National Congress of Digital Media and Developing Minds held at Cold Spring Harbor Laboratory, New York. The interdisciplinary conference brought together scientists in the fields of neuroscience, pediatrics, psychiatry,

psychology, communications, education, public health, and epidemiology to report on the state-of-the-art empirical research and medically-based methodologies used to study the impact of digital media on toddlers, children, and adolescents. Charmaraman's talk focused on early adolescent wellbeing and expressions of peer emotional support on social media.

In May, Charmaraman addressed the National Asian American Professionals Association, in Jamaica Plain, MA. During the event, "Cultural Identities Lost in Translation? Growing up bicultural," Charmaraman discussed Asian American identity, family socialization, media habits, and mental health. She drew from her past experience teaching Asian American Psychology at Wellesley College and from her recently published article in *Asian American Journal of Psychology*, "Asian American Social Media Use: From cyber dependence to cyber harassment to saving face." In September, the Youth, Media, & Wellbeing Research Lab shared the preliminary results at one of the school communities of the pilot study funded by Children and Screens: Institute of Digital Media and Child Development. Over 70 parents in a Boston suburb attended the panel discussion, led by Charmaraman, **Jennifer Grossman**, Ph.D., WCW senior research scientist, and Moreno.

▮ Out-of-School Time

Georgia Hall, Ph.D., WCW associate director, senior research scientist, and director of the National Institute on Out-of-School Time, presented at the U.S. Department of Education 21st Century Community Learning Centers Conference for State Education Administrators in July. Hall joined experts from the U.S. Office of Safe and Healthy Students and the Pennsylvania Education Department to present on "Afterschool Program Safety and Health."

In September, Hall hosted a webinar for U.S. Department of Education 21st Century Community Learning Centers State Education

Administrators on the topic of "Healthy Eating and Physical Activity in 21st Community Learning Center Programs." The webinar focused on promising approaches to promoting healthy eating and physical activity practices in out-of-school time programs; it also served as an introduction to the National AfterSchool Association Healthy Eating and Physical Activity Standards, and statewide and local implementation strategies. Hall and **Lisette DeSouza**, Ph.D., WCW postdoctoral scholar, presented a workshop on "SAYO (Survey on Academic and Youth Outcomes) Tools, Participation as Assessor, and Rater Bias" to out-of-school-time and summer program providers working in partnership with Boston After School & Beyond, also in September.

▮ Strategies Addressing Sexual Harassment

Nan Stein, Ed.D., WCW senior research scientist, and **Mina White**, M.P.H., from the California Department of Public Health, presented "Expanding the Boundaries of *Shifting Boundaries*: From Initial Implementation to Innovation" during the National Sexual Assault Conference 2018 held in August in Anaheim, CA. In October, Stein presented "Nipping Sexual Harassment in the Bud" as part of WomenExplore's series on "Struggles, Strengths, and Strategies" in Cambridge, MA, and provided a training to Smith College, during which she shared details about the effectiveness of *Shifting Boundaries*, a multi-level gender-violence/harassment prevention programming in middle schools. *Shifting Boundaries* was identified as one of two effective interventions out of 140 by the Centers for Disease Control and Prevention as documented in the first *White House Report on Ending Campus Sexual Assault*.

▮ Sexual Assault Case Attrition

Linda Williams, Ph.D., WCW senior research scientist and director of the Justice and Gender-Based Violence Research Initiative, presented with **Melissa Morabito**, Ph.D., associate professor at University Massachusetts

Lowell (UMass-Lowell), and **April Pattavina**, Ph.D., WCW senior scholar and professor at UMass-Lowell, “Sexual Assault Case attrition: Key findings from the UML-WCW NIJ-funded Research” at the American Society of Criminology (ASC) Annual Meeting. The researchers provided a systemic focus that followed incidents beginning with the first report to police through the prosecution and disposition. The percentage of sexual assault incidents that are reported and that end in arrest continues to be small, varying from 12 to 45 percent across studies, due to both legal and extra-legal factors, including perceived risky behavior and social norms. The ASC Meeting was held in Atlanta, GA, in November.

Women and the Workforce

Scholars from WCW shared their expertise with **Patricia Green**, Ph.D., director of the Women’s Bureau, U.S. Department of Labor, during a special May meeting in Boston, MA. At the invitation of **Jacqueline Cooke**, regional administrator of the Bureau, **Layli Maparyan**, Ph.D., Katherine Stone Kaufmann ’67 Executive Director, was joined by **Nancy Marshall**, Ed.D., WCW associate director, and **Wendy Wagner Robeson**, Ed.D., both WCW senior research scientists from the Work, Families, & Children’s Research Team, and **Sari Pekkela Kerr**, Ph.D., WCW economist/senior research scientist, for the roundtable discussion with policy researchers. The priorities of the Women’s Bureau this year are child care and apprenticeship in new non-traditional fields for women, including technology, health, and transportation.

Privilege & Systems of Oppression

This fall, **Peggy McIntosh**, Ph.D., senior research scientist and founder of the National SEED Project, shared perspectives and scholarship on issues of privilege with audiences across the U.S. The College of Design Diversity and Inclusion Council at Georgia Tech invited McIntosh to discuss diversity and inclusion and to facilitate an open discussion with the audience. She

was joined by faculty from the university. McIntosh also conducted a workshop for the State of Michigan’s Department of Civil Rights exploring how the dimensions of racism impact the staff, work, and people they serve; offered a keynote and held meetings on “Coming to See Privilege Systems: The Surprising Journey,” with counselors and students at Boston College; and presented “Gender, Race, and Class Privilege in Healthcare Disparities” at the Movement is Life Caucus on Privilege in Orthopedics and Rehabilitation Medicine, sponsored by the Yale Medical School.

In October, McIntosh appeared on an episode of The Dr. Phil Show (CBS-Television). The episode, “Deconstructing Privilege,” featured a panel of social justice activists including comedian Alonzo Bodden, actress Laura Gomez, actress Kathy Yuen, sociologist Michael Eric Dyson, police officer Tommy Norman, and civil rights attorney Areva Martin.

Inaugural Women of Color Conference



Wellesley College President Paula Johnson was one of several dynamic speakers at the Women of Color Conference.

The Wellesley Centers for Women (WCW) partnered with The Home for Little Wanderers for the inaugural Women of Color Conference held at Wellesley College in June 2018. This program—geared toward providers who work with at-risk youth and families across the Commonwealth of Massachusetts—highlighted the importance of self-care; offered opportunities for relaxation, renewal, and inspiration; and provided a context in which to view the critical work done on behalf of young women and girls of color. The

conference was spearheaded by **Joan Wallace-Benjamin**, Ph.D., the recently retired president and CEO of The Home, one of the largest service providers in New England dedicated to ensuring the healthy behavioral, emotional, social, and educational development, and physical wellbeing of children and families living in at-risk circumstances.

The opening speaker, Wallace-Benjamin, a member of the WCW Council of Advisors and a Wellesley College alumna (Class of 1975) was joined by other dynamic presenters: the Rev. **Liz Walker**, M.Div., who offered a keynote that reflected on her decades of award-winning journalism and ministry work; **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann ’67 executive director of WCW, who led a mindfulness and meditation exercise; **Paula Johnson**, M.D., M.P.H., president of Wellesley College, who offered the luncheon address; and several other presenters and performers.

WCW scholars lent their expertise during afternoon workshops, which included: “Body and Culture,” by **LaShawnda Lindsay-Dennis**, Ph.D., WCW research scientist; “Equity & Equality in the Classroom and Beyond,” by **Kamiliah Drummond-Forrester**, M.A., director of Open Circle at WCW; “Finding Courage, Self-Confidence, and Role Modeling,” by **Mia Roberts**, vice president of Strategic Partnerships at Big Sister Association of Greater Boston; and “Impact of Social Media and Television,” with **Linda Charmaraman**, Ph.D., WCW senior research scientist.

“I was excited when Joan and The Home asked the Wellesley Centers for Women to partner to offer this conference because both our organizations are committed to social justice and human wellbeing,” Maparyan said. “While our approach is through research, theory, and action programs, and theirs is through direct service, we are working together to amplify our efforts to create a better world for women and girls, families and communities.”

New Findings & Publications

Depression Prevention

■ **Tracy Gladstone**, Ph.D., associate director, senior research scientist, and director of the Robert S. and Grace W. Stone Primary Prevention Initiatives at the Wellesley Centers for Women (WCW), co-authored “Effect of Internet-Based Cognitive Behavioral Humanistic and Interpersonal Training vs. Internet-Based General Health Education on Adolescent Depression in Primary Care: A Randomized Clinical Trial.” Gladstone et al., 2018, published the study results in the *Journal of American Medical Association* (JAMA), highlighting the positive effects of the web-based CATCH-IT intervention on preventing depressive episodes among adolescents most at risk. Although 13 to 20 percent of American adolescents experience a depressive episode annually, no scalable primary care model for adolescent depression prevention is currently available. The multicenter, randomized clinical trial compared the CATCH-IT intervention—which consisted of depression-specific online learning modules, motivational interviews, and coaching—with a control intervention. The control intervention consisted of general health education and was similarly delivered through online learning modules. The article is available on the JAMA Network Open. 2018;1(7):e184278. doi:10.1001/jamanetworkopen.2018.4278

Gladstone et al., 2018, also co-authored “The Association Between Parental Depression and Child Psychosocial Intervention Outcomes: Directions for Future Research” included in a forthcoming issue of the *Harvard Review of Psychiatry*. Recent studies suggest that parental depressive symptoms may affect a child’s ability to benefit from interventions for anxiety and depression. This paper reviews the current literature, suggesting that when parents experience current depressive symptoms, children are less likely to benefit from psychosocial interventions for anxiety and depression. Opportunities for future research are discussed, including moderators and mechanisms of the association between parental depressive symptoms and child intervention outcomes. Gladstone et al., 2018, also co-authored “Cost-Effectiveness of Preventing Depression in At-Risk Adolescents: Post-Intervention and Two-Year Follow-up,” in *Psychiatric Services*. The study showed that cognitive-behavioral prevention produced significantly better outcomes than usual care and was particularly cost-effective for youth whose parents were not depressed at baseline. The authors note that depression prevention programs could improve adolescents’ health at a reasonable cost and that services for parents may also be warranted.

Women, Misogyny, and Privilege

■ **Layli Maparyan**, Ph.D., Katherine Stone Kaufmann ’67 Executive Director of WCW, authored “Womanism and Black Women’s Health,” a chapter in *Meridians: Feminism, Race, Transnationalism* (Duke, 2018). Maparyan writes about the spiritual movement of Womanism and the importance of Black women’s healing of self, not just of others. “Black Women,” she writes, “have proven historically and transculturally to be peerless healers across an unbroken thread of time and space. Yet Black women today must first turn our healing gifts upon ourselves.”

■ **Jean Kilbourne**, Ed.D., WCW senior scholar, authored an article in *Hogan’s Alley*, the magazine of the cartoon arts, for the forthcoming December issue (Volume No. 22). In “Dogpatch Dispatch: My Encounter with Al Capp,” Kilbourne recounts a sexual harassment experience she had with Capp, a famous cartoonist, a half a century ago, how it was addressed at the time, and its influence in her life and work.

■ **Peggy McIntosh**, Ph.D., WCW senior research scientist and founder of the National SEED Project, and **Janet E. Helms**, Ph.D., director of the Institute for the Study and Promotion of Race and Culture at Boston College, wrote a two-part article for Japan’s *SIETAR Journal*. This submission to SIETAR—the Society for International Education, Training, and Research, based in Tokyo, Japan—was at the request of **Makiko Deguchi**, Ph.D., WCW visiting scholar and associate professor in the Faculty of Foreign Studies at Sophia University in Tokyo, who is also president of the Society. The shared article, “Future Possibilities and Challenges of Teaching about ‘Privilege’ and Racial Identity in Japan: Learning from U.S. Research and Educational Practices,” was based on the visits Helms and McIntosh made to educational institutions and organizations in Tokyo, Kyoto, and Osaka during 2017.

Afterschool Matters Journal

■ *Afterschool Matters* is a national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education. The spring 2018 issue reflects on the field’s commitment to the value of the life of every student, in school and out—a timely focus as youth and young adults rally for safety and equity nationwide and educators strive to provide the highest quality environments that encourage learning and growth.



“Our authors remind us that afterschool programs nurture positive peer relationships, that in turn foster learning in and out of the classroom,” writes Managing Editor **Georgia Hall**, Ph.D., director and senior research scientist at the National Institute on Out-of-School Time. “They show us how afterschool programs help young people take on leadership roles to work toward social justice and environmental stewardship.”

Contributor **Tanya Wiggins**, Ed.D., a clinical assistant professor in Education at Pace University who worked as an educator serving youth in community-based organizations, examines how critical friendships can help youth build their own social capital and counteract negative messages from society and peers. Analyzing a small-sample study within an urban youth program, she asserts that the findings provide lessons to youth-serving organizations.

“Programs can explicitly set expectations for interactions through participant orientations, physical reminders in the space, and

staff-participant interactions,” Wiggins writes. “Modeling respectful and caring interactions will inform the norms and obligations that participants develop as they build critical friendships.”

Articles included in the spring 2018 issue of *Afterschool Matters* include:

- “Critical Friendship: Helping Youth Lift as They Climb Together,” by Wiggins;
- “Youth-Led Participatory Action Research: Promoting Youth Voice and Adult Support in Afterschool Programs,” by Yolanda Anyon, Ph.D., PPSC, Heather Kennedy, M.P.H., Rebecca Durbahn, M.S.W., and Jeffrey M. Jensen, Ph.D.;
- “Seed Balls and the Circle of Courage: A Decolonization Model of Youth Development in an Environmental Stewardship Program,” by A. R. S. Wenger-Schulman, M.A., and Lauren Hoffman, B.A.;
- “Positive Change Through a Credential Process,” by Tinnycua Williams, B.A.;
- “Measuring Program Quality, Part 2: Addressing Potential Cultural Bias in a Rate Reliability Exam,” by Amanda Richer, M.A., Linda Charmamaman, Ph.D., and Ineke Ceder, B.A.; and
- “Beyond ‘Research into Practice,’” a review by Diane Gruber, MA, LMHC, of *Creating Research-Practice Partnerships in Education*, a book by William Penuel and Daniel Gallagher.

■ The fall 2018 issue of *Afterschool Matters* reflects on the field’s ability to help provide students with experiences outside of the classroom that give them opportunities to stretch their skills, grow friendships, and challenge their limits.



Contributor **Scarlett Eisenhauer**, Ph.D., notes that for many youth, afterschool programs positively fill the time between school and home, noting that quality OST programs have beneficial social and academic effects for the youth. Her current research interests include variable pathways towards youth contextualized wellbeing and the incorporation of embodied reactivity into ethnographic methodologies. Eisenhauer’s study of an afterschool theater program builds on the concept of a temporal arc to examine how ongoing intentional engagement of youth—such as having practitioners structure each day’s activities to culminate in a product—can have long-term benefits.

“Realizing the potential for improved social and academic outcomes depends at least in part on the ways in which afterschool programs are structured,” Eisenhauer writes. “At the most basic level, in order to gain the potential benefits of afterschool programming, young people must participate. The potential for positive outcomes of OST programming, beyond simply having a safe place to be after school, is a function of young people’s participation.”

Other research- and program-focused articles included in the fall 2018 issue of *Afterschool Matters* include:

- “System Building, Relationships, and Quality: Interview with NIOST’s Ellen Gannett,” an interview between Hall and NIOST’s former long-term director now a senior strategist;
- “A New Way to Assess Nutrition Knowledge: The Healthy Plate Photo Method,” by Ashley Walther, M.S., Weiwen Chai, Ph.D., Tara Dunker, M.S., Lisa Franzen-Castle, Ph.D., and Michelle Krehbiel, Ph.D., from University of Nebraska-Lincoln;
- “The Micro Temporal Arc: A Practical Planning Tool for Afterschool Student Engagement,” by Eisenhauer;
- “Supporting Effective Youth Work: Job-Embedded Professional Development in OST,” by Jocelyn S. Wiedow, M.P.N.A., of Sprockets in St. Paul, MN;
- “Creating High-Performance Afterschool Programs,” by Sonia Toledo, M.A., of Dignity for Children and an 2015-2017 *Afterschool Matters* Practitioner Research Fellow;
- “Youth GO: An Approach to Gathering Youth Perspectives in Out-of-School Time Programming,” by Sara T. Stacy, Ignacio D. Acevedo-Polakovich, Ph.D., and Jonathan Rosewood, B.A., from Michigan State University; and
- “A Seat at the Table: Listening to Adolescent Black Girls,” by Abigail Amoako Kayser, Ph.D., Annalee Jackson, and Brian Kayser, from the University of Virginia.

Published two to three times annually with legacy support from the Robert Bowne Foundation, *Afterschool Matters* serves those involved in developing and running programs for youth during the out-of-school time hours, in addition to those engaged in research and in shaping youth development policy.

An affiliated initiative—the National *Afterschool Matters* Fellowship—is a two-year professional development and leadership training program unique in its national reach and incorporation of technology for ongoing collaboration. This partnership between two experienced national leaders—NIOST and the National Writing Project—is also supported by funding from the Robert Bowne Foundation. Author-contributor Tinnycua Williams recently completed the *Afterschool Matters* Practitioner Research Fellowship.

For nearly 40 years, the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women (WCW) has been a leader in defining, shaping, and promoting out-of-school time (OST) as a distinct professional field with evidence-based quality standards. NIOST bridges the worlds of research and practice to provide OST directors, staff, planners, school administrators, community leaders, and others with research, training, evaluation, and consultation to enhance and improve the quality of programs for all children and youth. In addition to her role at NIOST, Hall serves as an associate director of WCW.

More information about *Afterschool Matters*, including links to current and past issues of the journal, is available at niost.org/afterschoolmatters.

Immigrant Entrepreneurship in America: Key Lessons from Recent Research

Immigration plays an important role in the growth of the U.S. population and economy, yet we continue to debate whether it has positive or negative impacts on native U.S. workers, and how these impacts are divided among population groups. In the last few years, it seems that the tone of this debate has become increasingly bitter and the views more divided.

“I believe that a heightened attention to immigrant entrepreneurs is warranted, given that they create one in four of all U.S. businesses, and in some locations more than 40 percent of all new firms.”

Even if we disagree on the impacts of immigration in the labor market we can usually agree—because the data shows us—that there is one group that will clearly benefit the national economy and native employees: immigrant entrepreneurs. If immigrant entrepreneurs create new firms and more job opportunities, including the employment of native workers, too, we can agree that they are a valuable resource that deserves some policy attention. This is the reason why other nations, and even many U.S. cities, have created explicit policies and visa categories to attract immigrant entrepreneurs.

While there is an overall sentiment regarding the positive effects of immigrant entrepreneurs, we have not seen much data to inform effective policy design and to help convince hesitant voters or lawmakers. Earlier research has argued that immigrants play a key role in U.S. firm creation, but it has been hampered by the lack of data on firm ownership, growth dynamics, and immigration status. But the data is emerging and it's important that we look at it.

Influential research reports collected surveys of firms in the Silicon Valley, where the immigrant-founder share exceeds 50 percent, and later extended it to the broader tech sector (Saxenian 1999, 2002; Wadhwa et al., 2007).¹ Other researchers have used cross-sectional data from the nationally representative Survey of Business Owners (SBO). In particular, Fairlie (2012) found that immigrants launch firms at more than twice the rate of natives, and they also tend to hire all kinds of employees more frequently than native-owned firms do.²

In a more recent analysis, Kerr and Kerr (2017) access linked employer-employee panel

data (LEHD) to contrast firm survival and growth over time between immigrant and native-founded firms.³ The LEHD does not, however, identify the owners of the firm. To make more headway identifying firm owners, Kerr and Kerr in a new study (2018), characterize the jobs created by immigrant-owned firms using the Census Bureau's restricted access SBO for 2007 and 2012, and combine those

with the Longitudinal Business Database (LBD) for a more dynamic analysis.⁴ For the first time we were able to look at quantity as well as the quality of jobs created. With the LBD we also study differences between immigrant- and native-founded firms over time in

terms of survival and employment growth.

There are several key lessons that emerged from our new research that I believe can inform policy development:

There are very large differences across states in the rate at which immigrants start and own businesses. This is not a big surprise, given the large state-level differences in immigrant populations. The least dependent states, such as Montana, the Dakotas, and Idaho, had less than six percent of their new firms founded by immigrants in 2012, whereas the shares for California, New Jersey, and New York exceed 40 percent. These differences are even larger than one would predict based on the immigrant population shares. We also find that the friendliness of the state-level “immigrant policy” is correlated with where immigrants start more businesses.

Immigrant-owned firms hire fewer employees of all kind and pay lower salaries. The average immigrant-owned firm hires fewer employees, and is less likely to hire both part-time and full-time workers. Immigrant-owned firms also





have somewhat lower wages (measured here as total payroll divided by total employment), with a 13 percent differential in the 2012 SBO. Much of this difference is explained by the fact that immigrant-owned firms concentrate in lower-wage sectors such as Accommodation & Food Services (businesses that provide customers with lodging and/or prepare meals, snacks, and beverages), and Retail Trade (businesses that sell merchandise in small quantities to the general public).

Immigrant-owned firms are less likely to offer employee benefits such as health insurance, retirement benefits, and paid leave. In addition to the lower wages, the benefits gap is another dimension of a lower job quality relative to native-owned firms. But unlike the wage gap, we find that the benefits gap is not due to industry or location differences. The benefits gap does shrink slightly when we introduce a comprehensive series of controls characterizing the owners, business size, location, and so on. Notably, we need more research to fully understand the pay and benefit gaps, and why these might persist over time.

Half of the immigrant-owned startups concentrate in three sectors: accommodation and food services, retail trade, and professional and technical services.

This immigrant concentration into specific sectors has important business and economic implications such as differential skill acquisition and persistent earnings differences that were already discussed in Kerr and Mandorff (2015).⁵ Native-owned firms, in contrast, show much less concentration by sector.

Immigrant-owned firms have a greater share of young and female owners. Immigrant owners tend to be younger and are more likely to combine owners of several ages (which may indicate that they are multi-generational family businesses) and women, who make up 46 percent of the total U.S. workforce and 51 percent of the total U.S. population. On the other hand, the education levels are quite comparable between immigrant and native business owners.

Immigrant-owned firms may suffer from credit constraints and have a harder time accessing bank loans. Personal savings are the biggest source of start-up capital for all firms, but this source is particularly important for immigrant-owned firms. Native-owned firms report a greater frequency of using bank loans and all types of credit, while immigrant-owned firms tend to rely on home equity loans and loans from family members or friends. While the SBO did not ask about credit constraints, these differences could result from a lower ability by immigrant owners to access bank credit, therefore hindering their business growth and employee hiring.

The share of immigrants among all self-employed individuals who run an incorporated business is rapidly increasing, growing from 17 percent in 2001 to about 24 percent by 2015. This additional data comes from the American Community Survey (ACS). The immigrant share appears to be growing faster since 2008 among those

with less than a college-education compared to more educated; however, STEM remains a substantial field for immigrant entrepreneurship. The most prevalent origin countries of immigrant entrepreneurs are Mexico, India, China, and Korea, while the regions of Central and South America also provide large numbers.

I believe that a heightened attention to immigrant entrepreneurs is warranted, given that they create one in four of all U.S. businesses, and in some locations more than 40 percent of all new firms. The U.S. relies on these entrepreneurs to provide economic security for many citizens. Many countries have recently increased their interest in attracting immigrant entrepreneurs—especially around high-tech and high-growth startups—resulting in a flurry of new entrepreneur visas around the globe.⁶ While the U.S. has visa schemes geared towards high-growth firms that generate a lot of investment, it remains behind the curve compared to its competitors in terms of the policy schemes designed to attract immigrant entrepreneurs with a variety of incentives who, in turn, can benefit a more diverse pool of U.S. households. ■



Sari Pekkala Kerr, Ph.D., is an economist and senior research scientist at the Wellesley Centers for Women (WCW) and a visiting lecturer in the Wellesley College Economics Department, whose studies, publications, and teaching focus on the economics of labor markets, education, and families. She is actively involved with networks of economists and the academic community in the U.S. and Europe.

¹ Saxenian, A. (1999). *Silicon Valley's New Immigrant Entrepreneurs*. Public Policy Institute of California, San Francisco, CA. Saxenian, A. (2002). *Silicon Valley's New Immigrant High-Growth Entrepreneurs*. *Economic Development Quarterly* 16: 20-31. Wadhwa, V., A. Saxenian, B. Rissing, and G. Gereffi (2007). *America's New Immigrant Entrepreneurs*. Duke University Report.

² Fairlie, R.W. (2012). *Immigrant Entrepreneurs and Small Business Owners, and their Access to Financial Capital*. U.S. Small Business Administration Report, Washington DC.

³ Kerr, S.P. and W.R. Kerr (2017). *Immigrant Entrepreneurship*. In Haltiwanger J., E. Hurst, J. Miranda and A. Schoar (Eds.), *Measuring Entrepreneurial Businesses: Current Knowledge and Challenges*, NBER Book Series Studies in Income and Wealth, Cambridge MA, 187-249.

⁴ Kerr, S.P. and W.R. Kerr (2018). *Immigrant Entrepreneurship in America: Evidence from the Survey of Business Owners 2007 & 2012*. Harvard Business School Working Paper, No. 18-098.

⁵ Kerr, W.R. and M. Mandorff (2015). *Social Networks, Ethnicity, and Entrepreneurship*. NBER Working Paper 21597.

⁶ For example, Australia created a visa for immigrants with entrepreneurial skills in 2012, the UK introduced a new entrepreneur visa in 2008, and Canada also created a similar program in 2013.

New Scholars Explore Motherhood and Women's Lives

Autumn Green, Ph.D., is an applied sociologist whose research focuses on access to higher education for student parents. Her current work includes the first comprehensive research study on resources and programs for student parents at colleges and universities in the U.S.

What brought you to the Wellesley Centers for Women?

I always identified as a sociologist and a researcher. At my previous institution, my job involved a lot of administrative work, but what really makes me happy is being out in the field, working with people, working with students, being in the classroom—you know, really doing the things that I feel are making an impact. So I knew that I wanted to make a transition to being more in the field, doing more research. And one of the things I love about the Centers is that there's a whole community that supports this work. It's a wonderful, inclusive feminist space that supports women in very diverse contexts and ideas.

And you're currently working on a manuscript funded by a Russell Sage Presidential Award. How did that project come to be?

My co-awardee on the Russell Sage Award, Amanda Freeman, Ph.D., is actually my friend from graduate school. Amanda's data was on ways we get families out of poverty through education, how they get to college in the first place, and what happens along that path. My data was really about what happens once they get to college. So we said, 'Let's do one book manuscript together.' We want this book to reach policymakers, to reach higher education administrators, and to be accessible to the general public.

At the end of the day, the storyline has been: you got pregnant, you had a baby, now you have to drop out of college. And so at the most fundamental level, both of us want to change that narrative—we're really challenging major status quo issues.

Another real strength that I think we bring to this work is that we were both student parents when we were conducting this research. Because of this, both of us had a very strong rapport with the participants that we worked with and our very collaborative research approach allowed us to include student parents throughout the process.

Who are student parents? How big of a population is this in the U.S.?

Based on 2012 data, there are a little less than 5 million student parents making up 26 percent of all undergraduate students. Traditional students make up somewhere between 22 and 29 percent of U.S. undergraduates. That means there are about as many, if not more, student parents than there are traditional students in the U.S. This is a huge population. It's a group that is incredibly disadvantaged, facing all kinds of challenges from intersectional experiences, juggling work-family priorities, navigating public assistance bureaucracies, while trying to go to school and raise kids.

One of the things that I think is really important in framing this issue is that the majority of student parents are women, and many of them are women of color. Half of African American female undergraduate women are moms. Half Pacific Islander female students—over a third are moms. Latina students—over a third are moms. This is out of all undergraduate students in the country. So we're talking about a population that is intersectionally located as women of color, as low income, as single parents, as young parents, or women who are going through major life transitions as older parents.

How do student parents achieve compared to traditional students?

For student parents who start their studies at a four-year institution like Wellesley, within six years from the first time that they were freshmen, only 17.4 percent have finished their bachelor's degree by comparison to 59 percent for the general population.

Graduation rates for student parents are really funny. Schools don't track students that transfer to another institution or students who take longer than six years from the first time that they were freshmen. Most student parents stop in and out of college at least three times before they graduate. Most student parents transfer. Many take more than six years to finish their degrees. And we have no data on any of those students.

Institutions internally, though, can track this. You just need to have the institutional will to do it. So one of the things that I've been part of over the past four years is called the Family Friendly Campus Toolkit. My colleagues at Endicott College helped to develop this based on a research collaboration on baccalaureate student parent programs that we did together, and then we partnered with eight two- and



four-year institutions to pilot the toolkit. Now, each of these eight institutions can tell us how many student parents are enrolled at their institution, or at least how many claimed a child on their student financial aid application. They are also using new systems to identify and track student parents and to form institution-wide taskforces aimed at improving supports and services for them. They can tell us their needs, demographics, and persistence and degree completion rates so they can specifically see how well they are serving their student parent population, especially in comparison to the general student population.

What can colleges and universities do to support student parents?

The average time it takes for a student parent to finish a bachelor's degree is ten years. We want to shorten that. It took me five. But you know, I had the support. It wasn't a comprehensive or wraparound student parent program, but I went to a university that had family housing, on-campus child care, a scholarship that helped me pay for necessities. I had a lot of resources that I was able to leverage. And one of the things that I'm doing now is exploring how we can impact the entire higher education system at a national or regional level to make sure that all higher education institutions are bound and required to address the needs of student parents.

My current research is the first comprehensive study of student parent programs in the country. And we're doing it region by region. We looked at every college or university that is accredited within the New England Association of Schools and Colleges and

the Middle States Commission on Higher Education and created the *Find Your Way Guide* for prospective student parents. We are now about half way through the Southern Association of Schools and Colleges as well, as part of a partnership with the Sociology Department at the University of Houston. We found family housing, we found campus child care and off-campus child care partnerships. We asked, 'Is there some sort of office that you can go to as a student parent and ask for help?' Now we're expanding the *Find Your Way Guide* and looking at the rest of the country. We also have a national database of colleges and universities with family housing that is currently available online. Through the data we are currently collecting we want to identify the disparities, what is the need versus how much of the need is being addressed. We want to learn about these programs in depth so that we can share the best practices, how they can be replicated, how colleges and universities can do more. It's important. It's making that real big national-level impact.

What do you see as the future of this work?

The next thing I'm hoping to do more with, as I've been developing it for the past four years, is called the two-generation classroom. It came out of my experience teaching in an urban associate's degree program. I was teaching a freshman seminar and every single one of my students in that class was a low-income mom. And the two-generation classroom came out of this idea where I said, "What if the kids could come to class with the moms, and what if we actually designed the curriculum to include

them and engage them as learning partners?" I developed a curriculum that would allow parents to earn credit toward the general education core in these classes. There's an online component where they do college-level readings, discussion posts, group work, but when they come to class, they bring their kid and the curriculum is designed around learning the material in a way that is shared with the two generations. The curricula really aim to simultaneously reduce the traditional educational barriers faced by student parents, while embracing their individuality and strengths as learners. I also expect that it will have significant positive impacts on the children who participate with their parents. I'm looking for funding right now to do a pilot at an institution that has a large population of student parents.

The two-generation classroom curricula have come together from my direct work with student parents and their kids, along with academic and theoretical perspectives on education, on sociology, on what the challenges are, and really working to create a very applied and direct intervention that changes the way we teach and learn. And, you know, it's something that I think in the long term could really revolutionize the way that we teach in college. ■



Autumn Green, Ph.D., is a new research scientist at the Wellesley Centers for Women and a nationally recognized scholar in higher education and anti-poverty programs. Her work focuses on access to higher education for low-income, first-generation, and non-traditional students, especially student parents. Most recently, she served as principal investigator on projects funded through the W.K. Kellogg Foundation, Ascend at the Aspen Institute, and the U.S. Department of Education as director of national replication for the Keys to Degrees Program, founding director of the National Center for Student Parent Programs, and assistant professor of Sociology at Endicott College. Green's recent seminar, "On-Campus with Kids: Supporting Student Parents in Higher Education," presented with Nicole Parsons, Ed.D., is available at wconline.org/video.



New Scholars Explore Motherhood and Women's Lives

Applied psychologist Karen Craddock, Ph.D., initially joined the Centers in 2014 as a scholar and faculty member with the Jean Baker Miller Training Institute, a legacy project of WCW. Now she is continuing her studies around Relational Cultural Theory as a WCW visiting scholar and linking it with her work on optimal resistance and resilience. Her work is focused on addressing issues of equity and trauma and developing wellness, strengths, and connection, particularly among marginalized communities.

What is your philosophy as a researcher?

I take an interdisciplinary, public health-informed approach to research and action. My work has always been centered around health and education advancement in ways that use a trauma-informed lens and strength-based approach at the individual, interpersonal, and communal levels.

As a researcher, I want to understand how social, cultural, and ethnic beliefs and practices can come together and contribute to action around equitable and inclusive learning environments, relational-cultural growth and healing, and social and emotional resilience. Specifically, I'm interested in creative expression, use of narrative, and spirituality as a means to increase awareness and drive action around these issues, especially among marginalized communities.

I'm very interested in theory, but it only has meaning if it can be put into practice, particularly working hands-on with communities. I believe that unless we're being very intentional about connecting our research theories and our good thinking with our collective action, we can miss the mark. So it's not just what we do, it's not just why we're doing it, but how we do it and with whom that makes it really important.

What areas of work are you focusing on as a visiting scholar?

The passion points right now for me, what I am primarily focusing on in my time at the Centers, are better understanding and elevating the lives of women—Native American/Indigenous women and African American/Black women—and in particular emotional health, mental health, and overall wellbeing.



Right now I am particularly interested in domestic violence prevention and wellness promotion for Native American women. My tribe is the Wampanoag of Aquinnah and I'm currently chair of the Domestic Violence Advisory Board of its Women's Center on Martha's Vineyard. We are now in the third year of operation, addressing and preventing violence against Indian women. We're looking at the full continuum, not just providing direct services and support for tribal women who are facing issues, but providing education and raising awareness across our tribal community as well. In my research, I'm considering how we can better understand and take on these issues from a socio-historical perspective while being very culturally informed, responsive, and incorporating traditional modalities in the prevention and intervention strategies.

While I'm exploring domestic violence prevention across Indian country, I'm primarily focusing within the Native American community in urban centers, especially the eastern woodland tribes that are often forgotten when people think about the Native American community. People think Native Americans are only or primarily living out on reservations or in the western plain regions, but the highest percentage of Native

Americans in the United States are living in urban areas.

Additionally, I'm thinking about culturally embedded pathways for emotional and mental health promotion for women of color broadly, particularly for women of African and Native descent.

Can you expand on why it is so important to look at violence prevention, specifically for Native American women?

Native Americans are at least twice as likely to experience assault and sexual violence than any other ethnic group in the U.S., and Native American women remain among the highest targets and survivors of domestic violence and abuse. In some areas, Native American women are being assaulted and murdered at higher rates than any other women in North America, and the numbers mount of murdered and missing Native women in North America. It's such a profound statistic, but often unknown. Issues of silence and invisibility, I would say, are pervasive for those in the Native community in that we are often unseen and unknown, which really builds into the issues of trauma.

Given that some data reports non-Native men as the highest perpetrators of violence against Native women, another important challenge is presented. And with that dynamic, there are issues of governance boundaries and sovereign nations that affect issues of law enforcement, prosecution, and protection on and off tribal lands. So I'm curious about how policy, mental health, social, and historical issues all come together with this topic of wellness for Native and Indigenous women and ways to build community-level and cross-sector supports.

I'm elevating these concerns by bringing Native American women's voices into the conversation, both in research and in action. Telling our stories for ourselves is really critical and my work right now is part of that.

What are the outcomes you are hoping for in your work exploring the lives of Native American and African American women?

I'm looking at the inter-ethnic experience connected to Native American women's stories and lived realities. I'm working on a series of interviews with women of African and Native descent who are sharing narratives of their intertwining ancestry, their experiences of exclusion, their strategies for resisting that exclusion, how they remain resilient, and how they pull in their cultural and ethnic heritage. I am interested in exploring this area of intersectionality around race, gender, culture, and multi-ethnicity. And I want to specifically look at how we can expand the knowledge base and understanding so you're not just getting one little sliver of what it means to be a Native American person.

In general, at a time where I think we're experiencing our country and our world to be so incredibly fragmented, there's a need for having authentic points of connection within and across groups. And it can't just be singular. I'm really pushing against any monolithic ideas around any particular community, having one belief system, one way of doing something. We need multiple voices representing multiple communities while at the same time upholding a firm sense of unity and cultural tradition, which may also illuminate core ethos and practices of a people or community. This is exciting

because it also opens discussion and potential pathways to counter generational trauma with generational strengths.

And you will be continuing your scholarship on Black motherhood while you are at the Centers as well, right?

Yes. The work that I did previously on psychological resistance to marginalization was focused on a group of young African American women. I looked at Black mothering and Black motherhood, which continue to be areas of interest and focus for me. I edited the 2015 book *Black Motherhood(s)* for Demeter Press and now am in the midst of writing for Routledge, their anthology on motherhood, a chapter called "Mothering While Black" that offers an overview of some of the research that's been done but really focuses on psychological wellness, pivoting between strengths and vulnerability.

I'm also bringing in conversations that have been ongoing around Black motherhood in the media as well. I'm looking at resistance and resilience: What did it look like for Serena Williams? What did it look like for Trayvon Martin's mom? I will continue to build on that work while I am here, expanding it beyond Black mothers to include Black women more broadly. Essentially, I will identify factors that support the development of healthy relational networks that strengthen wellbeing and advancement for Black women across multiple contexts and along the lifespan.

Why did you return to WCW to continue your research?

I was very fortunate to be a part of, and I continue to work with, the Jean Baker Miller

Training Institute; and it was there that my work came to focus on fostering health and wellness by linking Relational Cultural Theory with my research on distinct psycho-emotional and behavioral patterns and strategies for resisting marginalization. This specifically led to examining the relational neuroscience of exclusion. Now I'm building off of that work and I'm thinking about how I can plant those seeds more deeply and see what grows and develops, particularly around social action, equity, and inclusion.

On another note, while I was editing the 2015 *Black Motherhood(s)* book, I incorporated the ideas of Layli Maparyan, WCW's executive director, around womanism as an analytical lens. I greatly value Layli's scholarship in this area and am excited to be working alongside her.

I've always had colleagues and friends who were a part of the Wellesley College community and particularly the Wellesley Centers for Women. In coming back to the Centers, I see possibilities for collaboration with some scholars in their research and programming around race and gender-based equity, across different settings.

The depth and breadth of the work here really drew me in and resonated with my experience in systems of care and learning, social and emotional development, and women-focused inquiry. I'm interested in looking at how we cultivate racially and culturally diverse voices and representation both in research and action. Because research and action are a real focus and thrust of the Wellesley Centers for Women, I'm happy to be here as a visiting scholar. ■



Karen Craddock, Ph.D., is a visiting scholar at WCW who explores psycho-social functioning, including race/gender intersectionality, mothering and mentoring, social and emotional learning, systems of care, strategic and social capital networks, and the neuroscience of inclusion. Her extensive background in mixed-method and qualitative research, program evaluation, training, and technical assistance also include her work as a certified executive personal coach and advocate. She has held senior administrative and research roles with U.S. federally-sponsored projects, Education Development Center, Inc., and Harvard University.

New Scholars Explore Motherhood and Women's Lives

Hauwa Ibrahim, J.D., S.J.D., M.L., has over 15 years of experience in human rights law, including successfully defending 150 women and children in Shariah Courts. During her time as a visiting scholar at WCW, in addition to working on two manuscripts, she is focusing primarily on further developing the Mothers Without Borders initiative, a project that explores how mothers and communities can prevent the radicalization of youth.

Your idea for Mothers Without Borders came from your experience in 2014 trying to track down more than 200 schoolgirls in Nigeria who were kidnapped by Boko Haram. Can you talk about that experience?

In 2008, I was invited to join the Radcliffe Institute Fellowship program at Harvard for 10 months, but ended up staying until 2014, when Boko Haram kidnapped over 200 schoolgirls in northern Nigeria. I come from northern Nigeria, so when President Jonathan of Nigeria invited me to help with the effort of rescuing the girls, I left Harvard and I went back to Nigeria. I spent about one year working on efforts to try and rescue the girls. Our efforts paid off.

During that year, many countries contributed tactical resources like drones, tanks, and intelligence personnel to help find the girls. But somehow I felt a strong intuition to explore a different tactic. I approached the chairman of my committee and told him I wanted to go to a prison where captured Boko Haram members were being held. He said, "If you do this, you're on your own." So with help from friends and former colleagues in the police, I disguised myself and went to the prison to speak with members of Boko Haram.

I went through over 200 prisoner information reports and decided to focus on four prisoners who were from the same community. I wanted to find out more about who these Boko Haram leaders were, understand where they come from, which sect of Islam they were affiliated with, what sort of background they have—poor or rich, educated

or illiterate. I wanted to know, "How does a village bring up this child who became a leader of Boko Haram?"

After going to the prison, I went to the village they were all from and spoke to their mothers. I didn't tell them about their sons, whether they were alive or not. I just wanted to know more about their families and the village.

We then brought the four mothers back to the city with us and went to the prison the following day. The mothers didn't know why we were there. At the prison, we arranged to have one of the imprisoned Boko Haram leaders come to us. As he walked down the hall, he saw his mother.



In parts of northern Nigeria, by the time a boy is 12 to 15 years old, he is expected to carry himself like a man and not have bodily contact with women. When this man noticed his mother, he ran toward her as if his life depended on it. He cried and held onto his mother so tightly. This man had been in detention for more than three years, and his mother believed he was dead. The son thought his mother had given up on him because he joined Boko Haram. He had been in this detention for over three years and was

tortured to give information. In those three years, he never said anything.

In that room, his mother used three words in the local language. In English, it is translated to something like, "What went so wrong?" And he just spat it out. He was crying and talking without control, sharing information that would later help us find the kidnapped girls.

At that moment, it dawned on me that maybe this is what was bothering me all this while. This is what I was looking for, and I call it the "soft power of the mother." That was the beginning of my thirst, my hunger to look for a soft power of fighting violent extremism.

And you continued to develop the idea while working in Jordan, correct?

Shortly after returning to the U.S. from Nigeria, His Royal Highness Prince Hassan of Jordan, the patriarch of the Hashemite Kingdom, invited me to work in Amman, Jordan, on issues of women and empowerment. I later tried to understand the impact of ISIS as well. During that time, I saw a similar soft power in the mothers at the refugee camp in Zaatari, Jordan, outside of Amman with over one million refugees.

In Zaatari, I was trying to understand the influence mothers had over their children and how we can use that to slow down violent extremism. That was the beginning of Mothers Without Borders. I was trying to understand how we could steer youth away from violent extremism. I've been looking at this both in a scholarly way, which is what brought me to the Wellesley Centers for Women, but also in a hands-on way. I am always asking, "how do



you translate scholarship into reality?” For me, that is the bigger bridge—that we are not only scholars but that we are also making the change happen in real time while avoiding unintended consequences.

What brought you to do this work at the Wellesley Centers for Women?

My path to Wellesley started about seven years ago. I was still at Harvard and a friend told me about Layli Maparyan, WCW executive director. The friend brought me to meet Layli and several things fascinated me with the visit.

The first was the presence Layli has. She was intellectually very savvy, and I was very interested in her perspective on womanism and how she has brought her spirituality into her

work. The second was the entire concept of a women’s center and the work of the scholars that are here. I wanted a space where I could learn from other women’s work. So for me, knowing that the Centers is home to scholars working on so many different issues would sharpen me. Where I come from, they say iron sharpens iron. I look forward to getting a polished edge from other women in different fields at the Centers.

When I came back from Jordan, I had this proposal for Mothers Without Borders. I was looking for a space where I could develop the proposal and see how to pull resources—not necessarily funds, but resources—to put this idea into action.

So you came to the Centers to work on Mothers Without Borders and, within months, you convened a global conference at Harvard University.

I put together a program using affiliations with Harvard and Wellesley to bring together women all over the world. I was lucky to have 76 people from 15 different countries that participated. From July 13 to 17, 2018, we had our conversation and so much has come out of it already.

What has grown out of the conference so far?

Two very interesting things happened in Nigeria. During the conference, there was a southern general in the army from the center of Nigeria. There was also a woman from the far north. They disagreed on tribal issues,

which affects religion, which also affects relationships. They disagreed on a lot of things, but they decided to create a group back in Nigeria where they are now exchanging ideas about what they have in common. They are planning to bring together influential leaders to discuss their common problem—youth who are turning to violence—and the power mothers have to slow it down.

The second group decided to take our message about the soft power of the mother to stop violent extremism and spread the message from village to village and town to town in Nigeria, by meeting with those who live and lead in the communities.

For me, the entire concept of Mothers Without Borders and keeping youth away from violent extremism is more like a vision or mission, and I’m allowing it to take a life of its own. I don’t want to own it. So far, colleagues in Germany, France, Nigeria, and Jordan have adopted parts of this idea. I want it to have a life of its own, to spread, and let us see how the soft power of each of us, the soft power of the mother, permeates into society and makes it a much safer and better place for generations yet unborn. ■

These interviews, conducted and written by Megan Cassidy, were supported by the Cowles/Sulzberger and The Mary Joe Gaw Frug Funds.



Joel Saget / AFP

Hauwa Ibrahim, J.D., S.J.D., M.L., is an international human rights and Sharia law attorney with considerable academic and government experience. As a visiting scholar at WCW, she is researching multidisciplinary and collaborative exploration of the root causes of terrorism, including radicalization of youth and building bridges of cooperation between religious and non-religious communities. In 2005, Ibrahim won the European Parliament Sakharov Prize for Freedom of Thought. She is also president of the Peace Institute with offices in the U.S., Italy, and Nigeria. She was a visiting lecturer at Harvard Divinity School from 2010 to 2014 and a fellow at the Radcliffe Institute for Advanced Study and Harvard Law School, Harvard University.

Spotlight on New Funding & Projects

Major Awards received in Fiscal Year 2018 (July 1, 2017-June 20, 2018)

Parent and Peer Influences on Social Media Use in Early Adolescence: Implications for Psychosocial and Behavioral Health

Project Director: Linda Charmaraman, Ph.D.

Funded by: Children and Screens Institute of Digital Media and Child Development

With a mixed-method design utilizing matched parent-to-student surveys, student interviews, and social media data, this exploratory study is investigating the developmental processes of social media use during the transition to adolescence, highlighting factors that are likely to have explanatory power in understanding the relationships between social media use, social context, and psychosocial and behavioral health. Charmaraman is building theory on mechanisms for how, when, and why early initiation into social technologies co-occurs with behavioral health outcomes, taking into account peer and family influences. The study findings will have implications for both parents and clinicians. Examining peer and parenting factors in social media initiation will guide recommendations for overseeing the youngest, most vulnerable users of social media. Both parents and clinicians alike will be able to use this research-based—rather than commerce-based—information to protect children in their care when making choices or providing rationale regarding limits to youths' social media use. The impact of this work crosses the divide between academia and clinical practice, and results from this study can be used to design an educational intervention for a “beginner’s guide” to social media use in the early adolescent years, which will be highly beneficial for educators, counselors, practitioners, parents, and families.

Wellesley College McNair Scholars Program Evaluation

Project Director: LaShawnda Lindsay-Dennis, Ph.D.

Funded by: U.S. Department of Education

Lindsay-Dennis is serving as an external evaluator to the Wellesley College McNair Scholars Program, which employs evidence-based practices to increase the number and proportion of low-income, first-generation, and underrepresented minority women who are prepared for rigorous graduate study in science, technology, engineering, and mathematics (STEM) fields. The primary components of the comprehensive evaluation are: the progress of the project toward meeting its objectives; significant barriers to the achievement of objectives; recommendations for overcoming barriers; and unanticipated collateral benefits/challenges engendered by the project. The Wellesley College McNair Scholars Program specifically targets the persistent institutional barriers to student achievement that discourage underrepresented minority student STEM enrollment and persistence.

McNair activities and services, combined with individualized mentoring from trained faculty mentors, build the bridge of support that ensures the 26 McNair Scholars each year complete their STEM degrees, enroll in graduate school, and attain their doctoral degrees. Through the evaluation, Lindsay-Dennis will determine the extent to which the project has achieved its specific objectives in a timely and effective manner, and the contribution of the activities as a whole to the program and to Wellesley College.

Promoting Health and Wellbeing in Adolescents and Families through a Web-based Resource

Project Director: Tracy Gladstone, Ph.D.

Funded by: The Virginia B. Toulmin Foundation

This project will result in a better understanding of the factors that contribute to the long-term prevention of adolescent depression, including individual and family factors that influence intervention use and response. Expanding a National Institutes of Health-funded project, funding from the Virginia B. Toulmin Foundation provides for the collection of new data on parental mental health and the effects of parental illness on youth depression and CATCH-IT intervention use. Gladstone expects to learn more about the factors that influence whether or not parents will use the parent intervention, whether they will benefit from it, and whether it will alter their parenting behaviors. Moreover, this project will tell researchers more about the effects of parental illness on teens' response to a depression prevention resource (i.e., when parents are depressed, are teens less willing to use CATCH-IT) and whether the course of parental mental health concerns is relevant to teens' intervention responses. The ultimate goal of this project is to use the data collected about the effects of parental illness on teen intervention use and response to inform the timing of preventive efforts for teens, and to suggest strategies for addressing parental illness at the same time as promoting mental health efforts for at-risk youth.

Surviving and Striving: Low-Income Parents Pursuit of Higher Education as a Path Out of Poverty

Project Director: Autumn Green, Ph.D.
Funded by: The Russell Sage Foundation

This project explores the specific policy contexts that support and impede student parents and other factors within their lived experience that shape their success. There are 4.8 million undergraduate student parents who are enrolled at colleges and universities across the U.S., 61 percent of whom are low-income. For these families, higher education is presented as a meaningful opportunity for upward mobility, leading to a better life, not just for themselves, but for their children. However, finding their way to and through higher education is no easy feat for low-income mothers. Green's research reveals critical concerns of sociological significance in both the areas of the sociology of education, and inequality, poverty, and mobility. She explores how systemic and intersecting processes work to bar access to, and success within, higher education. For low-income student parents, lack of college success is most often attributed to lack of financial security and reliable childcare. However, data suggest that other lesser-known factors associated with poverty, parenting, and decision-making also shape the educational trajectories of low-income student parents and hinder their progress as they move through the system of higher education and into sustainable careers. This project will present an account of the student parent's journey, its obstacles, as well as experiences of support and success, and how institutions, policymakers, and everyday people can support the success of student parents in completing college degrees and achieving intergenerational mobility from poverty to the middle-class.

Career Dynamics: A Longitudinal Analysis of U.S. Firms and Households

Project Director: Sari Pekkala Kerr, Ph.D.
Funded by: The Russell Sage Foundation

This study focuses on understanding the dynamics of gender earnings and employment gaps with age and career experience in the U.S. With colleagues at the National Bureau of Economic Research, Kerr will use a large and extraordinary dataset to explore many of the important features of and reasons for the widening (and subsequent narrowing) of the gender earnings gap with age. A unique matched employer-household panel will be created to study the impact of marriage, children, and geographic mobility during 1991-2014, enabling the research team to follow individuals within and between firms, and across geographic locations. Despite decades of progress for women, the official Bureau of Labor Statistics-defined gender earnings gap in the U.S. is around 20 percent (at the median for full-time workers). But the 20 percent figure is an average and the gender earnings gap changes across the life-cycle, starting small after education is completed and widening with family formation, particularly for those with more education. Facts concerning the widening, as well as some of its causes, have been extensively explored across the social sciences. Less discussed is that the gender earnings gap narrows after middle-age, an issue of great relevance now as women have been working far more into their sixties and beyond. This research will broaden and deepen researchers' understanding of the gender earnings gap by following couples, not just individuals, across time and surrounding critical events.

Other external funding

Excluded from this list of major awards, but important as far as the scope of WCW external funding, are other fee-for-service training, participant fees, consulting, and other fee-based project work, which can be sizable. This encompasses dozens of fee-for-service and consulting agreements that can range from a few hundred dollars to nearly \$200,000. These agreements also range in duration from very short (less than one month) to multi-year renewable contracts. Each of our action projects—Open Circle, the National SEED Project, and the National Institute on Out-of-School Time—worked with clients and practitioners to provide, training, professional development, technical assistance, and customized solutions to educators, schools, school districts, local governments, and non-profit agencies around the country.

Equity Lab Charter School

Project Director: Kamilah Drummond-Forrester, M.A.
Funded by: The Barr Foundation

Open Circle is adapting its elementary school social and emotional learning curricula and interactive and experiential professional development for integration into Grades 5-6 at Equity Lab Charter School during the 2018-2019 school year, the first step toward an expansion into middle school. Open Circle programming is aimed at: 1) proactively developing students' skills for recognizing and managing emotions, empathy, positive relationships, and problem solving, and 2) helping schools develop a community where students feel safe, cared for, and engaged in learning.

Open Circle Middle School Expansion

Project Directors: Kamilah Drummond-Forrester, M.A. and Jennifer Grossman, Ph.D.
Funded by: Morningstar Family Foundation

Open Circle is taking steps to adapt its elementary school social and emotional learning curricula and professional development for integration into middle schools. Needs assessments, program exploration, curriculum development, pilot testing, and implementation planning will occur with support from this five-year gift.

A HALF CENTURY OF SOCIAL CHANGE, 1974-2024

Wellesley Centers for Women will celebrate its 50th anniversary in 2024 and in recognition of this milestone has launched a history project, “Looking Back & Looking Forward: A Half Century of Social Change, 1974-2024.” This multi-year initiative will feature a collection of historical information about the foundation, growth, projects, events, social impact of, and the people and partners related to the Centers’ research-and-action work. Progressing until 2024, pieces for the collection will be produced, curated, and archived on the WCW website, wcwonline.org/halfcentury.

Much of the collection will be oral history narratives. It will include presentations, interviews, testimonials, and essays by key players in the Centers’ history who will tie WCW’s work and influence to the women’s movement and/or public discourse; social, political, and/or practitioner impact; and its relevance at the moment, along with insights that may inform the future. Colleagues and members of the public will have the opportunity to submit audio, video, and/or written testimonials via an online portal which will go live in early 2019. The collection will be used to support outreach and fundraising and the production of a book, exhibit, and/or documentary film about WCW.

Recent Events

In late September, Wellesley College President **Paula Johnson**, M.D., M.P.H., and **Layli Maparyan**, Ph.D., the Katherine Stone Kaufmann ’67 Executive Director of WCW, welcomed former Wellesley President **Barbara Newell**, Ph.D., and award-winning journalist **Linda Cozby Wertheimer** ’65 back to campus for a seminar, “WCW in Retrospect: A Conversation with Barbara Newell, Wellesley College President (1972–1980).” The seminar kicked off the WCW history project.

“Now, six years may seem like a long time to celebrate, but when I think of all that the Centers have accomplished it will hardly be long enough,” President Johnson told the audience gathered on campus and watching online. “All of this can be directly traced to Barbara Newell’s presage and vision.”

During the spirited discussion, Newell and Wertheimer, senior national correspondent for NPR, former College trustee, and member of the WCW Council of Advisors, shared their perspectives on the women’s movement of the 1970s, the achievements and challenges since then, and how gender-focused research organizations like WCW can influence public discourse and policy. The program can be viewed online at wcwonline.org/BarbaraNewell.

In October, WCW hosted “Scholarship on the Shelves & Scholarship in Our Selves,” during which several practitioners affiliated with the National SEED Project at WCW offered testimony and tributes in recognition of the 30th anniversary of **Emily Style’s** 1988 essay, “Curriculum as Window & Mirror,” and to celebrate educator, filmmaker, and social justice advocate **Willa Cofield’s** 90th birthday.

Style’s notable paper explores the need for curriculum to function both as window and as mirror, in order to reflect and reveal most accurately both a multicultural world and the students themselves. As a longtime educator, scholar, and founding co-director of the **National SEED Project**, she has woven this important perspective into her decades of teaching, training, and advocacy. Cofield, as a high school teacher in 1963, watched with her students as others challenged racial segregation across the South; this inspired them to mount protests in their own North Carolina community. At age 60, Willa brought her rich personal and professional life experience to the National SEED Project, where she worked for decades training educators to be more equitable and inclusive in all they did. A recording of the program and links to related blog articles are available at: wcwonline.org/WindowAndMirror.



Barbara Newell, Linda Wertheimer, and Layli Maparyan reflect on WCW’s history and the women’s movements.



Barbara Newell



Emily Style and Willa Cofield

How can you be a part of lasting social change?

In your hand, you are holding evidence of the many ways the Wellesley Centers for Women uses research, theory, and action to advance social change.

Together, we move toward a world that embraces gender equality, social justice, and human wellbeing. Thank you.



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