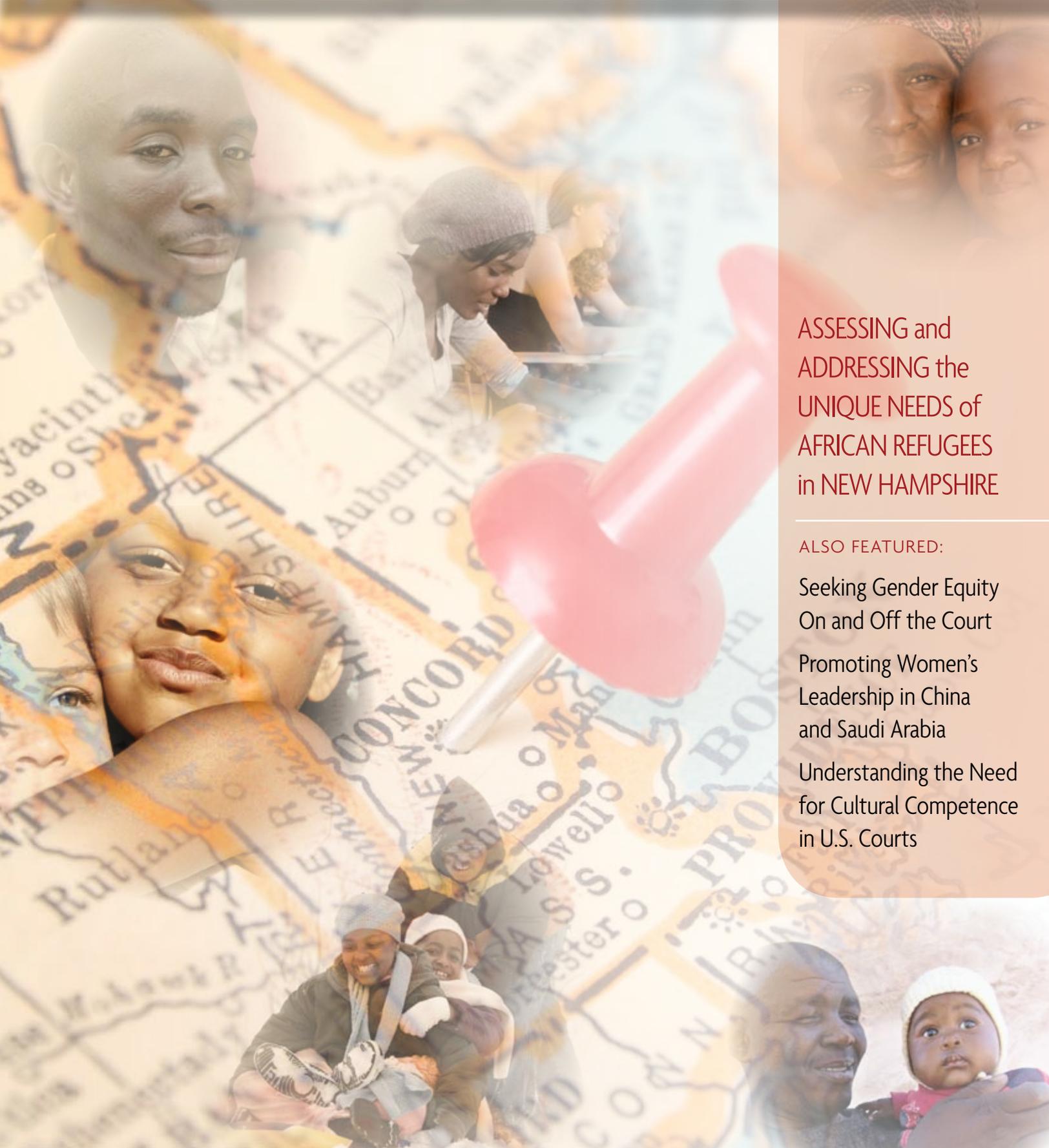


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RESEARCH & ACTION REPORT



ASSESSING and  
ADDRESSING the  
UNIQUE NEEDS of  
AFRICAN REFUGEES  
in NEW HAMPSHIRE

ALSO FEATURED:

Seeking Gender Equity  
On and Off the Court

Promoting Women's  
Leadership in China  
and Saudi Arabia

Understanding the Need  
for Cultural Competence  
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While in Washington, D.C. this past September, Susan McGee Bailey attended a White House briefing by First Lady Michelle Obama and Health and Human Services Secretary Kathleen Sebelius. Both made the point that in the United States today *health issues are women's issues*. Healthcare was one of four major issues addressed during the policy-research conference co-sponsored by the Wellesley Centers for Women and the Institute for Women's Policy Research held last April in Washington, D.C. The conference brought together top researchers and policy makers to focus on key policy issues for women, including: healthcare, early child care and education, retirement and Social Security, women's leadership and employment equity.

The conference report can be downloaded from [www.wcwonline.org/dconference](http://www.wcwonline.org/dconference). Video recordings of presentations may also be viewed online from this conference webpage.

*Research & Action Report* is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects and training programs. By sharing our work with policymakers, educators, practitioners, and the media we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

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## FROM THE EXECUTIVE DIRECTOR

I am sure many of you saw the special *New York Times Magazine* issue focused on advancing women's rights around the world (August 23, 2009). The featured articles spotlighted grassroots efforts, global collaborations, and public policy that are helping make a difference for women around the world. The articles focused on how and why empowering women enables them to improve not only their own lives, but the lives of their families and their communities.

It was exciting to see women's issues and women's lives front and center and visible to the general public. The interconnections among the global and the local are increasing, and women's issues are at the forefront of these connections.

This issue of *Research & Action* is replete with examples of WCW work where these interconnections are paramount. Cases in point:

- In September, we welcomed to WCW a dozen leading gender and law scholars from China to a dynamic consultation with some of their U.S. counterparts. This week-long meeting was designed to generate meaningful sharing of resources and the exchange of ideas, laws and legal theories, and practices aimed at informing new and emerging gender and law policy in China.
- Earlier in the summer, WCW partnered with Babson College, a neighboring college, and welcomed students from an all-women's college in Saudi Arabia to a special, two-week course on social entrepreneurship. This project offered us the opportunity to build our partnerships and learn from and with our colleagues in Saudi Arabia.
- Our newest global initiative focuses on developing a network of women leaders in countries where Islam is a state religion, or where there is a large community living under Islamic law. Scholarly, personal narratives by women on the network steering committee will be published by WCW and will serve as a platform for advocacy and the sharing of strategies to bolster women's political, public, and economic participation around the world. You can read about these international projects on page 17.

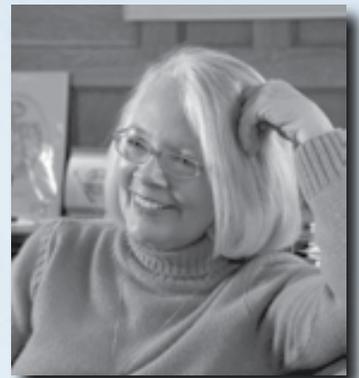
- Assessing and addressing the social supports and resources needed to aide in the acculturation to the U.S. is the key focus of our research with African refugees living in New Hampshire. The Q&A article with Michelle Porche and Lisa Fortuna outlines how partnerships can work toward this important goal (page 4). Other related work underway at the Centers includes an assessment of Cambodian-American adolescent health and well-being, and future training of community researchers in immigrant communities.
- Monica Driggers' work with colleagues to develop and pilot-test a new family court advocacy training curriculum for service providers working with battered immigrant and minority women addresses the complexities of cultural biases. Her commentary (page 2) looks at this issue in the U.S. court system.

As we continue to celebrate our 35th anniversary, we are focusing on our three fundraising priorities:

- Achieving Equity in Education
- Advancing Women's Economic Status
- Promoting Human Rights and Women's Leadership Around the World

Solutions to fundamental problems confronting women around the world are straightforward: we must develop and enforce the human rights of women and children, educate both girls and boys, and empower women to help improve their lives—and those of others—in a world where inequities still abound.

I thank you for your support and encouragement as we continue this work! ■



## The Courtroom in a Diverse Society: Understanding the Need for Cultural Competence

THIS PAST SUMMER, FEW OF US COULD ESCAPE THE MEDIA'S RELENTLESS COVERAGE OF THE CONTROVERSY surrounding the nomination of Sonia Sotomayor to the U.S. Supreme Court. Perhaps not surprisingly, the controversy centered on her racial background rather than on her long and impeccable record as a judge, or on her peers' opinions of her abilities.

Her status as a Puerto Rican woman became the subtext for discussions of her qualifications. These discussions later morphed into rhetorical jousting matches about her statement, "I would hope that a wise Latina woman with the richness of her experiences would more often than not reach a better conclusion than a White male who hasn't lived that life." The subsequent fever-pitch debates about racism forced the Obama administration and Sotomayor herself to temper the import of that single statement in order to secure her appointment. Ultimately, Sotomayor's credentials impressed even her detractors, and I celebrate her groundbreaking success.

But the defensive rush to ensure Sotomayor's ascendance may have led us to set a bad precedent. Did the political strategy that downplayed Sotomayor's statement put a lid on her unique body of knowledge as a "wise Latina woman?" If so, one wonders if the next nominee to the federal bench, or any bench, will dare to speak proudly about his or her racial or ethnic background. Or did Sotomayor's opponents, who steadfastly maintained that socio-cultural influences embedded in her analytical framework have led her to make law rather than interpret it, have a valid point? More simply put, are cultural knowledge and sensitivity legitimate ingredients in sound judging?

Answering this question is a complicated endeavor, but we might begin by examining what happens when judicial processes *overlook* cultural competence in doling out justice. That was what we set out to do when we investigated reports from battered minority and immigrant women about court insufficiencies that cause devastating consequences for them and for their children. This work is part of the research project, *What Do Abused Women of Color and Immigrant Women Experience During Family Court Proceedings? Uncovering the Causes and Effects of Discrimination-Based Human Rights Violations in Family Court Proceedings*.

Since 2003, I have received countless communications from individuals and organizations echoing observations first documented by the Battered Mothers' Testimony Project. Information gathered during that work (1998-2003) cast the first light on the racial differences in the Massachusetts family courts' treatment of battered mothers. Minority study participants offered evidence that populations of color have a wider and deeper range of grievances against family courts than do their White counterparts.

Over the years, I have fielded continuing complaints from battered minority women as research reports confirming that women of color suffer disproportionately high rates of domestic violence have multiplied. The U.S. Department of Justice has reported that African-American women experience intimate partner violence at a rate 35 percent higher than White females<sup>1</sup>. Other studies have established high rates of domestic violence in Latina and Asian populations.

In 2007, we began conducting in-depth interviews with experienced civil-legal advocates who work exclusively with domestic violence survivors to explore these claims and their underlying causes. A methodical analysis of the interviews yielded results that confirmed some of the anecdotal claims. For example, the cumulative evidence from interviewees indicates that racial and gender biases intersect with stereotypes about immigrants, social class, and non-English speakers, effectively pigeonholing a litigant and overshadowing factual evidence. And, to confirm the suspicions of African-American women, advocates have observed that the operation of racial biases is not uniform across races, such that stereotypes are more overtly applied to Black women and, notably, to women in mixed-race couples.

Some results, however, were unexpected. I did not anticipate finding racial or gender biases that would skew to the advantage of battered women of color. Yet, in situations

where biases against men are stronger than the biases against women, battered women might actually benefit. Most of my interviewees observed that women with non-White partners experience some advantage in being believed about their claims of abuse because of stereotypes about minority and immigrant men. One very experienced advocate noted that a positive stereotype exists for Muslim women that, when coupled with prevailing notions about the violent tendencies of Arab men, results in a significant advantage for these women when they seek custody of their children. The observation that *non*-White men are seen as more likely to be violent stands in stark contrast to perceptions about White males. Findings from the Battered Mothers' Testimony Project indicate that the majority of the White female participants experienced difficulty convincing court personnel that a White male partner can be violent.

Given that every interviewee vividly described incidents of racial and gender bias in the courts, I was most surprised to learn that they have independently yet uniformly come to the conclusion that these biases result more from passive cultural ignorance and negative feelings about non-English speakers, immigrants, and the poor, rather than from active discrimination. They pointed out that the level of unawareness extends even to such simple matters as a woman's dress in court, which can be misunderstood as a clue to undisclosed wealth, moral deficiency, or lack of maternal dedication. For example, the traditionally dressed South Asian woman might be perceived as a better mother than the short-skirted Latina, regardless of what is in the case file. Interviewees collectively concluded that court proceedings and victim safety can be profoundly affected by the cultural insensitivity of court personnel. So, there is good evidence to draw a direct relationship between cultural illiteracy among judges and the personal safety of their charges.

Here it's worth noting that of the 45 family court judges in Massachusetts, only two are non-White. And these 45 judges are handling heavier caseloads and escalating numbers of self-represented litigants. Case review time and investigative resources are shrinking at the same time that cases are becoming more complicated. All of these factors combine to increase the burden on a judge's personal bank of knowledge as he or she tries to understand an individual's complicated personal, family, and community situation.

But improving cultural competency either for court personnel or for litigants has not yet become a priority in most court systems. And I mention litigants purposefully, for cultural competency is a two-way street. Even the most disadvantaged litigants have some responsibility to try to understand U.S. court processes and standards. Our interviewees reported that across groups, minority and immigrant women have little or no understanding of court processes

and this ignorance fuels their fear and mistrust of the justice system, which then leads to unreported domestic violence and poor case outcomes. Our concern about this side of the cultural competence equation has led us to begin developing information-dissemination tools for advocates to use with their clients. As we build a community of practice among advocates and litigants to combat cultural ignorance, we hope that this community's influence will inspire changes in the family courts' institutional attitudes.

So, based on the evidence given us by experienced professionals, what can I conclude about the importance of cultural competence for judges? Is cultural knowledge a legitimate qualification for being a good judge? Certainly, our exploratory research indicates that overlooking cultural differences has led to enough unjust outcomes for minority and immigrant litigants that we risk creating a class of people who expect dissatisfaction in the courts. Given that the goal of any court system in a democracy is to deliver justice equally to all people, we clearly have a problem that requires serious attention.

Which leads me back to Justice Sotomayor's observation about being a "wise Latina woman" and the calculated efforts to diminish that statement's significance. Most dispassionate observers agreed that she was not holding herself up as a more qualified judge than her White colleagues. Sotomayor herself has stated unequivocally that no racial, ethnic, or gender group has an advantage in sound judging. But she was making a very important point about recognizing the experience of the minority—both the numerical minority and the racial minority. If knowledge is the better part of judgment, then gaps in knowledge, whether legal or social, can lead to gaps in judgment. And those gaps in judgment, however small, can have profound effects on the one who is being judged.

The cultural knowledge that Sotomayor derived from her upbringing is one qualification we can add to her long list of qualifications and it is an intellectual resource that will now be tapped by her fellow justices. It is not a superior qualification, but it is not something that should not have been vilified and hurriedly swept under the rug. In many cases cultural competence may make the difference between delivering a just result and an unjust result. I feel that we, as a nation, may thus come to regret demoting the importance of Sonia Sotomayor's unique intelligence.

But I suspect that Justice Sotomayor will make every effort to regain the ground that has been lost and transform the hallowed halls of the U.S. Supreme Court in the process. After all, she once wisely remarked, "Whether born from experience or inherent physiological or cultural differences, our gender and national origins may and will make a difference in our judging." ■



**MONICA DRIGGERS, J.D.** is director, Studies of Gender Policy in U.S. Jurisprudence at the Wellesley Centers for Women where she directs the project, *What do Women of Color and Immigrant Women Experience During Court Proceedings? Uncovering the Causes and Effects of Discrimination-based Human Rights Violations*. Driggers served as the Policy Director for the Women's Rights Network at WCW and co-authored its report, *Battered Mothers Speak Out: A Human Rights Report on Child Custody and Domestic Violence in the Massachusetts State Courts*.

<sup>1</sup>Patricia Tjaden, and Nancy Thoennes, *Full Report of the Prevalence, Incidence, and Consequences of Intimate Partner Violence Against Women: Findings from the National Violence Against Women Survey* U.S. Department of Justice (2000). (Also available at <http://www.ojp.usdoj.gov/nij/pubs-sum/183781.htm>).

q+a

## Traumatic Stress among African Refugees in New Hampshire

MICHELLE PORCHE, ED.D., A SENIOR RESEARCH SCIENTIST AT WELLESLEY CENTERS FOR WOMEN (WCW), studies academic achievement in literacy and science among young children and adolescents. She is especially interested in the influence of gender and socio-emotional factors on the academic achievement of children from low-income families. More recently she has expanded her work to study the impact of trauma on learning and achievement. In addition to work at WCW, Porche spent ten years as a researcher on the longitudinal Home-School Study of Language and Literacy Development at the Harvard University Graduate School of Education, where she received her doctorate. She is co-author of *Is Literacy Enough? Pathways to Academic Achievement for Adolescents*, which describes findings from the Home-School Study. In 2002 she was a co-recipient of the International Reading Association's Albert J. Harris Award for contributions in literacy research.

LISA FORTUNA, M.D., M.P.H., A BOARD CERTIFIED CHILD AND ADOLESCENT PSYCHIATRIST, is an assistant professor of psychiatry and the Director of Child and Adolescent Multicultural Health Research at the University of Massachusetts Medical School. Her research interests include Latino mental health services, immigrant mental health, post-traumatic stress disorder, and substance abuse. As the recipient of a five-year Career Development Award from the National Institute of Drug Abuse, Fortuna has been working with Stanley Rosenberg, director of the Trauma Interventions Research Center at the Dartmouth University Medical School, on post-traumatic stress disorder in adolescents and children.

### WHAT WAS THE IMPETUS FOR YOUR WORK WITH YOUNG AFRICAN REFUGEES, AND HOW WAS THE NEEDS ASSESSMENT FUNDED?

**Porche:** This work is one of several collaborative projects Lisa and I have done investigating the consequences of trauma on mental health, as well as on school and achievement outcomes.

**Fortuna:** This project grew out of my work on post-traumatic stress disorder (PTSD) in adolescents and children with Stan Rosenberg, who's been doing a lot of training on trauma-informed, evidence-based therapies for kids in New Hampshire. Endowment for Health, a foundation which helps fund some of his work, felt they could do more to reach youth in the refugee community, who clearly have a high trauma exposure. So Stan and I and the Endowment for Health program officers brought in Michelle, and we put our heads together to think about how to disseminate evidence-based treatments for kids in the refugee community.

**Porche:** The original small grant came from the National Child Traumatic Stress Network, through Stan. We also had money from the Endowment for Health. But the funding was very limited and we could not have done the project without matching funds from Wellesley Centers for Women (WCW) to support my work.

### WHO ARE THESE YOUNG AFRICANS, AND WHAT KINDS OF TRAUMA ARE THEY FLEEING FROM?

**Porche:** They come from many countries that have experienced political violence—especially Somalia, but also Sudan, Sierra Leone, Liberia, Burundi, Congo. But they seldom come directly from their home country.

**Fortuna:** They move first to refugee camps in different parts of Africa, where they may spend up to ten years. And some kids were born in the camps.

**Porche:** But some of the older adolescents had witnessed direct political violence—their fathers being killed, horrible atrocities ...

**Fortuna:** And many of the parents had experienced atrocities. We didn't ask about specific trauma, but some parents volunteered information about violence in their countries of origin, including rape and sexual assault against women. It's part of the political violence.

### HOW DID THEY END UP IN NEW HAMPSHIRE?

**Porche:** *Everyone* wants to know—why African refugees in New Hampshire, which seems to be such a rural place? Placement is facilitated by the Lutheran Social Services, which partners with the U.S. Department of State to resettle



THE ORIGINAL GRANT MECHANISMS WERE TO FIND OUT MORE ABOUT THE RISK FOR YOUTH. BUT AS SOON AS WE GOT INTO IT, WE KNEW IT HAD TO BE A FAMILY-SYSTEMS PIECE.

—MICHELLE PORCHE

refugees all over the country. New Hampshire has about 5,000 African refugees.

**Fortuna:** The refugees have no control over where they land; once placed, they receive time-limited self-sufficiency services from the State's Office of Refugee Resettlement. Later on, when they're really settled, some refugees may move to another state to be with other family members, or where the refugee community may be more vibrant.

**Porche:** For example, Minnesota is a big state for a lot of refugees, especially Somalis. By the way, the U.S. takes in fewer refugees than most countries.

### THIS PROJECT REQUIRED MUCH COLLABORATION BY STAKEHOLDERS. HOW DID THAT COME ABOUT, AND HOW DID YOU COLLECT DATA?

**Porche:** The Endowment for Health was key to the success of the needs assessment. Their program officers helped us make contact with appropriate providers and agencies as well as the African Coalition, a group of leaders of grassroots African refugee organizations. The program officers invited about 60 of these stakeholders to an introductory meeting—African leaders, the Resettlement Office, school people, therapists from mental health clinics, primary care providers. We presented our design for the needs assessment and let people know that we wanted to come talk with them.

The African refugee leaders were eager to collaborate with us and helped recruit the families and young adults we wanted to talk to. They also served as translators. Some of the kids spoke to us in English, but all the parents spoke in their native languages and the African leaders translated.

**Fortuna:** We held individual interviews with many of those people, and then dialogues in groups with all levels of stakeholders to look at data from the interviews—to identify problems and areas where something might be done better.

### WHAT DID YOU FIND ARE SOME OF THE KEY RESETTLEMENT CHALLENGES FOR THESE YOUNG PEOPLE?

**Porche:** Let's make that "young people *and families*." The original grant mechanisms were to find out more about the risk for youth. But as soon as we got into it, we knew it had to be a family-systems piece.

**Fortuna:** That made sense. I'm a child psychiatrist, so I always think there's a family-systems element to the work we do. But even the refugee leaders said, "This is really about families." Here are parents and older adolescents experiencing physical violence that causes them to leave their country of origin, then everyone trying to manage in the camps, then coming here with continued issues of displacement and family members' being no longer together—that's a very powerful loss for everyone.

**Porche:** Some mothers have come without their children. It's especially hard for them to feel settled here, to have a sense of the future.

Of course, for everyone there are huge hurdles at start-up. Everything's new. They don't know how to turn on a light, how to use the stove—and everyone they see is white. Worse, parents struggle for jobs to provide for the family's needs. And each family must pay the government back for travel expenses to the U.S., so they start out in debt.

**Fortuna:** School soon becomes a major area of stress. The refugee camps may not have had schools, or if there were schools, the parents may have been fearful about sending kids there. So a lot of kids come over with no literacy skills. There are some who can't read or write in their native languages, or at a minimum have no sense of structured school.

**Porche:** But they learn English quickly and become pretty proficient in about a year.

That's a good thing for the children, but it's a double-edged sword, because the kids end up serving as interpreters and mediators for the parents. That's not good for the parent-child relationships, because the children then have knowledge and some power that really should be the parents'. So as children do better in school and learn English it can create problems in other areas of their lives.

**Fortuna:** Here are moms, whose husbands may have been killed, challenged by a big shift in their parenting role while dealing with adjustment to the United States—then finding their children empowered in some ways, while *they* feel disempowered. That can be very stressful and demoralizing.

**Porche:** Meanwhile, a key struggle for the children is that in the U.S. they're placed in classrooms by age, so a 15-year-old who's had no formal education is put into high school with peers who've had ten years of formal schooling. (In African education systems, if someone needed to start at a





Photo by Amaris DeSoto Pearson

Lisa Fortuna (left) and Michelle Porche (right)

second-grade level, that's where they'd start in a mixed-age classroom.) They do get help, and they get English as a Second or Other Language (ESOL), but even though they make a lot of progress quickly it's very hard for them to catch up. And if they don't

have a way to do well academically, they're going to figure out other ways to feel good about themselves—acting tough, getting into fights, all sorts of things.

There are identity issues, too. For example, there are different African groups or tribes that don't get along because of historical conflicts. That creates tension when children have to share the same school.

**Fortuna:** And the kids of color fight each other a lot. A couple of African girls said, "We really fight with the Latino kids."

**Porche:** That may be about the scarce resources of new groups coming in and the tensions of being different in the schools.

**Fortuna:** And about "who will be who" in this new dynamic.

#### SAY MORE ABOUT THE STRESSES FOR PARENTS.

**Porche:** Discipline issues cause a lot of stress. Many refugees are used to using corporal punishment, which we generally don't allow in the U.S. Kids are told, "Your parents can't hit you any more," so they say to their parents, "You can't touch me. If you do, I'll call 911." That creates incredible tension. Parents feel disempowered.

**Fortuna:** And other people are controlling the situation. The police come, the parents can't speak English, and it's the child who's telling the police what's happened. It's a really scary situation for parents.

**Porche:** It's a matter of language barriers as well as cultural misunderstandings.

And there are difficulties about school. Parents arrive with great respect for education. They've survived every horrible trauma so that their children can thrive here and get a good education. In their home countries, teachers were the experts; parents didn't get involved in formal schooling the way parents do here. So teachers here may feel, "Those parents don't

care; they don't come to school or help with homework." While the parents are thinking, "But you're the teacher. I take care of the children, I raise them, I make sure they're respectful. I don't sit and do homework with them—that's the teacher's job."

Employment is another challenge. Jobs are very difficult to come by. This isn't a great time to be here, in the middle of a horrible recession.

**Fortuna:** There are gender issues, too. Some of the women can find work like childcare and house cleaning, but jobs for men are harder to find right now.

**Porche:** It's especially hard for men who had jobs with particular skills and status and now can't get equivalent work. Men do get limited assistance with job training and placement and an opportunity to take ESOL classes, but a lot of them feel those classes don't help much. And finding transportation is often very difficult.

Also, large families have been coming in, and the housing stock often isn't well suited for large families.

And now the families face racism—they're a visible minority. They haven't experienced that before.

**Fortuna:** That's what triggers PTSD. They already have a history of trauma because of who and where they were—but not because they were black. Then they come to this country and their skin color is another marker that makes them vulnerable to discrimination or attack.

**Porche:** But the biggest sense of loss is the parents' realization that they've escaped from torture, rape, and danger, struggling to get to this country for their children—who are, as they say, "their wealth, their treasure"—and then, in the midst of all their acculturative distress, they feel they're losing their children to this culture that allows crime and the misbehavior of young people. That is very painful.

**Fortuna:** We also often heard the parents wish that their children would keep their religion and cultural values. That's a way of saying, "Then they'd still be part of us."

#### WITH ALL OF THIS PAIN AND STRESS, DO ANY REFUGEES WISH THEY HADN'T COME?

**Porche:** Everyone we talked to said, "We're really grateful to be here." The challenges are difficult and cause a lot of worry. But as one mother said, "In this country, when my children go to school, I know that they're going to get there safely and they're going to come home."

## WHAT WAS THE FOLLOW-UP TO YOUR NEEDS ASSESSMENT?

**Porche:** This past May we held a two-day learning collaborative conference for the people we'd invited to the first kick-off meeting and others we'd since learned should be involved. We brought in research teams, from Boston, Vermont, and Minnesota, with expertise in treatment and support for resettled African refugees. The research teams included researchers, clinicians, and front-line African outreach persons. We had great attendance from stakeholders from various parts of New Hampshire.

**Fortuna:** The research teams presented best practices, their experience of what has been successful in working with African refugees in their communities—such as models for parenting that help with disruptive behavior and communication in a family under stress.

**Porche:** Afterward we held a debriefing with the African leaders, who said that the parenting piece was their priority. We hope to support the development of an adaptation of what we learned that will also incorporate traditional African parenting values. One of the primary outcomes is an initiative led by Geraldine Kirega of the Women for Women Coalition, a grassroots organization in New Hampshire, which will be a program that integrates support for mothers with afterschool tutoring for their adolescent children. I will collaborate with the Women for Women Coalition to evaluate a pilot of the program to be conducted with women from different African ethnicities, but who all speak Swahili. Besides supporting parenting in general, the goal will be to help mothers make connections with school personnel that will support their children's academic achievement. Because that's really the parents' goal: They want their children to do well.

**Fortuna:** Another result of the meeting is that Stan and I want to collaborate with the mental health clinics that actually have African clinicians to develop an evidence-based intervention for the kids around behavioral and emotional needs. The African clinicians can speak the language, so they can involve the parents and may know some culturally useful adaptations of the intervention.

**Porche:** We also hope to work with the African leaders and communities in developing other kinds of interventions. It's important that these be truly collaborative, that the African leaders lead the way in the services provided.

**Fortuna:** Another thing that came out of the learning collaborative conference was the idea of building a New England network of researchers, African leaders, and providers sharing

lessons learned—and maybe a web-based interactive learning network. I do some telemedicine already, and I'm interested in how technology can be a bridge for communication and information sharing.

**Porche:** The value of that two-day meeting will continue for a long time to come. We presented some of this work at the American Psychological Association annual convention in August, and one of the next big steps is for us to write up our results so we can publish them.

**Fortuna:** That's an important piece that we don't have money for.

## SAY A BIT MORE ABOUT FUNDING. IN THESE ECONOMICALLY DIFFICULT TIMES, HOW DO YOU FIND FUNDING FOR WHAT SEEMS LIKE A VERY SPECIALIZED AREA OF NEED?

**Porche:** I think there's plenty of interest in immigrant and refugee communities as a growing population. What we're learning seems specialized, but it has broader implications.

We're working on collaborative grants for those projects with the leaders and their communities. The Endowment for Health is interested in being one of several funding sources for the program to integrate parent support and afterschool

HERE ARE PARENTS AND OLDER ADOLESCENTS EXPERIENCING PHYSICAL VIOLENCE THAT CAUSES THEM TO LEAVE THEIR COUNTRY OF ORIGIN, THEN EVERYONE TRYING TO MANAGE IN THE CAMPS, THEN COMING HERE WITH CONTINUED ISSUES OF DISPLACEMENT AND FAMILY MEMBERS' BEING NO LONGER TOGETHER—THAT'S A VERY POWERFUL LOSS FOR EVERYONE.

—LISA FORTUNA

tutoring for children, and the African Coalition leaders are looking for other grants.

**Fortuna:** Meanwhile, I'm putting in grant proposals with Stan for work with those leaders and African clinicians, probably focusing on mood and disruptive behaviors. The National Child Traumatic Stress Network and other agencies have a lot of interest in this area. And we're putting out some other proposals in New Hampshire. There's still evidence-based knowledge that's needed.

**Porche:** It's also true that all of us, including the African leaders, do a lot of work that's not funded. It's a matter of get-a-little-money-and-push-it-as-far-as-you-can—and a lot isn't covered. It's really a commitment and a labor of love.

**Fortuna:** It plays to our passion and why we do research—to make an impact for communities that are vulnerable, that need to have something work better. ■

## FairGameNews:

# Seeking **gender equity** on and off the field

by Laura Pappano, Writer-in-Residence, Wellesley Centers for Women

STARTING A BLOG IS A LITTLE LIKE TRYING TO FIND A SEAT AT YOUR FAVORITE COFFEE SHOP DURING PRIME TIME. It *is* where people are at, but if you drape your sweater over a chair, will anyone notice that you've claimed this ground? If you post, will anyone read (besides the friends you've *begged*)? Will anyone care?

The blogosphere is a crowded place. There is lots of junk and jazz and naval-gazing. This doesn't mean, however, that a blog can't be a powerful vehicle for sharing ideas and information—and spurring thoughtful debate.

The idea behind FairGameNews.com was simple, but clear: create a blog about gender equity and sports that recognizes the role of athletics in social, political, and economic justice. “This electronic turf is dedicated to seeking gender equity on—and off—the field,” we wrote right at the top of the “about” page.

And from the start, the blog was linked to the Sports Leadership Project at the Wellesley Centers for Women (WCW). One goal was, of course, to use the site to build a network of bloggers, contributors, and readers who care about the connection between athletics and leadership. But as I am a writer-in-residence at WCW and a journalist who has contributed to national publications including *The New York Times*, another key goal of the blog is educational: It is tool for helping young women develop their journalistic voices, critical thinking skills, and, of course, to hone their writing—all while participating in the larger discussion about gender equity and sport.

it is essential that we do first-hand reporting and include links within our pieces that support our claims.

If we comment on a news story or happening, we include a link to that piece. If we are sharing a Q&A it means we have sat down with, spoken by phone with, or in some cases e-mailed with the person we are featuring. We also take advantage of the expertise of our bloggers. One regular, Lauren Taylor, is a three-time All-American college lacrosse player and assistant coach at Yale, who broke down the NCAA women's tournament, including explanations of what to look for. Another popular blog post of hers made astute observations—picked up by others and passionately discussed—about how the women's game looks increasingly like the men's game.

So far, our approach to FairGameNews seems to be paying off—not in dollars (we don't have advertising and the site is supported by donations as part of the Women's Sports Leadership Project), but in traffic. When we first posted on March 10, 2009, with an entry titled “35 Years of Girls in Little League: Where are all the players?” we received a splash of initial attention—and 11 comments (OK, a few were from friends I had begged).



Sarah Odell

Wellesley College Senior Sarah Odell, a regular contributor and varsity squash player, says writing for FairGameNews has “made me feel more vocal about women's athletics, the role it has in the lives of young women...it should be okay for us to be honest and talk about the iniquities in sport.” Plus, Odell says, writing regularly “forces me to articulate my message well in a short space.”

As part of the online community, Odell says, “it has surprised me how much I look forward to seeing what people are talking about. There is always some new angle, some new thought, some new problem or reward related to athletics that I haven't thought about or considered.”

What's special about FairGameNews is that journalism matters. This is not a site for gossip or rumor or saying something you're not sure is true—too frequent a practice on the Internet. While blogging really *is* different from traditional journalism—the tone is more conversational, the entries are shorter bites rather than long, reported and crafted pieces—

In the five months since, we have seen our visits grow steadily, requiring our web host to expand our capacity to accommodate the traffic. We have also become part of the Women Talk Sports Network, which aggregates related content and adds to our readership. Between July 22 and August 21—not exactly a busy time—we had 1,153 page views with

visitors reading each page for nearly two minutes. What's more important, however, is that we are growing as a site that people link to, refer to, and look to as an informed source in their work and conversation (for example, someone forwarded me an e-mail blast from a university gender studies chair, urging all to "check out FairGameNews.com").

A July 29 post headlined "Little League World Series TV: Baseball 36; Softball 3" discussed the gross imbalance in broadcasting between Little League Baseball and Little League Softball playoffs. Within hours, the head of the local organizing group for the Little League softball playoff described their efforts and challenges—and frustrations—but also said, "To the bigger issue: Thank you for speaking out." Another reader shouted, "if this is not discrimination, what is?" In two weeks, the page recorded 539 visitors, and has been cited and discussed on other sites. Our goal: Raise awareness and spur thoughtful debate.

One of my favorite posts was written by Mackenzie Brown, the 12-year-old girl who threw the perfect game for her Bayone New Jersey Little League Team (and was invited by the Mets to throw out a first pitch at their new stadium, CitiField). Her post has inspired comments among other girls who play Little League. Many weeks after Mackenzie first posted, one girl commented:

hi,my name is kaelyn i also play in the little league baseball with all boys.your are so great and i know all girls shold look up to you. i konw it's difficult trying to be as great or even better then most boys but you seem to be alot better. i myself usually play 2nd base. my twin brother is on my team.i have a story that happened in july at my all star game. my story is that i was in the all star game with my brother and other kids in my league and we were winning for a while. then in the bottom of the ninth bases were loaded and it was 10-7 us i was playing right feild and my coach called me to the mound to pitch. my heart was pounding. i've pitched befor but not for such a big game. i walked two guys then strock two to retire the inning with a score of 10-9 and we won. i ended up getting the game ball. some people tell me to switch to softball but its not the same.

Not all the comments on the blog are friendly, of course. When we posted a discussion related to the large gap in ticket prices between men's and women's college basketball (even controlling for differences in attendance, the gap shows gender bias), many super-charged and angry men wrote in. But the piece also spurred the NCAA blogsite, Double-a-Zone, to feature the debate, taking issue with the knee-jerk hostile comments to note that, "I think she's criticizing a lack of vision among those of us who are charged with marketing and

promoting college athletics—and we shouldn't dismiss the point lightly."

The content of the blog reflects the news and the interests of the bloggers with an eye toward reporting on people and stories that are compelling but may not get coverage on sports sites. For example, we did a Q&A with the first woman to coach a professional men's baseball team and a female jockey who won three horse races in three states—in a single day. We aim to be "smart" but conversational and, at times, provocative, like the piece headlined "What Women's Professional Soccer Can Learn from NASCAR," which drew a comment from a manager of the Boston Breakers.

In the year ahead, we are looking to expand our readership and community. We would like to include regular blog contributions from a female physician with sports medicine experience, academic researchers who work on gender studies and/or politics, and women in leadership roles in business. We want to post new, interesting research—and we'd also like to develop a forum for young girls to share their experiences, concerns, and ideas. We would like to highlight women in non-traditional sports, including as football coaches and players.

It's also time to talk more about gender and pay inequities—and to offer readers the data to further the conversation. In late August, Lauren Taylor and I had the privilege to sit down and interview Vivian Acosta and Linda Jean Carpenter, the two women who since 1977 have been gathering and sharing statistics around women's participation in college sports, and in the college athletic leadership structure.

As we sat in their living room with a picture window looking out onto Lake Wickaboag in Central Massachusetts, it became clear that despite progress since the passage of Title IX in 1972, the quest for gender equity is far from complete. In some ways, they point out, the conversation is just heating up. I'm just happy that FairGameNews is around to help move the debate—and allow icons like Acosta and Carpenter to share the same Internet space as a 12-year-old girl mustering all the gumption she has to pitch against the boys. ■



# spotlight on funding

## GENDER & THE LAW IN CHINA EXPERT GROUP CONSULTATION

*Project Director: Rangita de Silva-de Alwis*  
*Funded by the Ford Foundation*

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This project brings together China's leading scholars and practitioners on gender and the law to build common cause on some of the exciting and emerging new developments in gender and the law and women's rights in China. The aim of the Expert Group Consultation is to provide the members a platform to share ideas and strategize with each other on collaborative work that will spawn new opportunities to advance exciting new research and action on women's rights in China. The Expert Group met at the Wellesley Centers for Women, on the Wellesley College campus, in September 2009.

## U.S.-SAUDI WOMEN'S FORUM ON SOCIAL ENTREPRENEURSHIP

*Project Directors: Susan McGee Bailey and Rangita de Silva-de Alwis*  
*Funded by the U.S. Department of State in a cooperative agreement with ICF International, LLC and Babson College*

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The Wellesley Centers for Women (WCW) and the Center for Women's Leadership at Babson College have partnered with Dar Al Hekma College in Jeddah, Saudi Arabia and ICF International to deliver the U.S.-Saudi Women's Forum on Social Entrepreneurship at Babson College in Wellesley, MA. An introductory seminar was launched earlier this year in Jeddah, Saudi Arabia. WCW worked collaboratively with Babson College to develop the curriculum and materials for this two-week symposium on social entrepreneurship. WCW also provided faculty instruction for two seminars within the symposium. The project directors will travel to Saudi Arabia in 2010 to provide further guidance and collaboration with Dar Al Hekma College.

## PREVENTION OF DEPRESSION: IMPACT ON THE TRANSITION TO EARLY ADULTHOOD

*Project Director: Tracy Gladstone*  
*Funded by the National Institute of Mental Health (NIMH) with the Judge Baker Children's Center*

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The Prevention of Depression project is a four-site effectiveness study being conducted at Judge Baker Children's Center (JBCC), Vanderbilt University, the University of Pittsburgh, and the Center for Health Research at Kaiser Permanente in Portland, Oregon. In the initial phase of this research, Gladstone and colleagues recruited 316 at-risk teens, ages 13-17, who were assigned randomly to participate in a Cognitive Behavioral Prevention (CBP) or Usual Care (UC) condition. In the current follow-up study, Gladstone and colleagues will examine the long-term effects of the CBP intervention on preventing depression during the critical developmental transition to young adulthood, and will assess potential biological and psychosocial moderators of intervention response. The project also will examine the longer term cost-effectiveness of the CBP.

## PROFESSIONAL DEVELOPMENT MODULE

*Project Director: Ellen Gannett*  
*Funded by the U.S. Department of Education with Synergy Enterprises, Inc.*

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The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women recently received a subcontract from Synergy Enterprises, Inc., under a contract from the U.S. Department of Education. NIOST will undertake an in-depth analysis of, and prepare a report on, credentialing and certification models related to the recognition of professional development learning by 21st Century Community Learning Centers afterschool line staff and program administrators. The team will also conduct an in-depth case study analysis and report on two professional tool kits currently being used online in the out-of-school-time community.

## ADDITIONAL FUNDING

### RESEARCH ON IMPACT OF FACILITIES IN EARLY EDUCATION AND CHILD CARE SETTINGS ON CHILD OUTCOMES

*Project Directors: Wendy Wagner Robeson, Georgia Hall, and Nancy Marshall  
Funded by the Children's Investment Fund*

The project team will develop a standards inventory to assess the quality of facilities housing Early Care and Education (ECE) and out-of-school-time (OST) programs for children across Massachusetts. The project team will also develop a measurement tool to be used to study 140 licensed child care facilities across the state of Massachusetts.

### NEEDS ASSESSMENT FOR TRAUMA INFORMED SYSTEMS OF CARE FOR RESETTLED REFUGEE YOUTH IN NEW HAMPSHIRE: SHARING WHAT WE LEARNED AND DEVELOPING SOLUTIONS

*Project Director: Michelle Porche  
Funded by Endowment for Health*

This dissemination grant builds on a community needs assessment of African resettled refugee youth and families which was conducted in 2008. This project provides support for African ethnic leaders and experts in the field of mental health who have worked with resettled refugees to advance dissemination of best practices and to identify intervention priorities. The cornerstone of this grant was a two-day symposium and learning collaborative which addressed the needs of African refugee resettled youth and families in New Hampshire. Needs assessment findings from New Hampshire and results from ongoing intervention programs in Boston, MA, Burlington, VT, and Minneapolis, MN were presented to a diverse audience from the school, mental health, community health, social services, and governmental/policy settings. Materials from the presentations will be used for trainings for community leaders and providers.

**LORRAINE CORDEIRO** and **ALICE FRYE** have been funded by the Stevens Foundation to conduct research and program development with the Cambodian American community in Lowell, MA. The focus of the project is developing a community-based needs assessment of Cambodian-American adolescent health and well-being, and training Cambodian-American researchers in Lowell to collect qualitative and quantitative data in this area with an eye to helping this Cambodian-American community to develop their own research community.

**MONICA DRIGGERS** received funding from the Massachusetts District Attorney's Association for an evaluation of the Building Partnerships for the Protection of Persons with Disabilities Initiative. Driggers also received continuation funding from The Boston Foundation to continue the project "Improving Court Approaches to Domestic Violence Cases: Initiating Systemic Change in Massachusetts Family Courts," increasing the total number of data collection sites from two to six.

**SUMRU ERKUT** received continuation funding from Planned Parenthood League of Massachusetts to continue a project which evaluates the impact of *Get Real*, a middle school sex education curriculum.

**GEORGIA HALL** received additional funding from the National Aeronautics and Space Administration (NASA) with Jet Propulsion Lab for additional services on the *From Out-of-School to Outer Space: Exploring the Solar System with NASA* project. She also received additional funding from the National Institutes of Health, NICHD, for her project *Physical Activity Over Time: Health Outcomes of Elementary School Children*.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women received additional funding from various individuals.

**PEGGY MCINTOSH** and the National **SEED** (Seeking Educational Equity and Diversity) Project received additional funding from various individuals.

**NANCY MARSHALL** received funding from the Bessie Tart Wilson Children's Foundation, Inc. for a consultation on the Early Education Workforce Access & Advocacy Initiative.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at the Wellesley Centers for Women received support for training and technical assistance projects from: Illinois Afterschool Network; New York City Department of Youth and Community Development, Mayor's Fund to Advance New York City; West End House Boys & Girls Club; Pennsylvania Key; Commissioners of Caroline County; Louisiana Department of Education; MIT Kavli Institute; Harris County Department of Education; School's Out Washington; Forum for Youth Investment; United Way of Southeastern Pennsylvania; and the Massachusetts Department of Education.

The **OPEN CIRCLE** program received funding from the E. Franklin Robbins Charitable Trust for continued development of infrastructure to support Open Circle training in New Jersey. Open Circle also received individual gifts from supporters and friends of Open Circle.

**MICHELLE PORCHE** is consulting with the University of Massachusetts Medical School on the NIH-funded project, *Cognitive Behavioral Therapy for Posttraumatic Stress Disorder and Substance Use Disorders with Minority Youth*.

**NAN STEIN** received support to serve as Researcher-in-Residence at Mid Sweden University and traveled to Sundsvall and Osterund, Sweden in May for the Mid Sweden International Network for Gender Studies (MING) inaugural meeting focusing on women's health and welfare. Stein presented several public lectures and provided expertise to Mid Sweden's university community in the area of teen dating violence and sexual harassment in schools.

# new publications

## WCW WORKING PAPER

### Ticket Office Sexism: The Gender Gap in Pricing for NCAA Division I Basketball

*Laura Pappano and Allison J. Tracy, Ph.D.*

Tickets to college sports—and men’s and women’s Division I college basketball in particular—may appear on the surface no different than tickets members of the public may buy to attend professional sporting events. But unlike professional franchises, colleges are non-profit organizations and, in many cases, public institutions. Decisions around ticket prices do not reflect an actual marketplace, but internal calculations and decisions that necessarily reflect a value placed on the event by the institution. This distinction is critical because previous research shows that lower-priced events are perceived as lower quality and less worth watching or attending. Our review of ticket prices for men’s and women’s Division I college basketball for the 2008-2009 season considered entry fees charged by 292 institutions at various seating levels, including season ticket packages and single game tickets. Our results showed significant gender gaps at every pricing and seating level with colleges charging a premium for male play. This gap persisted even among teams identified by the NCAA as top-ranked women’s teams with large fan followings. Analysis of attendance figures further showed that the gender differential in price across schools is not accounted for by differences in attendance. Because athletics, and particularly college basketball, have an increasingly prominent cultural profile, the practice of effectively de-valuing women on the court has implications off the court as well. The results support the broader contention that women athletes—as women in traditionally male arenas—continue to face institutional discrimination that is camouflaged as sensible economic practice.

2009/#432/\$10.00\*

*\*This publication is available through the Wellesley Centers for Women’s (WCW) Publications Office. Price does not include shipping and handling. Visit [www.wcwonline.org/publications](http://www.wcwonline.org/publications) or call 781.283.2510 to purchase this or any other WCW publication.*

**PAM ALEXANDER'S** paper, "Stages of Change and the Group Treatment of Batterers: A Randomized Clinical Trial," has been accepted for publication in *Violence and Victims*. Alexander co-authored the paper with Eugene Morris, **ALLISON TRACY** and **ALICE FRYE**. The paper, "Predicting Stages of Change in Battered Women" by Alexander, Tracy, Megan Radek, and Catherine Koverola, was published in the October *Journal of Interpersonal Violence*.

**TRACY GLADSTONE** was a contributing author of "From Prototype to Product: Development of a Primary Care/Internet Based Depression Prevention Intervention for Adolescents (CATCH-IT)" a paper will be included in an upcoming issue of *Community Mental Health Journal*.

**LINDA HARTLING** wrote the forward for *Gender, Humiliation, and Global Security* by Evelin Lindner, MD, Ph.D., which will be published as part of the Contemporary Psychology Series by Praeger Publishers. The forward is a tribute to **JEAN BAKER MILLER** and Donald Klein. The book offers a global perspective on gender, humiliation, and relationships in today's changing world.

*Relational-Cultural Therapy*, by **JUDITH JORDAN**, was recently published by American Psychological Association Press. In the book, Jordan explores the history, theory, and practice of this relationship-centered, culturally oriented form of therapy. She also edited *The Power of Connection*, set for release in late 2009 by Routledge Press, Oxford, England. Her article, "Losing Certainty and Finding Voice," was featured in the journal, *Women and Therapy*, Volume 32, April-September 2009. Jordan contributed chapters to new publications: "What about love?" in J Carlson and J Kottler's *Creative breakthroughs in therapy*, published by John Wiley & Sons this year; "The Stone Center and Relational-Cultural Theory" in the new edition of *History of Psychotherapy* (J Norcross, G VandenBos, and D Freedheim) published by the American Psychological Association, set for print in 2010; and a chapter on the critical importance of relationships for women's wellbeing in Dana Jank and Alisha Ali (Eds), *Cultural perspectives on women's depression: self-silencing, psychological distress and recovery* for

future publication. Additionally, Jordan's second video, *Relational-Cultural Therapy: Six Sessions*, has been produced by the American Psychological Association.

**NANCY MARSHALL'S** article, "The Quality of Early Child Care and Children's Development," was included in *Current Directions in Developmental Psychology*, edited by L.S. Liben and published by Pearson Education, Inc. "After the Baby: Work-Family Conflict and Working Mothers' Psychological Health," authored by Marshall and **ALLISON TRACY**, was included in the recent issue of *Family Relations*.

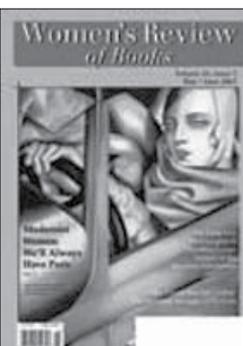
Cambridge Scholars Press has recently published *Privilege and Prejudice: Twenty Years with the Invisible Knapsack*, edited by Karen Weekes, Penn State University/Abington, with a foreword by **PEGGY MCINTOSH**, author of the original essay. The book is a series of essays in which scholars in many different disciplines use the concept of privilege as well as the concept of prejudice in their research and analysis of society.

*Playing with the Boys: Why Separate Is Not Equal in Sports*, by Eileen McDonagh and **LAURA PAPPANO**, is now available in paperback. Published by Oxford University Press, the cover features a quote from Kim Gandy, recent National Organization of Women president: "Readers will never think of Title IX in the same way again."

**FLAVIA PERÉA** will be publishing her dissertation research on the impact of language acculturation on academic performance among immigrant families as a book, as part of the series *The New Americans: Recent Immigration and American Society*, edited by Drs. Reuben Rumbaut and Steven Gold. She is under contract with LFB Scholarly Publishing, and is currently completing the necessary revisions. Her book will be out in 2010.

"The Effects of Gender Violence/ Harassment Prevention Programming in Middle Schools: A Randomized Experimental Evaluation," by Bruce Taylor, **NAN STEIN**, and Frances Burden, which focuses on a research study sponsored by the National Institute of Justice conducted in Cleveland, OH, will be published in a forthcoming issue of *Violence and Victims*.

# short takes



## WOMEN=BOOKS

If ever there was a time for women to connect, it's now. **WOMEN = BOOKS**, the *Women's Review of Books* (WRB) blog, created a new online community when it launched in September. *Women's Review of Books* has always been about jumping barriers: between feminist academics and political organizers, theory and practice. Similarly, **WOMEN = BOOKS** extends the range of *WRB*'s print edition, expands its audience, and deepens the conversation about ideas, politics, and women's lives. **WOMEN = BOOKS** will include weekly posts from selected reviewers and authors from each issue. Visitors to the blog will be able to comment, building a network for intelligent debate about everything from women in the military to abortion rights to childcare to sex trafficking. Blog comments will be refereed, making the site a safe place for discussion of controversial topics. **WOMEN = BOOKS** will be the new go-to link for women's studies and feminist organizing, using the power of social networking to help keep the women's movement alive and vital. ■

Visit [www.wcwoonline.org/womensreview](http://www.wcwoonline.org/womensreview) today!

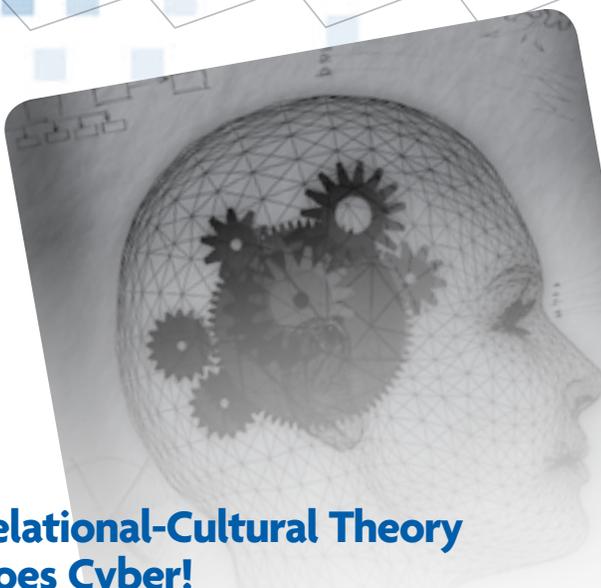
## Newest Evaluation Complete of Quality Assessment Tool for Afterschool Programs

**WENDY SURR** and her research team at the **National Institute on Out-of-School Time** at the Wellesley Centers for Women recently completed an evaluation of a promising new model for enhancing afterschool program quality. This new model, being implemented by the City of Cambridge, MA, is called the Integrated Self Assessment System or I-SAS. I-SAS is designed to engage afterschool practitioners in a process of self-assessment and subsequently guide and support them as they strive to make needed improvements to their programs. Findings from the evaluation suggest that the new Cambridge I-SAS approach might serve as a model for other out-of-school time programs across the country.

Participation in the new I-SAS model was both time and staff intensive for Cambridge afterschool programs. Each site was required to have all levels of staff within the organization participate in four I-SAS components including completion of an Organizational Self Study survey; three rounds of observations of their program using NIOST's Assessment of Afterschool Program Practices tool; bi-weekly on-site coaching; and participation in a monthly Community of Practice group to gain support and learn from peers.

The findings from the evaluation suggest that

the I-SAS model achieved many of its intended goals. The I-SAS model was designed to spark site level improvements by focusing primarily on program directors. An analysis of participation records show that most program directors had moderate to high participation in all four I-SAS components and were actively engaged in quality improvement efforts at their sites. Having multiple I-SAS components appeared to be an effective approach. In particular, observations, debriefs, and coaching were fully integrated and worked well together. In fact, all 17 programs showed evidence that they had made at least some positive changes in their program this year due to their participation in I-SAS. The degree of progress made by sites appeared to be influenced by *how* sites participated in I-SAS. For instance, sites that selected *just one area* to target for change, made greater progress than those sites that had selected multiple areas. This suggests that having a high level of focus may be an effective strategy for promoting progress at sites. Most importantly, participation in I-SAS appears to have set the stage for more lasting change by helping to build the leadership and management skills of program directors, and increasing sites' confidence and capacity to engage in quality improvement efforts in the future. ■



## Relational-Cultural Theory Goes Cyber!

The **NEUROBIOLOGY OF CONNECTION**, a series of one-hour online training programs focused on the brain and Relational-Cultural Theory (RCT) is bringing the work of the Jean Baker Miller Training Institute (JBMTI) to an expansive cyber audience. Led by **AMY BANKS**, M.D., Director of Advanced Training at JBMTI, a program of the Wellesley Centers for Women, the webinars offer practitioners from across the country and the world the opportunity to participate in cutting-edge professional development programs from the convenience of their home or work computers.

The monthly webinar series kicked off in September with **I Feel Your Pain—The impact of social rejection on pain pathways**. Participants were introduced to SPOT theory (social pain overlap theory) and the centrality of relationships to human growth and development. The discussion included ways that cultures exclude individuals and groups of people and how this contributes to the formation of unhealthy communities. The October program, **Your Head is connected to your... Body!** intro-

duced participants to an integrative look at the human body. Banks examined ways that American culture, with a focus on separation and individuation, can begin the disconnection of mind from body. She also examined many ways to shift brain chemistry by working with the body; i.e. energy psychology, diet, and exercise.

Future programs include:

- **I can read you like a book—how mirror neurons help us connect**, on November 18<sup>th</sup>;
- **The “Smart Vagus”—the social wisdom of our 10th cranial nerve**, on December 16<sup>th</sup>; and
- **It is never too late to change—Neuroplasticity and the hope of change**, on January 20<sup>th</sup>.

One (1) CE is awarded for each program attended (approved by APA, LMHC; pending NASW, LMFT). Cost is \$50 per program; pre-registration is required and space is limited. In-demand sessions will be repeated in the future. Learn more by visiting the redesigned JBMTI website: [www.jbmti.org](http://www.jbmti.org). ■

## WCW Lunchtime Seminar Series

The Wellesley Centers for Women (WCW) holds its Lunchtime Seminar Series at its Cheever House location in Wellesley, MA on Thursdays, from 12:30 to 1:30 p.m. during the fall and spring semesters. WCW scholars and colleagues share recent findings and new works-in-progress during these lectures. Some programs are recorded; archived presentations can be accessed online at [www.wcwonline.org/audioarchive](http://www.wcwonline.org/audioarchive). The schedule is subject to change. Please confirm programs at [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar). Upcoming programs include:

### NOVEMBER 12

GRACE K. BARUCH  
MEMORIAL LECTURE

Ruth Harriet Jacobs, Ph.D.

**Older Women as Mentors**

### NOVEMBER 19

TYNE DALY-35TH  
ANNIVERSARY LECTURE

Nan Stein, Ed.D. and  
Katja Gillander Gådin, Ph.D.

**Sexual Harassment in K-12 Schools as the Precursors to Teen Dating Violence: Perspectives from Law, Public Health, and Education in Sweden and the U.S.**

### MARCH 4

Laura Pappano  
Allison Tracy, Ph.D.

**Ticket Office Sexism: The Gender Gap in Pricing for NCAA DI Basketball**

### MARCH 11

GRACE K. BARUCH  
MEMORIAL LECTURE

Amy Banks, M.D.

**The Heart of Change: What Really Moves Us**

### MARCH 18

TYNE DALY-35TH  
ANNIVERSARY LECTURE

Linda Charmaraman, Ph.D.

**Teen Voices: Identity Development in a Community-Based Media Internship**

### MARCH 25

Erika Kates, Ph.D.

**Expanding Options for Female Offenders: A Project to Identify Community-Based Resources in Massachusetts**

### APRIL 1

Alice Frye, Ph.D.

**The Measurement and Use of “Social Class” in Published Research: Education, Occupation, Income, Location, Government Assistance, or Some Combination Thereof**

### APRIL 8

Georgia Hall, Ph.D.  
Linda Charmaraman, Ph.D.

**Boy Time: Early Findings from an Ethnographic Study of a Middle School Boys’ Empowerment Group**

### APRIL 15

Toni Lester, J.D., Ph.D.

**The Pedagogy of Inclusion—Talking and Teaching about Sexual Orientation and Homophobia**



*continued on page 16*

## UPCOMING PRESENTATIONS

**NAN STEIN**, Ed.D. will offer the keynote address on teaching children and youth about sexual harassment, gender violence, and bullying in schools at the Institute for Women's Health and Leadership's Sex and Gender Research Forum to be held at Drexel University in Philadelphia, PA on March 4, 2010.

**MAUREEN WALKER**, Ph.D. will lead a supervision workshop and consultation program on Relational-Cultural Theory at the Regional Conference of the Association of Clinical Pastoral Educators in Indiana in February 2010.

## RECENT PRESENTATIONS

**SUSAN MCGEE BAILEY**, Ph.D. presented "Learning from Women around the Globe: 35 Years of Research & Action" as part of a Day to Make a Difference benefit in Weston, CT in late October.

**TRACY GLADSTONE**, Ph.D. presented on the panel, "Helping Families of Depressed Patients," as part of the Leadership Series on Health at Regis College, in Weston, MA in late October.

**JEAN HARDISTY**, Ph.D. presented the keynote address, "Women's Rights and the Obama Administration," at the annual meeting of the Missouri Women's Network in St. Louis this past August.

**ERIKA KATES**, Ph.D. presented on the panel, "More than Title IX: How Equity in Education Has Shaped the Nation," at an international conference convened by the Society for Educating Women this past August, held at the University of New Hampshire.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women held its Intensive Training Institute, How Connections Heal: Founding Concepts/Recent Developments in Relational-Cultural Theory and Practice in late October. **JEAN KILBOURNE**, Ph.D. offered the Jean Baker Memorial Lecture during the three-day practitioner program.

**NANCY MARSHALL**, Ed.D. presented the paper, "Welfare Reform, Subsidized Child Care, and Family and Child Well-being," co-authored with **WENDY WAGNER ROBESON**, Ed.D. **ALLISON TRACY**, Ph.D. and **JOANNE ROBERTS**, Ph.D. at the annual meetings of the American Sociological Association, San Francisco, CA in August. She also presented "Maternity Leave Arrangements and Working Mothers' Wellbeing," authored with Robeson, at Work, Stress, and Health 2009: Global Concerns and Approaches, the 8th International Conference on Occupational Stress and Health, San Juan, Puerto Rico in early November.

**FLAVIA PERÉA**, Ph.D. and her undergraduate students from Tufts University presented on *Methods and Lessons Learned in Community Based Participatory Research as an Academic Process: A Student's Perspective* at the American Public Health Association annual meeting and exposition in Philadelphia, PA in early November. The presentation is based on a study conducted in Somerville, MA.

**MICHELLE PORCHE**, Ed.D. chaired the symposium, "Family-Centered Approaches for Understanding and Addressing Youth Mental Health Disparities and Well-Being," at the October 2009 Diversity Challenge taking place at Boston College. There, Porche and Lisa Fortuna, M.D., M.P.H., also presented "Trauma Experiences of African Refugee Youth and Families Resettled in New Hampshire." That same month Fortuna and Porche presented "Cognitive Behavioral Treatment of Adolescents with Co-Existing Posttraumatic Stress Disorder and Substance Use Disorders" at the American Academy of Child and Adolescent Psychiatry Annual Meeting in Honolulu, Hawaii.

**NAN STEIN**, Ed.D. made a presentation on "Big Deal or No Big Deal: Do School-Based Prevention Programs on Teen Dating Violence Make a Difference" at the National Sexual Assault Conference, Mentoring Our Movement, in Alexandria, VA in September. There, she and Carrie Mulford, Ph.D. highlighted school-based prevention programs that have demonstrated effectiveness in reducing perpetration, victimization, or precursors of sexual harassment and/or teen dating violence in middle and high schools. Stein also served as the keynote speaker at the second annual Violence-Free Teens: Building Healthy Relationships Conference in Los Angeles, CA in October. Her presentation was on "May the Force Be with You or Against You? Getting into and staying in schools while talking about sexual harassment and sexual violence."

## Awards & Appointments

**PEGGY MCINTOSH**, Ph.D. is the recipient of a Lifetime Achievement Award by Community Change, Inc. (CCI). The award was presented during the organization's annual dinner, Community Change Leadership Awards—Challenging Structural Racism, in early November. Boston-based CCI's mission is to promote racial justice and equity by challenging systemic racism and acting as a catalyst for antiracist action and learning. With a special focus on involving White people in understanding and challenging systemic racism, CCI strives to make visible the foundational and ongoing role racism plays in the structure and the impact of the institutions that shape lives. McIntosh has written and lectured extensively on issues of privilege and race. She has co-led the National SEED Project on Inclusive Curriculum (Seeking Educational Equity & Diversity) at the Wellesley Centers for Women for 23 years.

**ELLEN GANNETT**, M.Ed. has been appointed Co-Chair of The Next Generation Youth Work Coalition. The Coalition brings together individuals and organizations dedicated to developing a strong, diverse after-school and youth development workforce that is stable, prepared, supported, and committed to the well-being and empowerment of children and youth. The primary role of the Coalition is to inform and support ongoing discussions about the public policy, institutional, and organizational changes needed to achieve the goals. A speaker and trainer, Gannett serves as the director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, where she has worked since 1981.

# global connections

## *New International Initiatives Promote Women's Advancement & Leadership*

### ■ U.S.-Saudi Women's Forum on Social Entrepreneurship

The U.S.-Saudi Women's Forum on Social Entrepreneurship, a new initiative co-organized by the Wellesley Centers for Women (WCW), aims to enrich the lives of women and their communities in Saudi Arabia by developing and applying their business and leadership skills so that they may address social needs, while generating societal and economic value.

Dar Al Hekma (DAH), a private women's college in Jeddah, Saudi Arabia, has partnered with WCW and the Center for Women's Leadership at Babson College on the forum. This summer, DAH students visited Babson, a Wellesley, MA neighbor to WCW, for a two-week course on Social Entrepreneurship. During the U.S. visit, students were taught by scholars from WCW and Babson, including Susan McGee Bailey, Ph.D., WCW executive director, and Rangita de Silva-de Alwis, S.J.D., director of International Human Rights Policy Programs at WCW, on ways to set up a social enterprise. Students left the exchange program with an action plan to implement a group service project in Jeddah.

Prior to their arrival in the U.S., students participated in a short seminar that lay the conceptual foundation for the exchange program. Bailey and de Silva-de Alwis will travel with their Babson colleagues to Jeddah in January to continue their work with the students. The program will culminate with a leadership fair, showcasing the service projects of the students, and highlighting other accomplishments of the Forum.

The U.S.-Saudi Women's Forum on Social Entrepreneurship program is funded by the U.S. Department of State in a cooperative agreement with ICF International, LLC and Babson College.\*

### ■ Women's Leadership Network

With private donor funding and organizational support, WCW is developing a network of women leaders in countries where Islam is a state religion, or where a large community is governed by religious laws, including Islamic laws. Network members are women who have broken new ground in political, public, and economic participation in their communities and in the world.

The network is at the seminal stages of building a body of scholarship that will serve as a platform for advocacy and the sharing of strategies to bolster women's political, public, and business participation. Scholarly, first-person articles by network members, focusing on emerging gender developments in the Muslim world, will be published by WCW in a flagship paper series in late winter. These articles will examine emerging issues in family law; changes in equality lawmaking and violence against women; new developments in women's political participation; and creative interpretations of the Shariah law to advance women's rights.

The paper series will include an introduction by WCW's de Silva-de Alwis that will lay out the thematic issues presented by the network members. This overview will trace the intersecting trajectories of the women leaders' experiences as well as key societal and political challenges they have overcome and opportunities they have seized in their different home countries.

The critical issues, emerging ideas, and case studies identified in this paper series as advancing women's status in the Muslim world will serve as the basis for web-based discussions by the network members. A strategy meeting to bring the network members together at WCW to engage in further discussions will be planned as a continued practical application of this work. A platform of action and a strategy paper will emerge out of this anticipated pivotal roundtable. Learn more about emerging issues from the network at [www.wcwonline.org/muslimworldleaders](http://www.wcwonline.org/muslimworldleaders).

*continued on page 18*

## ■ Gender & the Law in China Expert Group Consultation

Twelve of China's leading gender and law experts came together in September to build common cause on some of the country's most exciting and emerging new developments as part of the Gender & the Law in China Expert Group Consultation project. All twelve were chosen based on the extraordinary contributions they continue to make to China's evolving gender and law landscape. With funding from The Ford Foundation, WCW scholars welcomed the Chinese contingent and some of their U.S. counterparts to the Wellesley College campus for an intensive, four-day strategy meeting.

The aim of the program was to provide the members a platform to share ideas and strategize with each other on collaborative work that will spawn new opportunities to advance exciting new research and action on women's rights in China. Moreover, this meeting provided an opportunity to brainstorm with colleagues from the U.S. and the Asian region. The expectation is that these new and strengthened multi-disciplinary partnerships will renew shared commitments while provoking cross-disciplinary research agendas, new insights, plural strategies, and a common vision that will augment the work of all participants at the Expert Group Consultation.

The China Gender and Law experts will put into motion the platform of action that was created at the consultation, which will inform new policy in China. The Honorable Nancy Gertner, U.S. District Court Judge, District of Massachusetts, and WCW's de Silva-de Alwis, who moderated the strategy consultation, will meet with the experts in China in March to engage with them on their follow-up steps. This past summer, de Silva-de Alwis traveled to Beijing for a preparatory meeting at the Ford Foundation to build the groundwork for the China Gender and Law Expert Consultation.



**PEGGY MCINTOSH** presented at the conference, Gender Studies in China, held at Fudan University in Shanghai, in June. Her presentation focused on "Five Ways of Seeing Gender and Public Policy."

**RANGITA DE SILVA-DE ALWIS** and **SALLY MERRY** were among the presenters at the October Human Rights in the USA conference held at the University of Connecticut. Organized by the Human Rights Institute and UConn Law School, the conference evaluated how international human rights laws and norms are presently applied in the USA and will suggest recommendations for the future. It focused on human rights litigation and recent legal innovation, and contextualize the law by examining the wider impact of human rights campaigns on gender violence, racism, poverty, and health care.

Additionally, de Silva-de Alwis served as a panelist at the Advancing Justice Conference, an inaugural national civil rights and social justice conference to address a broad range of issues facing the Asian American and Pacific Islander community, held in October in Los Angeles. The Advancing Justice Conference is a joint project by the Asian American Institute (Chicago), Asian American Justice Center (Washington, D.C.), Asian Law Caucus (San Francisco) and Asian Pacific American Legal Center (Los Angeles).

*\*The U.S. Department of State, Bureau of Near Eastern Affairs, Office of Middle East Partnership Initiative (MEPI) under Cooperative Agreement Number S-NEAPI-05-CA-168. The opinions, findings and conclusions or recommendation expressed herein are those of the author(s) and do not necessarily reflect those of the Department of State. MEPI is a Presidential initiative founded to support economic, political, and educational reform efforts in the Middle East and expand opportunity for all people of the region, especially women and youth. More information about MEPI can be found at: [www.mepi.state.gov](http://www.mepi.state.gov). ICF International partners with government and commercial clients to deliver professional services and technology solutions in the energy, climate change, environment, transportation, social programs, health, defense, and homeland security markets. The Middle East Partnership Initiative (MEPI), located within the Bureau of Near Eastern Affairs at the U.S. Department of State, assists efforts to expand political participation, strengthen civil society and the rule of law, empower women and youth, create educational opportunities, and foster economic reform throughout the Middle East and North Africa.*

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