

# Research / Action

## The Wage Gap: The Motherhood Penalty and the Fatherhood Premium



### Featuring:

Helping girls learn in Afghanistan • Collaboration with Instagram • Stories of youth development professionals  
SEED training expands • Year in review

Shaping a Better World through Research & Action  
**Wellesley Centers for Women**

# Research \ Action Report

annual report 2022

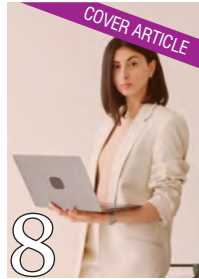
## Contents



4  
Learning at Wellesley,  
While Helping Girls  
Learn in Afghanistan



7  
Accessing Child Care  
While Working Non-  
Standard Hours



8  
The Wage Gap:  
The Motherhood  
Penalty and the  
Fatherhood Premium



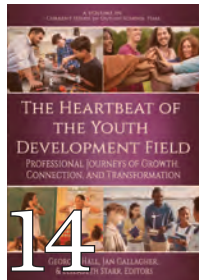
10  
Kate Price Remembers  
Something Terrible  
—But She’s Still  
Moving Forward



12  
Promoting Supportive  
Spaces Online  
with Instagram



13  
How a WCW Research  
Scientist and a  
Wellesley Student  
Collaborate



14  
NIOST Book Tells  
the Stories of  
Youth Development  
Professionals



15  
SEED Training  
Expands Accessibility  
and Affordability

Stay in Touch  
All Year Long



Join our email list  
so you always know  
what’s happening at  
the Centers. You’ll get  
invites to our virtual  
discussion panels, a  
look at new research  
findings and media  
coverage, and high  
lights from our blog.



Sign up at  
[wcwonline.org/email](https://wcwonline.org/email)

**Wellesley  
Centers for  
Women**

Wellesley College  
106 Central Street  
Wellesley, MA 02481-8203 USA  
781.283.2500  
[wcwonline.org](https://wcwonline.org)



Questions/comments:  
[wcw@wellesley.edu](mailto:wcw@wellesley.edu)

Connect with us online



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.™

The Wellesley Centers for Women is an academic research and action institute at Wellesley College that is focused on women and gender and driven by social change. Our mission is to advance gender equality, social justice, and human wellbeing through high-quality research, theory, and action programs.

While women's and girls' perspectives and experiences are at the center of our institutional identity, we aim to shape a better world for people of all gender identities and expressions.

*Production of this report was supported in part by the Mary Joe Gaw Frug Fund, an endowed gift to the Wellesley Centers for Women.*

At the Wellesley Centers for Women, we advance gender equality, social justice, and human wellbeing through high-quality research, theory, and action programs. That means working with all different kinds of audiences—from policymakers, to businesses, educators, students, and the media—both here at home and abroad.

In this *Research & Action Report*, **Sari Pekkala Kerr** writes about her research on how the gender wage gap changes across the family life cycle, from the Motherhood Penalty to the Fatherhood Premium. **Wendy Wagner Robeson's** recent study delves into the challenges for parents in accessing child care while working non-standard hours—and what kinds of policies can help. **Linda Charmaraman** is partnering with Instagram to promote supportive spaces online. Armed with the data these research scientists bring to the table, policymakers and businesses can make better decisions that shape a better world.

A new article from **Nan Stein** and her longtime collaborator **Bruce Taylor** chronicles the history of the movement to address sexual harassment in schools, from their unique perspective on the front lines. And **SEED** looks to the future, with virtual trainings that expand accessibility and affordability for participants. WCW has a long history of giving educators the tools they need to succeed—and to help their students succeed.

In an in-depth Q&A, **Pashtana Durrani** shares how she's helping girls learn in Afghanistan, despite Taliban rule that prohibits them from attending



school. **Hauwa Ibrahim** writes about the summer camps she runs in Nigeria that turn students away from extremism by turning them toward STEAM (science, technology, engineering, arts, and math). And in a joint Q&A, **Jennifer Grossman** and Wellesley College student **Audrey DiMarco** talk about the secrets to the success of their research collaboration.

Finally, **Kate Price** lets us in on what she's been working on since being featured in a story in the *Boston Globe Magazine* called "Kate Price remembers something terrible." And a new book co-edited by **Georgia Hall**, **Jan Gallagher**, and **Elizabeth Starr** tells the stories of youth development professionals, shining a light on the intricate connections between research and practice.

As we look ahead to 2023, I'm grateful for people like you who have helped us envision a brighter future: a world of justice, peace, and wellbeing for all. And in the coming year, I'm confident we can pursue research and action that will move us closer to that vision. ■

**Layli Maparyan, Ph.D.**

Katherine Stone Kaufmann '67 Executive Director

# Thank You

To our friends, supporters, funding partners, and colleagues—thank you for believing in our work. Your generosity supports **research that drives social change.**

With you as our partner, we study the most pressing social issues and use data to improve the lives of women and girls, families and communities in all their diversity through high-quality research, theory, and action programs. Your support helps us share our findings with policymakers, activists, and decision makers of all kinds so they can make evidence-based investments in policies, programs, and practices that **shape a better world.**

Thank you for making this work possible and for believing that **A world that is good for women is good for everyone.**<sup>™</sup>



# YEAR in REVIEW

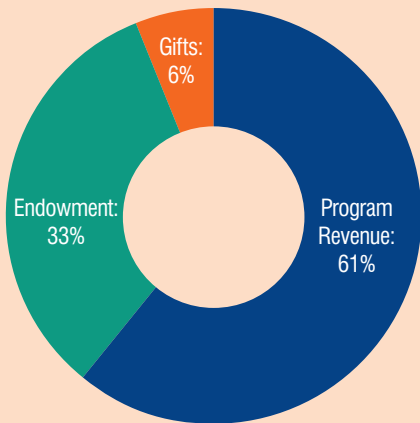
# HIGHLIGHTS

from Fiscal Year 2022

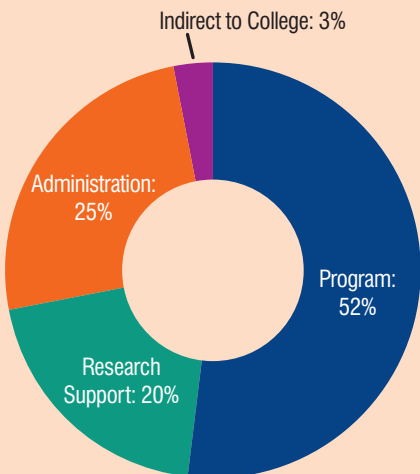
(July 1, 2021 - June 30, 2022)

**Fiscal Year 2022**  
Budget: \$6.2M\*

\*based on unaudited data



## Revenue



## Expenses

**56**

**PUBLICATIONS**  
in book chapters,  
journal articles,  
and more

**31**

**PRESENTATIONS**  
at virtual and  
in-person events

**157**

**MEDIA MENTIONS**  
and op-eds

**47**

**ACTIVE**  
research  
projects

**13**

**NEW**  
research  
projects

**\$5.4M**

**IN GRANTS**  
and contracts

**665**

**PRACTITIONERS**  
& administrators  
trained by the National  
Institute on Out-of-  
School Time

**210**

**PARTICIPANTS**  
from 118  
institutions trained  
by SEED

**633**

**GIFTS**  
received

**\$407K**

**IN DONATIONS**

# Learning at Wellesley, While Helping Girls Learn in Afghanistan

**Pashtana Durrani** joined WCW as a visiting fellow in September 2021. She is an Afghan human rights activist and community development expert who is the founder of LEARN Afghanistan, a grassroots organization established to safely and securely provide education to girls.

## What has it been like settling into your life at Wellesley over the past year?

The first few months were very hard. The community was very warm and welcoming—students, faculty, and staff members reached out and offered to do things like drive me to get my social security card or my SIM card for my phone. A lot of people reached out to me to ask about LEARN or my other work, and they didn't have to. I am utterly grateful for that. I did, however, go through a phase of depression. I missed my home a lot. I started going to therapy, and now I'm getting back to normal. One thing I have learned that's made me so grateful over the course of this year is, I don't always have to be happy. I don't have to be at the top or in the news all the time. I don't have to be all-important. I just have to do my work, and I can sleep in peace.

Speaking of sleeping in peace—I was recently in Texas for a game, and

beforehand there were fireworks, and to me, fireworks sound like bombs going off. Every time a firework went off, I jumped out of my chair. That fear has stuck with me, even though I know I'm safe here. I was talking to my mother yesterday, and she said, "It's the first time in years I can sleep in peace knowing that you won't be blown up." I know it sounds extreme, but sleeping in peace, waking up in peace, that's something I'm very grateful to Wellesley for.

## Can you tell us about your recent trip to the United Nations General Assembly?

I was recently accepted as a member of the feminist coalition of the UN Girls' Education Initiative, and through that I was invited to the two-day Transforming Education Summit. LEARN was given a lot of visibility, and I was given a space where I felt like I grew. I also presented to the UN Secretary General a petition signed by

500,000 people that calls for the right to a free education for all children throughout the world, no matter their religion, ethnicity, geography, or social status. If they're a refugee, if they're poor, if they're rich, they need education. The end goal is access to education for every child, especially young girls in the global south.



Pashtana spoke to Wellesley College students during Intro to the Study of Conflict, Justice, and Peace taught by Visiting Lecturer Nazan Bedirhanoglu, Ph.D.

## Awards & Recognitions

Pashtana has received recognition for her human rights and education work in Afghanistan from organizations around the world:

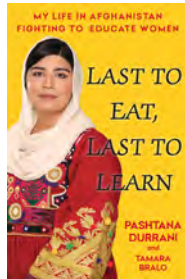
- Honored at Young Activists Summit 2022
- Included in BBC's 100 Women 2021
- Featured in TIME100 Talks Spotlight
- New Voices Fellowship at the Aspen Institute
- Tällberg-SNF-Eliasson Emerging Leadership Prize
- Education Champion, Malala Fund
- Youth Representative, Global Youth Collective, Amnesty International

## How has your organization, LEARN, made school accessible to girls under Taliban rule?

By now, girls in Afghanistan have been at home and not allowed to attend school for more than 365 days: One academic year has been wasted. In response, LEARN has opened two more underground schools, so we now have four schools, and we don't plan to stop there. We also partnered with the U.S. government's Radio Free Europe/Radio Liberty—in Afghanistan, they work under the name of Radio Azadi or Freedom Radio. They take our content that we have on our website for our students, and they broadcast it to listeners all across Afghanistan. The best thing about this is students don't need internet access, and we don't need to hire a lot of teachers. LEARN right now is trying to grow both its physical presence and its audio presence, so that we can reach students who don't have electricity or internet access or a laptop.

## What kinds of topics do girls study through LEARN?

We're exploring how to make our curriculum more inclusive and accessible. So we're focusing on STEM lessons in biophysics, chemistry, and mathematics, and we have partnered up with Wheeling University in West Virginia, which will be providing free ESL (English as a Second Language) classes. We are also offering courses in animation, graphic design, and website development, so at the end of the day, students have practical skills they can use to get jobs. Future students will have a full week of classes: two days of STEM, two days of animation, graphic design and web development, and two days of ESL. So this way, their STEM skills, their job skills, and their English skills are covered.



*Last to Eat, Last to Learn* is the inspiring memoir by Pashtana Durrani. The book goes on sale in May 2023.

## What is your upcoming memoir about?

My book, which will be published in the U.S. in the spring, focuses on girls' education, my life, and how I am the person I am today. And most importantly, how the political dynamics of the past two decades—the international politics, the national politics, and the tribal politics—failed girls in Afghanistan so deeply. It's a very political book; it focuses on why we need to be our own leaders and why we cannot wait for someone to rescue us. But it's also very funny. I'm very happy about that.

“I know it sounds extreme, but sleeping in peace, waking up in peace, that's something I'm very grateful to Wellesley for.”

## What do you like best about WCW?

At WCW, I don't have to explain myself. WCW supports me, lets me grow, and most importantly, allows me to be who I am, no matter what political statements I make



**Pashtana Durrani** is a visiting fellow at the Wellesley Centers for Women. Her book, *Last to Eat, Last to Learn*, will be released in the U.S. in spring 2023, and she will be included in a documentary called the Superwoman Series by Afghanistan International.



Avaaz Campaign Director Sarah Morrison (L) and Pashtana Durrani (R) urge world leaders at the UN “Transforming Education Summit” to back a new global treaty to expand children's right to free education on Sept. 16, 2022.

or how much I travel. In the past year, I've traveled more than 20 times to 11 different states in the U.S., which is more than most U.S. citizens. I haven't heard once from WCW, “Why are you not showing up at the office?” They know I'm doing my work. I appreciate that. So the room to grow, the ability to be flexible, the fact that everyone cheers me on—even if I don't know them—and supports me in my work and will always be there for me. Those are the things that I like about WCW. ▀

# STEAM Camps Continue in Nigeria

Commentary by *Hauwa Ibrahim, J.D., S.J.D., M.L.*

Nigeria, rich with its cultural diversity and natural resources, faces many social and economic challenges that threaten the stability of the country. Sometimes, under the guise of religion, extremist groups recruit youth by offering them a sense of identity and purpose. Science, technology, engineering, arts, and math (STEAM) can pull these pupils out of the jaws of groups like Boko Haram. This past summer, WCW once again hosted STEAM summer camps in Nigeria that offered students the opportunity and space to think, create, innovate, criticize, and strategize.

In August and September, the STEAM camps took place in Waru, Wassa, and Kuchingoro, internally displaced persons (IDP) camps around the Federal Capital Territory near Abuja, Nigeria. Over 600 children ages 10-16 participated in the camps, with five instructors delivering courses in STEAM subjects. Instruction was centered around practical and hands-on activities that ignited curiosity and interested children, giving them the spark to not only believe in themselves, but also to know they can be anything they want to be—instilling the spirit of “I think, therefore, I am!”

I led a team of students and alumni of the Global Governance program at the University of Rome, Italy, including **Andrea Travagli, Giulia Desideri, Michelle Pott, Arman Mulić, Khadija Feroz, Ahmed Mua’zu**, as well as other volunteers. WCW Senior Research Scientist **Wendy Wagner Robeson, Ed.D.**, sent crucial supplies of STEAM kits from the U.S. to Nigeria.

With minimal instruction, pupils performed science experiments related to density, pH indicators, robotics, coding,



and other topics. They drew on their creativity and culture to express themselves through beading and

jewelry making. Mathematics was taught using fun-filled activities such as jokes, games, challenges, and races.

The Nigerian National Commission for Refugees, Migrants, and Internally Displaced Persons, led by Honorable Federal Commissioner **Iman Suleiman-Ibrahim**, provided the team with transportation, security arrangements, and volunteers and opened the IDP camps for us. Volunteers from an organization called Beyond Mentors Community Care Initiatives were irreplaceable during our teaching weeks, providing fundamental support and translations to local languages. The IDP camp leaders supported us every step of the way. The Nigerians in Diaspora Commission and the North-East Development Commission oversaw our stay, offering us the opportunity to try local dishes and hosting us for conferences and news interviews.

Every pupil that attended the camps went home with a STEAM kit and made a promise that they will use their kit to teach at least 10 other children. We also encouraged teachers and volunteers to keep engaging the pupils with the syllabus we left at every camp.



In the future, we hope to reach out to other countries in West Africa and beyond, positively impacting STEAM education by creating culturally appropriate curricula that use local materials. We want to offer more children and more communities the opportunity to build skills and knowledge that give them an alternative to engaging in anti-social behaviors. ■



**Hauwa Ibrahim, J.D., S.J.D., M.L.**, is a visiting scholar at WCW. She is an international human rights and Sharia law attorney who researches the root causes of terrorism, including the radicalization of youth.



# The Challenges of Accessing Child Care While Working Non-Standard Hours

Parents in low-income families often work low-wage jobs that have nonstandard and/or unpredictable schedules. Formal child care programs, on the other hand, typically offer care during standard 9-5 hours and rely on predictable schedules. This creates a mismatch with the work schedules of many low-income families seeking access to quality child care, which can be a barrier to their employment and to their children's health, safety, and positive development.

In a recent study funded by the Administration for Children and Families of the U.S. Department of Health and Human Services, WCW researchers investigated the complex connections between poverty, work schedules, parents' selection of different types of child care, and work disruptions. They also looked



at how government policy can either help or hurt families in obtaining the care they need for their children.

“We found that workers with non-standard schedules were more likely to use care provided by their families, friends, and neighbors (also referred to as in-home child care) than they were to use center-based care or formal family child care homes,” said WCW Senior Research Scientist **Wendy Wagner Robeson**, Ed.D., who completed the study along with

former Senior Research Scientist **Nancy L. Marshall**, Ed.D., and **Alicia Doyle Lynch**, Ph.D., of Lynch Research Associates. “These workers valued flexibility in their child care arrangements, often turning to people they knew who could accommodate their non-standard schedules. As a result, they experienced fewer child care-related work disruptions than those who used

more formal child care, and were less likely to have issues maintaining their jobs.”

Given these connections, what are the implications for policy? The researchers looked at the Child Care

and Development Fund (CCDF), a federal and state partnership program, which—depending on the state—sets minimum work hours for eligibility for child care subsidies and puts limits on in-home child care. They found that CCDF policies that limited in-home child care reduced the likelihood that non-standard-hours workers would use care provided by their families, friends, and neighbors, placing them at risk for greater child care-related work disruptions that could lead to job instability. While the CCDF policies that limit in-home child care are often motivated by a

desire to set minimum health and safety standards, such as requiring CPR training, they have the unintended consequence of also limiting families' access to care that may best meet their needs.

“The good news is, revised policies could make families' lives much easier,” said Robeson. “Policies that allow parents to obtain subsidies while using the kind of care that makes the most sense for them—care that leads to minimal work disruptions—could be a game-changer for low-income families and their ability to maintain employment.”

Though the researchers focused on CCDF policy, other policies and practices are important too, including employer policies with respect to child care benefits, sick leave to care for sick children, and government regulations that address employers' staffing practices. The growing importance of non-standard-hours work in the U.S. economy, and the burden that this places on the poorest families, requires continued research and analysis to identify more effective support for low-income workers and their families. ■

“Policies that allow parents to obtain subsidies while using the kind of care that makes the most sense for them—care that leads to minimal work disruptions—could be a game-changer for low-income families and their ability to maintain employment.”

## The Motherhood Penalty and the Fatherhood Premium: The Gender Wage Gap Across the Family Life Cycle

**M**any studies have shown that men's and women's earnings diverge after they become parents: Women earn less than men in the decade or so after the birth of their first child. But what happens to women's work, careers, and earnings when their children grow up? My colleagues **Claudia Goldin, Ph.D.**, **Claudia Olivetti, Ph.D.**, and I explored this in our recent paper for the National Bureau of Economic Research.

As kids get older, child care demands lessen and women can take on greater career and workplace challenges. Do mothers earn more as a result of their increased work time, relative to men and to women who have

“...mothers' inability to earn the same as fathers is due to the fact that having children gives men an advantage—a fatherhood premium—that women can never catch up with...”

not yet had, or will never have, children? To answer these questions, we examined data from the National Longitudinal Survey of Youth 1979, an extraordinary sample that began in 1979 with around 13,000 14- to 22-year-old respondents. We can now look

at data on these people as they advance to their mid-50s to see how their earnings have changed over time.

### The Price of Being Female

We found that the story of the gender earnings gap is different for women depending on their level of education. When we compared women with college degrees to those with only high school degrees, we found that the gender earnings gap is initially larger for those with only high school degrees. In other words, men with high school degrees start out earning significantly more than women with high school degrees, whereas men and women with college degrees have less of a gap in their earnings. But by their early forties, the gender earnings gap for the two education groups switches and becomes much greater for those with a college degree. College graduate women lose out relative to their male counterparts, whereas less-educated women have

earnings that remain about the same as less-educated men. This is largely a result of the very steep earnings trajectory that college-educated men encounter early in their careers.

### The Motherhood Penalty

After they become mothers, women's hours of paid work initially plummet—more so for college graduates. College graduate mothers work fewer hours than non-mothers, but their hours increase as their youngest child begins school and eventually graduates secondary school. Among non-college graduates, on the other hand, mothers work virtually identical hours as non-mothers. Mothers increase their work time as their children grow up, but they are still behind fathers.

How do these changing work effort patterns translate to pay gaps? We were able to separate the parental gender gap into three components: the price of being female (the difference between men and women), the motherhood penalty (the difference between mothers and non-mothers), and the fatherhood premium (the difference between fathers and non-fathers). We found that the overall parental gender gap in earnings is greater for the less educated at first and then becomes greater for the more educated—similar to the story of men vs. women.

If you look at college graduate women and men ages 35-39 years old, women with children earn about 11% less than women without children. But the difference between

mothers and fathers is about 42%. What accounts for the enormous difference between the parental gender gap and the motherhood penalty? It's the fatherhood premium: the fact that not only do women earn less





Among college-educated workers, women with children earn about:

**11% less**  
than women without children

**42% less**  
than men with children



work even harder when they had children than were men who were not fathers. Extra effort exerted when they were younger appears to have been disproportionately rewarded through career opportunities that produced higher earnings later. But mothers who began in time-intensive occupations did far worse than non-mothers in these occupations starting at age 40. One reason for these differences is that interruptions and lower hours at the start of employment are more heavily penalized in time-intensive jobs.

Over the life cycle of parenting, there is a moment when child care demands greatly lessen and mothers can increase their hours of paid work and take on more career challenges. They reach the summit and can then descend the other side of the mountain. But even though they increase their hours of work, they never enter the rich valley of gender equality. In large measure, mothers' inability to earn the same as fathers is due to the fact that having children gives men an advantage—a fatherhood premium—that women can never catch up with, no matter how many years of work experience they have. ■

from their years of raising children, but men actually earn a premium when they have children.

### The Fatherhood Premium

There is a large and longstanding literature regarding the fatherhood premium. The jury is still out on whether fathers earn more because they work harder after they have children, or whether they become fathers when they are earning more, or whether supervisors reward fathers more. Whatever the reasons, among different sex couples, men are able to become fathers while continuing to advance in their careers because women disproportionately take care of the children. Mothers may cut back on their paid work hours, work less demanding jobs, and earn less. But shockingly, even women without children do worse than men with children. For men, having children and a wife who is the caregiver is related to their

earnings boost. The fatherhood premium remains large and increases with age, especially among college graduates.

What can explain the persistence of the fatherhood premium? We explored the possibility that the fatherhood premium, and its increase with age, come disproportionately from fathers who have time-intensive jobs around the moment when they start their families. Men with time-intensive jobs when younger were enabled or motivated to



**Sari Pekkala Kerr**, Ph.D., is an economist and a senior research scientist who leads the Women in the Workplace Research Initiative at the Wellesley Centers for Women. Her studies and teaching focus on the economics of labor markets, education, and families.

# Kate Price Remembers Something Terrible— But She’s Still Moving Forward

In July 2022, a multi-media article about Visiting Scholar **Kate Price**, Ph.D., was published in the *Boston Globe Magazine*. The article was the culmination of a decade-long partnership between Price and *Boston Globe* Reporter **Janelle Nanos**, M.A., to investigate Price’s history as a child sex trafficking survivor. Here, Price talks about what she’s been up to since the article was published and what we can all do to stop child sex trafficking.

## What have you been working on since the article was published in July?

Many survivors of familial child sex trafficking have reached out to Janelle and/or me, and they’re desperate to meet other folks in their situation and to get the validation that they’re not crazy. So I’m creating a

network where these survivors can connect with each other. I’ve also been doing a tremendous amount of advocacy in my hometown,

offering trainings to various groups. Janelle and I found that through our investigation, we had created a community of people who weren’t necessarily talking to each other before, but now have a common interest in disrupting the systems that allow child sex trafficking to happen. Finally, I’m writing a book, so I’m working on the book proposal now. I’m looking at my story from the perspective of, how did I break the cycle? What did I do to fight for myself? And most importantly, how can I be the woman that I needed as a girl?

## What has your research shown about the connection between child sex trafficking and poverty?

Poverty is a key indicator for child sex trafficking. What I found is that states that

have more people living in concentrated disadvantage—in terms of percentage of people living in poverty, percentage of female-headed households, percentage of people on public assistance, percentage of people unemployed, percentage of households with children, and percentage of children in a state—are significantly less likely to pass legislation that protects children from being arrested and/or prosecuted for prostitution. Put simply, states with more kids who are at risk for being trafficked are actually significantly less likely to protect them from being arrested and/or prosecuted for prostitution.

## What can we all do to better support survivors of child sexual abuse and child sex trafficking?

First, believe survivors, on a personal level and on a community level. On a state level, support legislation that protects kids from being criminalized for prostitution. Because child sexual abuse is so connected

“Put simply, states with more kids who are at risk for being trafficked are actually significantly less likely to protect them from being arrested and/or prosecuted for prostitution.”

to poverty, national policies like raising the minimum wage and extending the child tax credit are critical. And on an international level, the U.S. is the only United Nations member state that has not ratified the UN Convention on the Rights of the Child. We need to do that in order for children to have broad protections. ▀



**Kate Price**, Ph.D., is a visiting scholar at WCW and a senior research associate at Advocates for Human Potential, a health and human services research and evaluation firm.

Watch a recording of our virtual panel, “Searching for Truth: Healing from Child Sexual Exploitation,” where Price and Nanos discussed the work that went into their *Boston Globe Magazine* story: [wcwonline.org/kate-price-event](https://wcwonline.org/kate-price-event)



# New Article Documents Decades of Activism to Address Sexual Harassment in K-12 Schools



Stein and Taylor document the unwritten history of this social movement by examining the early roots of the work to address

Senior Research Scientist **Nan Stein**, Ed.D., has spent more than 40 years conducting research on sexual harassment in K-12 schools. In a recent article published in the *Journal of Social Issues*, she and her longtime collaborator **Bruce Taylor**, Ph.D., chronicle the history of the movement to address sexual harassment in schools, from their unique perspective on the front lines.

“Much of this history hasn’t been written or published before, so we had to unearth original documents from the messy boxes of history and piece them together,” said Stein. “It’s critical for the movement to have its history recorded, and for future activists to see how our work evolved.”

The social movement to address sexual harassment in K-12 schools in the United States traces its development to the larger women’s rights movement in the late 1970s. It was an outgrowth of the work of feminist activists who protested and filed lawsuits to draw attention to sexual harassment in the workplace, as an issue of equity for working women. The focus on sexual harassment in K-12 schools did not begin as an academic pursuit or with an emphasis on research, but as an activist movement to rectify injustices.

and prevent sexual harassment in K-12 schools. They focus specifically on those who worked in the education field, whether at the state level in the state education bureaucracy or at the local level in school districts across the U.S.

“This is the firsthand, untold story of the role of educators and sometimes amateur research in raising awareness of the problem of sexual harassment in the K-12 school system.”

“This is the firsthand, untold story of the role of educators and sometimes amateur research in raising awareness of the problem of sexual harassment in the K-12 school system,” said Stein. “We had to rely in part on personal accounts, including my own, as I was identifying and studying sexual harassment from the 1970s to the 2000s.”

Stein and Taylor have worked together on *Shifting Boundaries: Lessons on Relationships for Students in Middle School*,

a teen dating violence prevention intervention for schools, since 2005. They received funding from the National Institute of Justice of the U.S. Department of Justice to research the effectiveness of the intervention first in the suburbs of Cleveland, Ohio from 2005-2007, then in 55 urban middle schools in New York from 2008-2015.

*Shifting Boundaries* is one of only three interventions out of more than 100 analyzed in a meta-analysis that have been identified by the Centers for Disease Control as effectively preventing sexual violence.

The *Journal of Social Issues* article looks not only backward but forward, emphasizing the need for current and future researchers to be reflective about their work, to maintain its feminist and gendered perspective, and to ensure research is translated into accessible language so that it is not limited to academic circles.

“In order to have an impact on our nation’s schools, this research needs to be available and accessible to educators, parents, students, and the general public,” said Stein. “That’s how we transform research into action.”

Read the article in the *Journal of Social Issues* (account required) at [doi.org/10.1111/josi.12562](https://doi.org/10.1111/josi.12562)



# Research Scientist Collaborates with Instagram to Promote Supportive Spaces Online

“...this is an important opportunity to show creators the power of their words and images, and give them food for thought about content that has a positive impact.”

Research has greatly increased our understanding of social media’s effects on teens. But those posting content on social media, particularly “influencers” who have a wide audience, aren’t always aware of that research or of the potential impact they’re having. So why not get researchers and influencers together to share knowledge and resources, with the aim of building better online environments for everyone?

Charmaraman is the founder and director of the **Youth, Media & Wellbeing Research Lab** at WCW and has done extensive research on teens and social media use. Experts on the committee bring their technical knowledge about wellbeing from the psychology, education, and public health communications fields, while Instagram creators bring their expertise on making engaging content and interacting with their communities.



(L to R): Linda Charmaraman, Maria Poli, Robin Stevens, Dayna Geldwert, and Earl Turner participated in an August 2022 event in Los Angeles, CA, hosted by Instagram on developing thoughtful, supportive content that promotes wellbeing.

This past summer, Senior Research Scientist **Linda Charmaraman**, Ph.D., was invited to join an expert steering committee to advise Instagram content creators on creating supportive online content. She participated in a virtual kick-off event in June hosted by Meta—

the company formerly known as Facebook, which owns Instagram—contributed to biweekly newsletters that incorporated research-backed tips for creators, and traveled to Los Angeles in August to participate in panel discussions with creators on how to develop thoughtful, supportive content that promotes wellbeing.

The long-term goal of the collective is to harness Instagram’s potential to promote wellbeing in creative, meaningful ways: encouraging balanced social media use, building community, offering social and emotional support, and elevating authenticity. In the short term, that means providing evidence-based guidance that can help creators make content that is more likely to be supportive of the young people who come across it, including offering guardrails that creators can watch out for to prevent negative messaging. It also means ensuring the wellbeing of creators themselves.

Charmaraman’s consulting work with Meta will continue in 2023, and she expects additional collaborative discussions about how to make Instagram a more supportive place for teens.



Linda Charmaraman met with Wellesley College alum Irene Kwok '14 (L) in Los Angeles, CA.

The committee Charmaraman serves on is guiding a pilot program called the Well-being Creator Collective, which Instagram says provides funding and education to about 50 U.S. creators to help them produce uplifting content on emotional wellbeing and self-image.

“So far, the creators we’ve worked with have been eager to understand how they can better support teens’ emotional wellbeing and self-image,” said Charmaraman. “It’s important for creators to know that even if they aren’t necessarily creating content specifically directed at teens, teens will be some of their engaged fans. So in a sense, there is increased mindfulness that they are role models for some of the most impressionable users and have tremendous potential agency in creating healthier environments for teens online.”



Robin Stevens, Associate Professor at USC Annenberg School for Communication and Journalism, Linda Charmaraman, and Earl Turner, Associate Professor of Psychology at Pepperdine University, served as experts on the Well-being Creator Collective pilot program.

“We know from our research that Instagram is one of the most popular sites that teens use,” said Charmaraman. “Social media can have particularly strong effects on girls when it comes to their body image and self-concept. So this is an important opportunity to show creators the power of their words and images, and give them food for thought about content that has a positive impact.”

## How a WCW Research Scientist and a Wellesley Student Collaborate

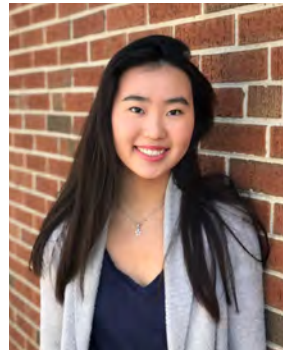
Senior Research Scientist **Jennifer M. Grossman, Ph.D.**, and Wellesley College student **Audrey DiMarco '24** began working together during the summer of 2022, through the Class of 1967 Internship Program at WCW. Here, they talk about why their collaboration has been successful, and what they each gained from the experience.

### **Audrey, what role have you played in Dr. Grossman's research on family communication about sex and relationships?**

**AD:** A large part of my role is to contribute insightful interpretations of the data based on my unique perspective. Additionally, focusing solely on one project allows me to be consistently motivated to work toward our discoveries. Most importantly, I learn from Dr. Grossman's expertise and collaborate with her as we continue with the writing and analysis process.

### **What systems have you and Dr. Grossman worked out that allow you to effectively collaborate?**

**AD:** A crucial part of working together is communicating clearly and often. Bouncing ideas off each other and sharing our individual interpretations of the data helps us learn from new perspectives and identify the most prominent themes.



Jennifer M. Grossman, Ph.D., and Wellesley College student Audrey DiMarco '24

### **What has been most rewarding to you about the experience of doing social science research?**

**AD:** The most rewarding aspect is developing my relationship with Dr. Grossman and seeing how much we accomplished together in just one summer. I'm excited to continue working with her because she is an amazing mentor and person in general. I've learned so much from her not only as a researcher, but also as a role model for women in science.

### **Dr. Grossman, how has Audrey's input shaped your research?**

**JG:** First, Audrey's engagement and enthusiasm keep this project moving forward and help me be accountable to this work. Second, in our analysis of interviews, we each look separately at the data and share what patterns we see. In talking about our

similar and different ways of seeing the data, we reach a shared understanding which reflects both of us. I learn new things from her every time we talk.

### **What have you learned about the best ways to collaborate with students?**

**JG:** Over time, my work with student interns has become much more structured. I've learned that an academic year or summer to work together is really short! In order to accomplish our goals of coding and analyzing data and working to write a paper together, we need to start the internship with clear research questions and a timeline to do the work, then adjust as needed.

### **What has been most surprising or rewarding to you about working with interns like Audrey?**

**JG:** As with many interns I've worked with, I'm surprised and impressed by Audrey's thoughtfulness, confidence, and writing skills, far beyond what I had developed at her age and stage. I love working with students who are comfortable in forming and sharing their own ideas about our research and who also have the flexibility to shift their thinking as they learn new ideas and approaches. ■

**“I've learned so much from Dr. Grossman not only as a researcher, but also as a role model for women in science.”**

# New Book Tells the Stories of Youth Development Professionals

Researchers at the **National Institute on Out-of-School Time (NIOST)** recently curated and edited a book called *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation*, as part of Information Age Publishing's Current Issues in Out-of-School Time (OST) series. Through research and

personal essays, the book shines a light on the intricate connections between research and practice, touching upon both the vulnerability and triumph of youth development work. The passionate voices of youth workers in this volume lead to the inescapable conclusion that programs and policies for youth must be informed by these same voices and the values they express.

"We hope this book shows OST workers, researchers, funders, and

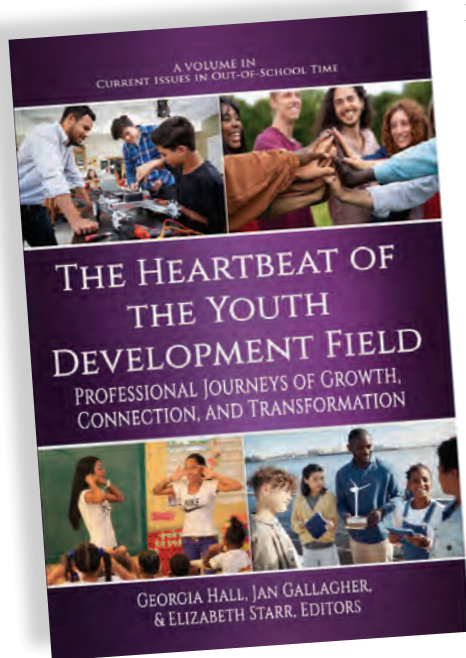
policymakers, as well as other education professionals, how youth workers' lived experiences inspire their ability to build the relationships that are the foundation of positive and healthy youth development," said NIOST Director **Georgia Hall**, Ph.D., a co-editor of the book along with **Jan Gallagher**, Ph.D., and NIOST Research Associate **Elizabeth Starr**, M.Ed. "From relationships comes engagement, and from engagement, transformation—centered in equity, inclusion, and belonging. No one is better able to advocate for these truths than the professionals who work with young people to bring positive change to their lives, their communities, and our world."

Other OST and youth workers will see their own stories reflected in the practitioner

essays. The research chapters and essays alike will be valuable resources to faculty leaders of university OST and youth work graduate and certificate programs, as well as to program leaders and others who conduct professional development for OST staff.

*"The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation* is a timely discussion about what we in the out-of-school time and youth development field know already—that this work is an integral part of the success, survival, and thriving of youth," said Ebony Grace, CEO of NJSACC: The Statewide Network for New Jersey's Afterschool Communities. "This book will be a catalyst for ensuring the professionalization of our field and additional support and resources for out-of-school time and youth development professionals."

Added Sam Piha, executive director of the How Kids Learn Foundation and founder and principal of Temescal Associates: "*The Heartbeat of the Youth Development Field* provides a window into the lives of youth workers and experiences that led to their work with young people. It beautifully illustrates the importance of building positive relationships with youth, and details the practices and strategies successfully employed by youth workers. While this book will be immeasurably valuable to researchers, funders, and policymakers, it is also an important resource for program leaders to promote reflection and discussion among youth worker staff as part of staff development." ■



“From relationships comes engagement, and from engagement, transformation—centered in equity, inclusion, and belonging. No one is better able to advocate for these truths than the professionals who work with young people to bring positive change to their lives, their communities, and our world.”

Learn more about the book at  
[niost.org/ostbook](http://niost.org/ostbook)





# Virtual SEED Training Expands Accessibility and Affordability for Participants

“It’s a place where practitioners can get support—sometimes just an affirmation that they’re doing what they need to be doing, whether that’s self-care or challenging the systems they’ve encountered.”



Count it among the unforeseen silver linings of a global pandemic: In summer 2020, **SEED**, an action program at WCW, was forced to move its annual New Leaders Training online. Since then, the program has been able to go back to in-person trainings, but has kept a virtual option that expands access and affordability for those who might not otherwise be able to participate.

SEED provides transformational professional development that prepares leaders to facilitate conversations that drive social change. After New Leaders Training, SEED provides ongoing, year-round resources and support for SEED leaders as they learn, grow, and develop their own seminars in their communities, organizations, or institutions. This year, 210 leaders were trained over four sessions, two in-person and two virtual.

While in-person New Leaders Training takes place over a week during the summer, virtual New Leaders Training is now a 12-week program that meets online in either the spring or fall, with a two-hour Zoom call plus 5-7 additional hours of independent work each week. Since the virtual option eliminates travel expenses, more public schools have been able to afford to participate, in some cases sending larger groups of people to be trained. And for some participants, shorter weekly commitments spread over a longer period of time work better.

“Coming out of the pandemic, people are exhausted, so it’s important to provide flexible options that increase the likelihood they’ll be successful—rather than trying to force them into a traditional model,” said **Gail Cruise-Roberson**, co-director of SEED along with co-directors **Emmy Howe**, M.Ed., and **Jondou Chase Chen**, Ph.D.

The SEED team has learned over the past several years what works and what doesn’t

work online, adjusting the format of New Leaders Training to help virtual participants build deep relationships with each other, just as they would in person.

Breakout sessions with smaller groups give each participant more time to share and allow them to feel more comfortable bringing their whole selves to the conversation. The teaching and learning software Canvas gives people a different way to be thoughtful in their responses to each other: They can write, post artwork, or give audio or video commentary. There are also virtual weekly meet-ups—both for folks undergoing training and those who have already been trained—structured around an art activity.

“The art activities are a conduit toward conversations around what people are dealing with, both personally and in SEED work,” says Cruise-Roberson. “It’s a place where practitioners can get support—sometimes just an affirmation that they’re doing what they need to be doing, whether that’s self-care or challenging the systems they’ve encountered.”

In the end, the online option works for SEED because the program intentionally facilitates deep and meaningful relationships.

“The kinds of questions we ask at SEED give an opening to intimacy that isn’t present in meetings at other organizations,” says Howe. “Face-to-face intimacy in other organizations is often created in the chit-chat before and after meetings. You don’t have those opportunities online, so we make that connection happen during our virtual sessions.”

To learn more about New Leaders Training, visit [nationalseedproject.org](https://nationalseedproject.org)



(L to R): Kathryn Wheeler, Kathy Schleyer, Ellen Gannett, Nancy Marshall, and Georgia Hall during Nancy Marshall's retirement celebration.

## WCW Celebrates Two Groundbreaking Careers

In the fall of 2022, WCW celebrated the retirement of Senior Research Scientist **Nancy Marshall, Ed.D.**, and Senior Strategist **Ellen Gannett, M.Ed.**, both of whom worked at the Centers for more than 35 years each.

Marshall led the **Work, Families, and Children Research Group (WFC)** at WCW and co-directed the NICHD Study of Early Child Care and Youth Development (1989-2005), one of the most comprehensive scientific studies of early child care and its relation to child development. The study provided definitive evidence that non-maternal child care does not damage a child's attachment to their mother, and that child care/early childhood education programs have a positive effect on children's cognitive development and school readiness, if they are high-quality programs. Following Marshall's retirement, WFC will continue under the leadership of Senior Research Scientist **Wendy Wagner Robeson, Ed.D.**

Gannett was former director of the **National Institute on Out-of-School Time** at WCW, which is now led by **Georgia Hall, Ph.D.** Throughout her career, Gannett was an advocate for professionals in the out-of-school time field and the youth they serve. Notably, she was involved in developing the first national core competencies for afterschool and youth development professionals, which were adopted by the National Afterschool Association in 2011.

Over the last few decades, both Marshall and Gannett contributed to major shifts in the way that society understands early childhood education and youth development, ultimately shaping a better world for women and girls, families and communities. WCW honors their work and looks forward to continuing to advance social change in the fields of child care and youth development. ■

# OUR WORK in the World

A selection of recent media coverage, publications, and presentations

## FEBRUARY 2022

Senior Research Scientist **Jennifer Grossman, Ph.D.**,

spoke with *Healthline*, a leading health information website, about the importance of talking with teens about the positive aspects of sex and relationships.



## MARCH 2022

WCW Executive Director **Layli Maparyan, Ph.D.**, travelled to Monrovia, Liberia, to co-host a workshop aimed at countering human trafficking in Liberia. The program, funded by the U.S. Embassy Monrovia, was developed in partnership with the University Consortium for Liberia.



## APRIL 2022

**Layli Maparyan, Ph.D.**, and **Olga Shurchkov, Ph.D.**, director of the Knapp Social Science Center at Wellesley College, co-organized the virtual summit, *The Economy She Deserves: Building an Agenda for a Women-Centered Recovery*. The summit was convened by Wellesley College, Spelman College, and the Global Institute for Women's Leadership at King's College London and was funded by the Carnegie Corporation of New York.

Senior Research Scientist **Linda M. Williams, Ph.D.**,



co-authored the white paper, *Prosecution of Child Sexual Abuse: Challenges in Achieving Justice*, based on her study funded by the National Institute of Justice. WCW co-hosted a webinar with Massachusetts Children's Alliance (MACA) to share the white paper with prosecutors, advocates, and policymakers.

## JUNE 2022

Senior Research Scientist **Peggy McIntosh, Ph.D.**, spoke at a virtual workshop hosted by the AntiRacist Table, *Going Deeper: The White Woman's Guide to Embodied AntiRacism*.

**Linda Charmaraman, Ph.D.**, shared her research on the unexpected benefits of social media use for LGBTQ youth with *ABC News* and *The Academic Minute*, a radio program produced by WAMC Northeast Public Radio.



## JULY 2022

The Federal Reserve Bank of Boston published the issue brief, *Child care tradeoffs among Massachusetts mothers*, which was co-authored by Senior Research Scientist **Wendy Wagner Robeson, Ed.D.**, and **Sarah Savage, Ph.D.**

## SEPTEMBER 2022

Senior Research Scientist **Nan Stein, Ed.D.**, was quoted in the *Boston Globe* regarding student activism related to a Title IX sexual harassment investigation of a Rhode Island school district.

## OCTOBER 2022

Visiting Scholar **Hauwa Ibrahim, J.D., S.J.D., M.L.**, received the Leila J. Robinson Award during the Women's Bar Association Gala in recognition of her pioneering work in the legal profession.



Kristy Lavigne, Women's Bar Association (WBA) President, with human rights lawyer Hauwa Ibrahim at the WBA Gala.



Wellesley  
Centers for  
Women

I believe in the  
**POWER**  
**OF DATA**  
to drive  
social change.

Stand with us to shape a better  
world through research and action.

**GIVE TODAY**

[wcwonline.org/donate](https://wcwonline.org/donate) \ 781.283.2500

# Wellesley Centers for Women

Wellesley College  
106 Central Street  
Wellesley, MA 02481-8203

Non Profit Organization  
U.S. Postage  
PAID  
Boston, MA  
Permit Number  
12548

**Advancing gender equality, social  
justice, and human wellbeing.**

Shaping a  
Better World  
through  
Research  
& Action

**Wellesley  
Centers for  
Women**