

Research & Action Report

Wellesley Centers for Women



Center for Research
on Women
Stone Center



FEATURING:

Back on the Presses:
Women's Review of Books

Marriage As a Bogus Cure for Poverty:
Keeping low-income women safe

An Update on the Battered Mothers'
Testimony Project

Quality Programming for Kids:
Three studies identify key workforce
and environment factors

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

For more than three decades, WCW has been a driving force, both behind the scenes and in the spotlight, promoting positive change for women and families. The world's largest women's research center, WCW is the powerful alliance of the Center for Research on Women and the Stone Center at Wellesley College.

The work at WCW is grounded in the perspectives of women from diverse backgrounds. Our research and action projects lead to creative solutions to a range of pressing social concerns and to innovative policy alternatives.

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Design:

LIMA Design

Printing:

Shawmut Printing

SAVE THE DATE!

The Women of Courage Lecture Series, cosponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century (BRC), continues its celebration of women who have taken brave stands on issues, including economic justice, nonviolence, environmental ethics, and human rights. On February 1, 2006, Shulamith Koenig, former Executive Director of the People's Movement for Human Rights Learning, will present the fifth and final program in the series, focusing on the human rights work of Eleanor Roosevelt. Koenig is a 2003 recipient of the U.N. Human Rights Award. The event will be held at the BRC in Cambridge. Details about the lecture will be posted on www.wcwonline.org in late fall/early winter.



From the Executive Director

There are days when an overwhelming sense of déjà vu engulfs me, days when the past 40 years of work on social justice issues seem to have evaporated into thin air. Hurricane Katrina ravaged New Orleans and surrounding communities, removing any reasonable possibility of further denial of the economic and racial inequalities plaguing our nation. In Iraq, soldiers and civilians die as policy-makers talk of creating a democratic society, all the while standing by as the rights of women are ignored and abandoned. Affordable childcare is still out of reach of the majority of working parents, health care is unattainable for far too many, and the idea of work/family balance sounds almost quaint.

Disheartening news travels fast, makes the headlines, and absorbs our thoughts. But we cannot let it sap our energies. Forty years ago an African-American woman had yet to serve on the federal bench. President Lyndon Johnson appointed Constance Baker Motley to the U.S. District Court for the Southern District of New York in 1966. Motley helped to write the legal brief for the Brown school desegregation case and went on to fight for school desegregation, winning numerous landmark cases. A colleague noted that she never gave up, “She just dug in and stayed there until they rolled over.” A role model for generations of women and men, Motley died this past September. I believe we can honor her memory best by remembering her words: “Something which we think is impossible now is not impossible in another decade.”

This reasoned optimism, this refusal to give in to despair in the face of centuries of discrimination and exploitation, must be our model and our motto now. Motley’s insistence on persistence is not the quick fix our culture is so fond of, but it is a long-term strategy that can and does make a difference.

Here at the Wellesley Centers for Women we continue to work on issues of childcare, child well-being, and work/family balance, all hallmark efforts of the Centers since our inception. This issue of *Research & Action Report* highlights three recent studies that make important recommendations for ensuring quality programming for children. We also highlight work on an approach to gender violence that grows out of the global movement for women’s human rights and represents newer elements of the feminist agenda for a better society for all.

The work has never been easy and it is not so now. According to a study by the Rand Corporation, “female applicants for grants from the [National Institutes of Health] received on average only 63 percent of funding that male applicants received.” Work that is important to women may not be on the top of the political agenda, but it remains at the top of ours.

Around the world—in New Orleans, Iraq, or Anytown, USA—women are the majority of those working to build the fabric of community—the daycare centers, the elder care programs, the schools, and the community councils. This work is crucial, but too often invisible. When it is recognized, women tend to be in the background. As we re-launch the *Women’s Review of Books* this fall and celebrate the legacy of Eleanor Roosevelt this winter with a lecture by Shulamith Koenig on her work with young community leaders to strengthen human rights, civil society, and democracy, we, too, insist on persistence.

Whether it is work on equal childrearing choices for all regardless of gender or socio-economic status, or a better understanding of the factors underlying gendered violence around the world, to name but two of our ongoing areas of work, we continue to shine a spotlight on issues critical to a better, fairer world. It has been said more than once that success is 9/10ths showing up...we thank all of you for enabling us to show up! ❀

Short Takes

New Partnership to Serve Urban Schools

The **Open Circle** program at the Wellesley Centers for Women has recently begun a new partnership that will enable it to continue to extend and deepen its efforts to foster social and emotional learning (SEL) in urban schools. Over the next three years, Open Circle will work with Project Aspire on an SEL initiative housed at the Harvard Graduate School of Education designed to support teachers, administrators, and other staff in four Boston public schools. The project will bring together the many years of experience, in Boston and other urban schools, of the Open Circle model with the intensive consultative approach developed by Project Aspire.

Empowering Children for Life Awardees Announced

This summer, the Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program: Empowering Children for Life, established through the Wellesley Centers for Women's Stone Center, awarded one grant each for research and dissertation. The program supports research and evaluation that advances understanding of the role of relationships in fostering child and adolescent well-being and healthy human development. Proposals for research grounded in Relational-Cultural Theory were encouraged, as were those that give particular attention to the ways findings can be used programmatically to help children. This is the last year that these awards are given under this program. Awardees are:

- Ruth Paris from Boston University School of Social Work, for her research proposal, "Primary Prevention for Very Young Children: Studying the intervention methods of a home-based infant treatment." Amount: \$100,000 over two years.
- Erin E. Seaton from Harvard Graduate School of Education, for her dissertation proposal, "The Story Becomes the Thing Needed: A study of rural adolescent girls' narratives of self and relationships." Amount: \$2,600.

Working Toward Statewide Solutions

Nancy Mullin-Rindler was part of the multidisciplinary Safe Schools Initiative task force initiated by the Massachusetts Attorney General's Office. Mullin-Rindler also participated in an educational video about bullying produced by the District Attorney's Office of Middlesex County, MA.

Monica Driggers testified in front of the Joint Judiciary Committee in Boston on behalf of the Human Rights for All Bill in June. Several thematic panels of testimony were organized for the hearing, including global citizenship, economic human rights, women's rights, and the universality of human rights. Driggers also presented to the Justice and Accountability Committee (JAC) of the Governor's Commission on Domestic Violence and Sexual Assault in Massachusetts. This presentation was a collaboration with Jamie Sabino, of the Administrative Office of the Trial Courts, with whom Driggers has collaborated to find solutions to the difficulties that plague domestic violence survivors when they become entangled with the courts. In 2003, Sabino's office issued a report with findings that corroborated many of the findings in the Wellesley Centers for Women's *Battered Mothers Speak Out* report. The presentation to the JAC focused on: the need for solutions to conflicts between the courts and domestic violence victims as a policy initiative; the value of the human rights approach; and the report findings and data collection process. Next steps include formally placing this issue on the JAC's work plan and budget agenda and formulating concrete recommendations to be considered for adoption by the full Commission.

Nan Stein testified before the Massachusetts House and Senate Joint Committee on Education during a hearing on school safety in September. Stein voiced her support for a proposed bill for which she had offered feedback during the previous year to Senator Jarrett Barrios' office. During the hearing, she shared her concerns about establishing a threshold when constructing a definition for bullying.

WCW Researchers' Publishing Projects

Two special issues of *Violence Against Women: an International Journal* are edited by **Nanda Aoudeh**, **Victoria Banyard**, and **Linda Williams**. The October and November issues entitled, "Bringing Women's Voices to the Center: Innovative Methods in Violence Against Women Research" can be ordered through the Sage Publishing website, www.sagepub.com. Dedicated to bringing to light all aspects of violence against women, this international, interdisciplinary journal aims to report and discuss not only more widely known forms of violence but also those lesser known acts such as female circumcision, enslavement and trafficking, dowry murders, and rape as a weapon of war.

The National Institute of Child Health and Human Development (NICHD) early Child Care Research Network, of which **Nancy Marshall** and **Wendy Wagner Robeson** are members, has edited the recently published book, *Child Care and Child Development: Results from the NICHD Study of Early Child Care and*

Youth Development. To understand the potential benefits and problems associated with early child care, the NICHD study followed a diverse group of more than 1,000 children from infancy through the transition to school, assessing them in multiple domains over time. Taken together, the findings presented in the book yield major insights into how the type, amount, and quality of child care interact with family experiences, socioeconomic variables, and other child and family factors to influence individual trajectories.

Nan Stein contributed to the newly revised book, *Transforming a Rape Culture*, edited by Emilie Buchwald, Pamela R. Fletcher, and Martha Roth. Stein's chapter, "No Laughing Matter: Sexual harassment in K-12 schools," covers her work on sexual violence and harassment in elementary and secondary schools. Other contributors include Gloria Steinem and Andrea Dworkin. This book can be purchased through www.amazon.com.

CARE Communities


Katherine Morrison has begun working with the Collaborative for Abuse Prevention in Racial and Ethnic Minority Communities (CARE) Program in Boston, MA. With the assistance of this organization, Morrison will begin to provide workshops and lectures on the topic of intimate partner violence within the African-American community to various women's groups in the Boston area. In addition, Morrison is currently assisting the CARE Program with the development of a speakers bureau in the greater-Boston area. The speakers bureau will feature African-American women who have survived intimate partner violence.

A Tenth-Year Celebration

Devoted practitioners joined researchers, friends, and donors in celebrating the tenth anniversary of the Wellesley Centers for Women's Jean Baker Miller Training Institute (JBMTI) on Friday, June 24, at the Wellesley College Club, Wellesley, MA. The event featured a tribute to Miller whose innovative work led to the establishment of the JBMTI. Along with remarks by several of Miller's colleagues, the evening included the presentation of a citation from the Massachusetts Senate, the sharing of letters from U.S. Senator John Kerry and Congressman Barney Frank, and a personal reflection by Pulitzer Prize-winner Chris Robb.



Linda Hartling, Jean Baker Miller, and Judith Jordan



The Wellesley Centers for Women (WCW) is proud to announce the re-launch of *Women's Review of Books*! Founded by WCW in 1983, *Women's Review* was published monthly for 22 years before suspending publication in December, 2004, due to rising debt. *Women's Review* will return in January, 2006, as a bimonthly tabloid.

Back on the Presses: *Women's Review of Books*

As before, *Women's Review* will publish in-depth reviews of nonfiction, fiction, and poetry by and about women, as well as essays, poems, and author interviews. Many of the most acclaimed and influential feminist scholars and writers in the country have appeared—and will continue to be featured—in its pages, and the publication will continue to provide a forum where women's studies scholars and feminist activists can exchange ideas, research, and experience. In a new feature, each issue of *Women's Review* will also highlight the work of a photographer or cartoonist.

The re-launch was made possible by a new partnership between WCW and Old City Publishing (OCP), a small publisher of journals and books in Philadelphia. The editorial offices of *Women's Review* will continue to be located at WCW, while advertising, subscription fulfillment, and production will move to OCP.

Women's Review of Books

"For more than two decades, we proudly published and supported *Women's Review of Books*," says Susan Bailey, WCW's executive director. "Suspending publication was a very difficult decision for us to make, but it was fiscally necessary. We are delighted that Old City Publishing is collaborating with us, and we look forward to a long, successful relationship and to our first jointly produced edition next winter."

"I am thrilled," says Amy Hoffman, returning editor in chief. "*Women's Review* readers have always known that they could turn to us for insight into feminist issues, and we are ready to once again provide them with serious and informed discussion of new writing by and about women. They've missed us, and I've missed doing this exciting work."



Like other specialty publications, *Women's Review* faced increasing financial debt with the changing publishing environment of the 1990s. Support letters from subscribers and advertisers alike, however, helped to buoy the staff as they met with potential publishing partners throughout the winter and spring. Pledges to advertise and subscribe served as key indicators of the publication's future success, and OCP has begun

processing both renewals and new advertising contracts to cover operating expenses. Holiday gift subscriptions will provide a crucial initial boost to the re-launch.

Ian Mellanby, OCP publishing director, is enthusiastic. "Old City Publishing is confident we can guide the publication beyond even its former levels of success in terms of content, design, and international perspective. *Women's Review* will continue to provide a unique view of today's literary landscape and is the advertising medium of choice for publishers of books by and about women."

All editorial inquiries, books to be considered for review, and publisher's catalogues should be directed to Amy Hoffman, *Women's Review of Books*, Wellesley Centers for Women, Wellesley College, 106 Central Street, Wellesley, MA 02481; 781.283.2555; ahoffman@wellesley.edu.

Requests for subscriptions or advertising information should be directed to Ian Mellanby, Old City Publishing, 628 North Second Street, Philadelphia, PA 19123; 215.925.4390; ian@oldcitypublishing.com. Subscription forms can be downloaded directly from www.oldcitypublishing.com.

To find content from back issues and a complete index to *Women's Review of Books*, please visit www.wellesley.edu/womensreview. ❀

Highlights from the *Women's Review of Books* January/February 2006 comeback issue include:

Dorothy Allison on *An Atomic Romance*, the new novel by Bobbie Ann Mason.

Linda Gordon on *The Solitude of Self: Thinking about Elizabeth Cady Stanton*, by Vivian Gornick.

Farah Jasmine Griffin on *With Billie*, Julia Blackburn's oral history of Billie Holiday.

Bitch magazine editor Andi Zeisler on *The New Single Woman*, by Kay Trimberger, and *Marriage: A History from Obedience to Intimacy or How Love Conquered Marriage*, by Stephanie Coontz.

Comedian and author of *What the L*, Kate Clinton, on what happens to a feminist when she joins the talking heads on the evening news.

Carol Seajay on what '40s and '50s pulp novels, reissued by The Feminist Press, Cleis Press, and others, have to offer today's readers.

Bettina Brandt on the "secret library," suppressed writings from pre-unification East Germany.

Suzanne Ruta interviews Doha Boraki, the smart and engaging Moroccan feminist, novelist, and translator.

Jasmin Darznik reviews *A Bed of Red Flowers: In Search of My Afghanistan*, by Nelofer Pazira.

Marguerite Itamar Harrison reviews *First World Third Class and Other Tales of the Global Mix*, by Brazilian writer Regina Rheda.

Plus photography, cartoons, poetry selected by returning Poetry Editor Robin Becker, and the first installment of *Women's Review's* new "What I'm Reading" column, this month by feminist guru Jennifer Pozner.

Q & A

With Monica Driggers

An Update on the Battered Mothers' Testimony Project

Monica Driggers, research scientist at the Wellesley Centers for Women, has been working on court and criminal justice reform for nearly a decade. Driggers joined the team working on the Battered Mothers' Testimony Project in 2002 and was one of the authors of its ground-breaking report released that year. She continues to advocate for the reforms proposed in the report. Her current projects include research and reform of parole processes in Massachusetts and an investigation of female prisoners' connections to their children.

How did the Battered Mothers' Testimony Project develop?

The Battered Mothers' Testimony Project (BMTP) at the Wellesley Centers for Women was started by Carrie Cuthbert and Kim Slote, who had been training battered women's advocates throughout Massachusetts in human rights principles. BMTP used international human rights principles to address custody and visitation issues in family court cases involving domestic violence. Slote and Cuthbert built a team of experts to test the assertion that using this approach would enable survivors and advocates to effect greater long-term social change than other crisis intervention, criminal justice, and civil rights strategies traditionally used by battered women's movements in the U.S. The team included Lundy Bancroft, Jay Silverman, Cynthia Mesh, and me.

The findings were based on 40 in-depth interviews with battered women from across the state and a number of people, including judges, who work either for the Massachusetts courts or for the Commonwealth on custody-related matters. The project, which used both qualitative and quantitative methods for data analysis, produced the first human rights tribunal on domestic violence. Held at the Massachusetts State House in 2002, the tribunal featured testimonials from some of our participants. The project culminated in our final report, *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*.

What recommendations were made in this report?

Well, our final report was over 100 pages long and nine pages were dedicated solely to next-step recommendations. It was very important for us to provide carefully crafted and well thought-out recommendations to our readers. Although hindered by limited resources, our efforts to implement these recommendations have continued. Since I'm working alone now, I've primarily focused on ensuring that the project maintains visibility with the courts, key members of the legislature, and advocacy groups. Though none of our priority recommendations have been fully implemented, I can say that most of them now enjoy wide support from advocates and policy makers. That was not the case when our final report was first issued.

Here are some of the recommendations that have been our priority:

- Custody decisions should not be made by a single person, especially in circumstances where one parent is, or is suspected of being, a batterer. Ideally, the courts should apply a team approach involving judges, guardians ad litem, social workers, family members, and other experts. A team-based, decision-making approach is more likely to produce safe, effective, and long-lasting results—as it has in other types of cases.
- We propose enforcement of what we call the “Family Court User’s Bill of Rights,” which dictates that all people involved in custody disputes should be made aware of their rights with respect to the legal process at the outset of divorce and custody proceedings.

- Domestic violence training for *all* family court personnel involved in custody disputes should be mandatory and renewed. Currently, this kind of training is not mandatory for Massachusetts judges or any court personnel.
- Courts need to ensure accountability of all court personnel, such as through the development of a results-oriented compliance process. Domestic violence survivors who have been involved in debilitating custody battles list court personnel accountability as their top priority in improving the system.

How have conditions improved for survivors of domestic violence?

Unfortunately, conditions for domestic violence survivors involved in custody battles aren't much better than when we issued our report in 2002. I receive five to ten calls per week from battered women embroiled in custody battles who are still facing the same human rights infringements identified in *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*. Most of the calls are from

Massachusetts residents, but an increasing number are national and international inquiries—which tells us that the problems are not isolated to Massachusetts or the U.S.

In some cases, conditions are even worse than before. As a result of the BMTP, several women across the state formed the Massachusetts Protective Parents Association. Shortly after its conception, the group had to stop meeting due to safety concerns—ex-partners may have been stalking members when they were attending meetings. Women still report concerns for their safety both in and out of court, and of poor treatment from judges and court personnel. The courts have made improvements to the guardian ad litem system and are trying to make safety-oriented improvements to court facilities. But unless and until judges and other court personnel fully understand the scope of the effects of domestic violence, they will not be able to make decisions that protect children from unsafe custody or visitation arrangements. The main

continued on next page

Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts documents how the Massachusetts Family Courts violate the human rights of women and children by:

- failing to protect battered women and children from abuse;
- discriminating and showing bias against battered women;
- engaging in degrading treatment of battered women;
- denying due process to battered women;
- allowing batterers to continue abuse through the family courts; and
- failing to respect the economic rights of battered women and children.

The report also includes a lengthy list of recommendations for change aimed at government institutions and battered women’s advocates.

complaint from survivors is that they feel as though they are trapped in endless litigation that they cannot afford financially or emotionally. But since the safety of their children is on the line, they persist. As one survivor recently told us, “I either have to do something productive with this or die. This is my legacy to my children.”

What are the challenges and barriers to implementing the recommendations?

Our biggest barrier is finding the financial resources to sustain the project. Changing state policy is a slow process and will not happen unless we are able to keep the project visible and dynamic. Initially, the project was funded in large part by the Ford Foundation, with support from a number of small foundations and by the Wellesley Centers for Women (WCW). Unfortunately, the Ford Foundation discontinued its funding in 2003, shortly after the final report was published. WCW has been providing support for a limited continuation of the BMTP since that time, with the focus of regaining funding and keeping the project’s recommendations on the policy radar screen in Massachusetts. It is important to note that although the Ford Foundation did not continue funding for the BMTP, the foundation has cited the BMTP as a model domestic human rights project and featured it in the 2004 report on the need for expanding domestic human rights work, *Close to Home*. The foundation also requested our participation in its first-ever domestic human rights forum in June, 2004. Another challenge was that when first released, the BMTP report was met with strong reac-

tions—some of which were quite negative. As a human rights report, it was designed to approach and analyze its subject pointedly in order to shame state actors into action—to provoke action from those engaged in domestic violence and child custody cases. This method, although usually successful in the long-term, resulted in an initial response of hurt and frustration by the court. Many felt that the report didn’t sufficiently acknowledge the work done over the years.

An ever-present barrier when dealing with issues of domestic violence is that many people (including policy-makers) are squeamish about the topic. Even though society has come a long way in recognizing the problem of domestic violence, we are still reticent to deal with the fallout from abusive relationships. Getting people to focus on what happens to women after they separate from an abuser—and not look at it simply as a one-dimensional problem confined within the walls of a home—has been very difficult. Most people still think that once a woman has left her abuser the trouble is over. In fact, her most difficult times may have just begun.

Have you seen some success despite these challenges?

Yes, I would say that we’ve made some significant progress. Despite their initial negative reaction, the courts conducted their own assessment of how they deal with domestic violence and their research supported the findings of the BMTP. I am now working with the courts to find ways to implement some of our recommendations. The Executive Branch is dealing with

the issue via the Governor’s Commission on Sexual and Domestic Violence. Legislators and advocates alike have taken note of the success and benefits of a human rights approach to domestic violence. Perhaps most importantly, the project has been replicated in other states. Just as it was important to document what happens to battered women in court, it is crucial that we show that this is not a problem confined to a limited number of women in only one state.

How are other communities across the country utilizing this work?

Representatives from Michigan, North Carolina, Alaska, Hawaii, Wisconsin, Florida, and Maine have contacted me for information on how to replicate the project. The most notable replication to date was done by the Arizona Coalition Against Domestic Violence, which conducted its own BMTP in 2002 and 2003, resulting in published findings very similar to those of the Massachusetts BMTP. Now California has a modified version of the BMTP underway that is looking at large numbers of court case files as well as face-to-face interviews in order to gather data. The California BMTP’s plans for the future also include holding a human rights tribunal, modeled after the Massachusetts tribunal, in which the victims of the California family courts will testify about their experiences publicly. Karen Anderson, Director of the California Protective Parents’ Association, has explained that their project hopes to document a pattern of judicial abuse and bias and to introduce human rights principles into the solutions they will propose.

What's next for the Battered Mothers' Testimony Project?

I have developed a proposal to start us on the road to creating a national version of the BMTP because I think the next step is to investigate how widespread the problem is. This proposal has three major goals: 1) to produce a follow-up report to the original BMTP; 2) to hold a national human rights tribunal on battered women, child custody, and the courts; and 3) to develop a national research and advocacy plan with the participation of researchers and advocates from across the country.

I believe that a national BMTP, and even the process of creating such a project, will:

- help educate policy-makers about the domestic violence human rights movement.
- give state court systems greater incentives to create internal changes. The prospect of national results that compare states to each other would, in all likelihood, generate competition between states.
- show that human rights can be used successfully in the U.S. to facilitate change in the court system, which is often regarded as the branch of government that is most tied to traditional practices, and therefore the most reluctant to change.

As an institution, the courts are in the midst of major systemic and cultural changes. Even as recent as the 1980s we talked very little of things like victim participation and restorative justice. Now those ideas have become mainstream. The iron is hot—it's a good time to introduce the human rights paradigm to the new problem-solving approach to justice. ❁

What is human rights fact-finding?

As detailed in *Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts*, the BMTP "instituted a multi-year, four-phase study using a variety of research approaches in which human rights fact-finding was complemented by qualitative and quantitative social science research methodologies. [H]uman rights fact-finding aims to uncover patterns of state practices that may indicate where human rights violations are occurring, who is responsible for the violations, and who is affected by them. The ultimate, and explicit, goal is to expose human rights violations in ways that prompt governments to implement changes that rectify the violating practices." Based on various methodologies and non-random sampling, this human rights audit does not claim to be a rigorous scientific study.

Why look only at women?

The BMTP team acknowledges that battering does not discriminate between women, men, girls, and boys. As noted in the BMTP's human rights report, however, "[C]urrent research data demonstrate that the majority of partner abuse cases involved male violence against female partners; this project therefore chose to limit its primary interviews to female victims of partner abuse."

BMTP Publications:

Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts; (2002)

Battered Mothers Speak Out: A Human Rights Executive Summary on Domestic Violence and Child Custody in the Massachusetts Family Courts; (2002)

Battered Mothers Speak Out: A Human Rights Report and Video on Domestic Violence and Child Custody in the Massachusetts Family Courts; (2002)

Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts: Replication Supplement—Project Research and Organizing Materials; (2005)

A Human Rights Resource and Action Packet for Domestic Violence Survivors Seeking Custody of Their Children in the Massachusetts Family Courts; (2005)

*These publications are available through the WCW publications office at 781.283.2510 or via the WCW website, www.wcwonline.org.

Relational-Cultural Research in the Real World



This past June, the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women (WCW) held Research Forum 2005, a professional development program that showcased “Relational-Cultural Research in the Real World” and provided resources for investigators who seek practical examples to inform and advance their work.

“The Research Forum is very helpful for practitioners and researchers,” says Linda Hartling, associate director of the JBMTI. “Professionals aren’t just presenting their findings, they’re discussing the latest methodologies for conducting relational-cultural research in the real world and are leaving us ready to put these into action.”

As part of the JBMTI annual Summer Institute, the Forum featured an important keynote address, “Coping with Complexity in Relational Research: Some statistical strategies,” by Allison Tracy, methodologist at WCW. Acknowledging that there are several complexities inherent in research on Relational-Cultural Theory (RCT), Tracy provided strategies for analysis that not only allows the researcher to cope with these complexities, but also enables better examination of important elements of the RCT model. Focusing primarily on quantitative research, she emphasized that RCT is ripe for rigorous empirical testing—both to legitimize the model and intervention efforts, as well as to identify areas requiring further theoretical development.

“I felt that the Forum marked an important moment in the ongoing development of RCT in that we were taking a critical look at how well the theory works or doesn’t work in the ‘real world,’” reports Anne Noonan, research scientist at WCW, who presented on a study that examines social class and relational health. “The research presented highlighted the theory’s viability with populations we have given less attention to, such as urban high school students.”

Noonan’s presentation was one of three that demonstrated how RCT is integrated into research examining critical issues that impact the lives of adolescents and young adults. These studies included:

- “Where I Come From: Urban high school students talk about social class and relationships at work,” by Noonan, which shared findings of a qualitative analysis currently being conducted in an ongoing study with 30 Boston Public High School students participating in school-to-career programs.
- “The Effect of Relational-Cultural Inspired Strategies of Intervention on White Eighth-grade Adolescent Racism,” by Laura Catullo from Nova Southeastern University, in Florida, which explored the effectiveness of relational-cultural inspired methods of intervention in reducing racism and increasing white eighth-grade adolescent race identity awareness and attitudes toward other racial groups.
- “Racial Differences in the Relational Health and Depressive Symptoms of College Women,” by Natalie Arce from the University of Florida Counseling Center, which examined the relationships among peer, mentor, and community relational health and depressive symptoms in a racially diverse sample of college women; this program also determined whether racial differences exist among the levels of depression and relational health in college women.

Noonan’s and Catullo’s projects received funding from the Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program.

Sponsored by the JBMTI Research Network, the Forum also featured the presentation of the Irene Stiver Dissertation Award to Maureen Streff, associate professor at Regis College in Massachusetts. This year, the Network sought to highlight research applications of RCT in community and/or clinical settings and Streff’s dissertation was singled out. She shared her findings in, “Perceptions of the Present and Future: An assessment of relational experiences, social support, and personal resources by women 65 and older.” Her work included both qualitative and quantitative data, including information collected through the Mutual Psychological Development Questionnaire, which was developed at the Stone Center at WCW by Nancy Genero, Jean Baker Miller, and Janet Surrey, and which had never been used with older women prior to this initiative.

The Poster Session, coordinated by Streff, featured a wide range of examples of recent RCT research and action projects. These included:

- “Meeting the Health Needs of Immigrant and Refugee Women in Canada: A Relational-cultural perspective,” by Catherine Chan from St. Joseph’s Health Centre, Ontario;
- “Living Outside the Box: Relational challenges of lesbians in love with men,” by Ellen Schechter from the Stone Center Counseling Center at WCW;
- “Respect-At-Work,” by Barb MacQuarrie, Jude Fairweather, and Mandy Bonisteel from the Center for Research on Violence Against Women and Children, Ontario;

- “Perception of Mutuality Between College Women and Their Parents,” by Jennifer Sanftner from Slippery Rock University, PA, and Mary Tantillo from Unity Health System, NY;
- “Women Speak about the Experience of Brief Relational-Cultural Therapy: Preliminary qualitative results of a comprehensive two-year outcome study,” by Anne Oakley, Shirley Addison, and Joyce Curry from Women’s College Ambulatory Care Center, Ontario, and Christine Dunbar from the Brief Psychotherapy Centre for Women, Ontario; and
- “Relational Development Needs of Adolescent Boys,” by Ricky Pelach-Galil from the Hebrew University of Jerusalem, Israel.

The coordinating committee for the JBMTI Research Network included: Nancy Genero, Linda Hartling, Karen Kayser, Renée Spencer, Ruth Paris, Maureen Streff, and Mary Tantillo, with advice and assistance coming from the JBMTI faculty. Next year’s Summer Institute is slated for June 21-25, 2006, and will feature Research Forum 2006.

“I anticipate that we’ll be hearing more and more from practitioners on how they have been able to conduct research based on Relational-Cultural Theory and how the model has positively impacted their work,” says Judith Jordan, co-director of the JBMTI. “It’s very important that we demonstrate how effective this model is in many environments so that it can be used to its greatest potential.” ❁

Quality Programming for Kids:



Three studies identify key workforce and environment factors

Defining Quality Afterschool Programming: NIOST completes three-year study

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women recently completed work on a comprehensive, three-year study on afterschool programs in Massachusetts, in partnership with the Intercultural Center for Research in Education (INCRE). One of the first studies of this scope nationally, the Massachusetts Afterschool Research Study (MARS) stands as a primary opportunity for researchers to examine the relationships between program characteristics and indicators of program quality, and how these relate to youth development outcomes.

The United Way of Massachusetts Bay collaborated with the Massachusetts Department of Education and the Massachusetts Office of Child Care Services to sponsor this three-year study which was conducted by NIOST and INCRE. MARS aimed to identify the elements of program quality, features, and participation that contribute to positive outcomes for youth, so that funders, providers, advocates, and policy-makers are better prepared to expand the quality and availability of afterschool programs. The study was conducted in 78 afterschool program sites across Massachusetts. Data for the study were collected from classroom teachers, afterschool teachers and staff, and from children and youth participating in afterschool programs.

As a national leader in afterschool program research, consultation, training, and evaluation, NIOST has begun the process of sharing the

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Early Education Workforce Central to Efforts to Expand EEC in Massachusetts

Like other states in the nation, Massachusetts is at a critical juncture in advancing its commitment to young children. Last year, the State created the Department of Early Education and Care (EEC) to administer Massachusetts' early education and care system, laying the groundwork for universal access to voluntary, high-quality programs for the Commonwealth's preschool-aged children. The new department became active on July 1, 2005, and researchers at the Wellesley Centers for Women (WCW) have recommended a vital first step—an investment in workforce development.

According to findings from two *Massachusetts Capacity Study Research Briefs* which WCW released this past spring—*Characteristics of the Current Early Education and Care Workforce* and *Workforce Characteristics of Centers, Family Child Care Homes and Early Head Start Programs Serving Infants and Toddlers*—WCW researchers argue that the Commonwealth needs to provide support for the current workforce to increase their education and training, and to recruit and retain new, qualified teachers and providers. These briefs provide research-based evidence of the magnitude of the task of workforce development.

The Commonwealth is committed to continuing Massachusetts' mixed delivery system that provides access to preschool in centers, public school settings, Head Start programs and family child care homes. WCW researchers stress that workforce issues must be addressed in each setting so that programs effectively promote children's school readiness.

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Defining Quality Afterschool Programming: NIOST completes three-year study

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findings of MARS to nurture and support the afterschool program field. Findings from MARS point to several major considerations in designing and sustaining afterschool programs.

In the study, group size and staff-child ratios were highly related to program quality. Programs that were able to maintain smaller staff-child ratios and/or small group sizes for program activities were better able to deliver high quality experiences and promote higher youth engagement in activities. This finding was not related to program size or overall enrollment, however.

Staff and youth are most engaged in program environments that are perceived to be relaxed and flexible. Whatever the program goals, creating a comfortable, friendly, and welcoming environment is desirable for all involved.

The study asserts that decisions about staffing are important. Having at least some staff with strong educational backgrounds and appropriate training is key to program quality. A highly qualified program director can set the foundation for building a program that promotes staff and youth engagement, with strong general activities and homework assistance.

Findings indicate that partnerships with schools and families will support good outcomes for children and youth. Establishing sharing, supporting, sustaining, informing relationships with school principals, teachers, student support personnel, and families can have a measurable benefit on youth outcomes.

These findings build NIOST's understanding of how to create and maintain afterschool programs that will help youth achieve a wide range of positive outcomes. Widely disseminated by the United Way with assistance from NIOST and INCRE, the results of MARS come at an opportune time in Massachusetts policy-making. This year, Massachusetts reorganized the Office of Child Care Services and other state offices to form the new Department of Early Education and Care. Soon after, a special Commission on After School and Out-of-School Time was established to make recommendations on how the state can better coordinate, expand, finance, and improve quality out-of-school time programming for children. NIOST will continue to encourage and advise how the work accomplished through MARS and its comprehensive findings will shape state policies and funding related to strengthening afterschool program opportunities for Massachusetts children and youth. NIOST believes that these experiences are essential to the healthy development of children and youth, who then can become effective and capable members of society.

NIOST team members who worked on the MARS project were: Julie Dennehy, Georgia Hall, Beth Miller, and Joyce Shortt. A free download of this report is available from the WCW website, www.wcwonline.org/mars/index.html. 🌟

Establishing sharing, supporting, sustaining, informing relationships with school principals, teachers, student support personnel, and families can have a measurable benefit on youth outcomes.



Early Education Workforce Characteristics Raise Concerns in Massachusetts

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Currently, the majority of Massachusetts children participating in preschool and infant-toddler programs are in centers. While many of the teachers in centers exceed the minimal requirements set by the Department of Early Education and Care—with 53 percent of teachers holding a child development associate (CDA) credential or college degree in early childhood education (ECE) or a related field—many current center teachers will need additional education or training to raise the quality of these programs. Only 13 percent of infant teachers and 17 percent of toddler teachers in centers hold a bachelor's degree or higher, while 28 percent of preschool teachers in centers hold a bachelor's degree or higher, suggesting that centers place their better-educated teachers in the preschool classrooms, rather than with infants or toddlers.

Teachers in public school preschool classrooms are required to hold at least a bachelor's degree and research shows teachers who have additional training in ECE provide higher quality programs. However, preschool classrooms in Massachusetts' public schools currently serve fewer than 20 percent of preschool-aged children in programs.

Family child care providers are a significant and important sector of Massachusetts' mixed delivery system of early education and care, serving more young children than public school preschool programs and Head Start programs. Many of these family child care homes meet accepted standards of quality programming. Yet, only 27 percent of family child care providers have a CDA or college degree; WCW research findings indicate

providers without a CDA or higher formal education are less likely to provide high quality early education and care.

To recruit and maintain a qualified early education and care workforce, the reports assert that it will be necessary to address issues of compensation and turnover. Compensation currently varies by education level and by sector of Massachusetts' mixed delivery system. Within a sector, more-qualified individuals receive higher compensation. However, a center teacher with a bachelor's degree in the field is paid less than a comparably educated public school preschool teacher. Center teachers with a bachelor's degree in ECE earn an average of \$11.91/hour in 2002, compared to the lowest paid, full-time public school preschool teachers who earn an average of \$28/hour. According to the annual *State of Preschool* yearbook published by the National Institute of Early Education Research, pre-kindergarten initiatives in 13 states nationally require teachers to be paid on a public school salary scale. Massachusetts is not one of them.

The low wages associated with employment in centers are directly related to staff turnover. In fact, turnover among teaching staff in Massachusetts' centers is significantly higher than national averages for all employees working in



education. Directors reported that 26 percent of their teaching staff had left in the previous year; nationally, the annual turnover rate for 2003-2004 in education services was only 9.8 percent. Turnover is costly—the Commonwealth loses on its investment when highly trained teachers leave the field, and young children lose when they experience unstable care.

Massachusetts has carefully and appropriately set guidelines for staffing patterns that limit the number of children in classrooms and centers, as well as the ratios of children to adults in each setting. WCW researchers note that efforts to raise the bar for teacher and provider qualifications, and to ensure adequate compensation, must not jeopardize these important standards.

The WCW research reports have been widely distributed across Massachusetts. The *Boston Globe* relied on the findings of the *Massachusetts Capacity Study Research Brief: Characteristics of the Current Early Education and Care Workforce* when it took its position in the editorial, "Upgrading Preschool," published on August 23, 2005. Citing the WCW researchers' findings, the editorial defined the insights as "crucial for Massachusetts as officials build a universal system of early education and care." ❁

The Massachusetts Capacity Study Research Brief: Characteristics of the Current Early Education and Care Workforce was researched and authored by Nancy Marshall, Julie Dennehy, Christine Johnson-Staub, and Wendy Wagner Robeson. Funding was provided by the National Institute of Early Education Research and Strategies for Children.

The Workforce Characteristics of Centers, Family Child Care Homes and Early Head Start Programs Serving Infants and Toddlers: A Massachusetts Capacity Study Research Brief was researched and authored by Julie Dennehy and Nancy Marshall. Funding was provided by the United Way of Massachusetts Bay and the A.L. Mailman Family Foundation.

Free downloads of these reports and others in the Massachusetts Capacity Study series are available from the WCW website, www.wcwonline.org/earlycare/index.html.

A research brief that will report on the Massachusetts higher education system's ability to meet the workforce training needs of early education and care educators will be released in late fall 2005.

Global Connections



West Learns from East in Korea

Peggy McIntosh presented a paper at the Women's Worlds Conference in Seoul, Korea, held June 20-24, 2005. Her paper was entitled, "West Learns from East: A Western feminist scholar discusses learning from Asian Women's Studies." As an editorial board member of the *Asian Journal in Women's Studies*, McIntosh met with other members of the board, as well as 64 scholars she had met in previous visits abroad. She also conferred with academic administrators at Ewha Womans University in Seoul about their proposed translation of more of her work into Korean. McIntosh has also been invited to return to the Women's Studies Center at Dalian University in China and will make the trip within the next year.

Humiliation Conference in Germany

Linda Hartling was a presenter and facilitator at the fifth annual international meeting of the Human Dignity and Humiliation Studies Network entitled, "Beyond Humiliation: Encouraging human dignity in the lives and work of all people," in Berlin, Germany, in September, 2005. The Human Dignity and Humiliation Studies network is comprised of academics and practitioners committed to reducing, and ultimately eliminating, destructive disrespect and humiliating practices globally.

Gender-Based Violence in South Africa

Nan Stein, Jasmine Waddell, and Linda Williams presented at the third South African Gender-Based Violence and Health Conference, designed to bring together researchers, clinicians, program managers, and policy-makers to discuss topics such as HIV/AIDS, sexually transmitted infections, vulnerable children, barrier methods, contraception, gender, and gender-based violence among others. This conference, recognized in Africa as one of the major platforms for discussion on research findings, has been adopted as a flagship for the newly established World Health Organization-funded African Research and Training Network for Reproductive Health and HIV. At the conference, Stein presented, "Rising Rates of Sexual Assaults in US Schools: What ever happened to plain old sexual harassment," Waddell presented the poster session, "Unsafe Schools? Trends in the literature on school-related gender-based violence in developing countries," and Williams presented her paper, "Sexual and Physical Violence Perpetrated Against Intimate Partners: Theory and recent research from a three-year follow-up study." The conference was held in Stellenbosch, South Africa, October 16-19, 2005.



Women's Rights Conference in Bangkok

Jasmine Waddell traveled to Bangkok, Thailand, October 27-30, 2005, to attend the tenth Association for Women's Rights in Development (AWID) International Forum where the urgent question, "How does change happen?" was debated. AWID is an international membership organization that connects, informs, and mobilizes people and institutions committed to achieving gender equality, sustainable development, and women's human rights.

Feminist Presentation in Beijing

Susan McGee Bailey traveled to China in early November to speak on feminist issues in education at The Center for the Study of Women's Issues at Peking University. This center offers courses on women's studies, trains master's degree students majoring in women's studies, undertakes research on theory and practice of women's studies, and sets up exchanges and cooperation with other women's groups both at home and abroad. Bailey then traveled to Hong Kong where she spoke on, "Educating Girls and Boys: Similarities and Differences," at the Chinese International School. Before returning home, Bailey met with faculty interested in gender studies at the University of Hong Kong.

Save the Date



Date: December 12, 2005

Location: Philadelphia, PA

Katherine Morrison will present, "Unique Perspectives: Usefulness of qualitative methods to explore the experiences of African-American survivors of intimate partner violence" at the American Public Health Association 133rd Annual Meeting. For more information, please visit www.apha.org/meetings/.

Date: December 15-16, 2005

Location: New York, NY

Linda Hartling will serve as facilitator during the 2005 annual workshop on Humiliation and Violent Conflict. Hartling will also contribute to a round table discussion on the topic, "Is Humiliation Relevant to Violent Conflict?" For more information, please visit www.humiliationstudies.org.

Wellesley Centers for Women Lunchtime Seminar Series | Spring 2006

Thursdays 12:30-1:30pm | Free and open to the public

All presentations are held at Cheever House, Wellesley Centers for Women, Wellesley College.

MARCH 9

Wendy Wagner Robeson and Joanne Roberts

"The Impact of Child Care on Your Toddler: Toddlers' social and language development"

MARCH 16

Georgia Hall

"Youth Urban Debate Teams: Democracy in action"

MARCH 23

Anne Noonan and Diane Purvin

"Class Acts: Presentation of self and other in social class research"

MARCH 30

Amy Banks

"The Neurobiology of Relationship"

APRIL 6

Renee Spencer

"Getting to the Heart of the Mentoring Process: A qualitative examination of successful and unsuccessful mentoring relationships between adolescents and adults"

APRIL 13

Belle Liang

"Relational Health for Youth"

APRIL 27

Allison Tracy

"Peering Into the Cracks: Identifying individuals for whom our statistical models do not apply"

MAY 4

Same-sex Marriage Study Group

"Update on Same-sex Marriage Project"

For more information, including an up-to-date listing of events, please visit www.wcwonline.org.

Commentary

Marriage as a Bogus Cure for Poverty: Keeping low-income women safe is in our hands

Story after story of former welfare recipients who now hold jobs have created the dominant media metaphor—women formerly leading hopeless, dead-end lives are required by welfare reform to become employed and now are thrilled with their independence and new sense of self-worth. But the public is little aware of the upcoming reauthorization of the 1996 “Welfare Reform Act”—formally the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). This Act replaced Aid to Families with Dependent Children assistance to poor and low-income women with Temporary Assistance to Needy Families.

Public attention has moved away from a debate about our welfare system, especially since the attacks of September 11, 2001, and the launch of the war on terrorism. Meanwhile, the Bush Administration has quietly begun to fund “charitable choice,” the funneling of federal monies to faith-based groups at the state and national levels. In the reauthorization of PRWORA, to be passed by Congress in 2005, \$1.5 billion in federal funds will go to the states over five years to be used to encourage welfare recipients to marry and to provide them with marriage counseling. Much, if not most, of the funds will be directed to faith-based groups.

The \$300 million annual appropriation, and at least an equal amount already funneled through the federal bureaucracy to faith-based groups, is justified as a new policy to address poverty by promoting marriage and strengthening

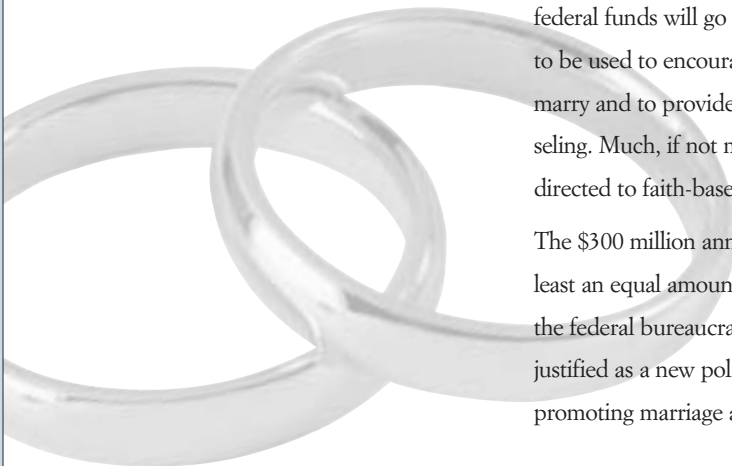
fatherhood among the poor. The policy’s roots lie in the “Moynihan Report” of the 1960s, which asserted that the African-American community was plagued by “fatherlessness,” resulting in a culture of pathology. The report caused a firestorm of criticism, but became a touchstone for the family values arguments of the New Right.

The argument for marriage in low-income populations, as it has evolved in the intervening years, is that when low-income women with children marry, the family becomes stable and benefits from two incomes, sons have a father figure at home to initiate them in the ways of manhood, and welfare is no longer needed. The same rationale applies to divorce. Rightists claim that divorce does irrevocable harm to children, increases their likelihood of being troubled as teens and adults, and leaves now-single women and mothers in poverty.

But research to support these assertions is inconclusive at best. We know only a few things for certain—that low-income women tend to marry low-income men, and many low-income women have been married and are wary of it, having learned that often the woman loses a certain amount of control over her children to her husband, but at the same time must now assume responsibility for his wellbeing as well as



Jean Hardisty is a senior scholar at the Wellesley Centers for Women (WCW). Her book, *Mobilizing Resentment: Conservative Resurgence from the John Birch Society to the Promise Keepers*, is available through the WCW publications office; 781.283.2510. Her website is www.jeanhardisty.com.



that of the children. Many low-income women who have been married also have experienced violence against themselves and their children. The one “cure” for poverty that is unequivocally supported by research is education; yet it is possible that access to education will be more difficult for welfare recipients after the reauthorization of PRWORA.

To date, the Bush Administration (not Congress) has allocated marriage promotion funds to be spent by the states on welfare recipients, so only welfare recipients are being encouraged (in some cases *required*) to attend marriage and divorce counseling, paid for with these funds. If such counseling were neutral—that is, its goal was to help the family (whatever its makeup) determine the best course for its future—I as a feminist would applaud this expenditure of public money to help low-income women. But when the counseling has a pre-determined goal to promote marriage and discourage divorce, I begin to worry. Those who specialize in this sort of counseling, organizations such as Marriage Life Ministry of Austin, TX, or The Marriage Makers of Orlando, FL, are conservative Christian organizations that believe marriage is ordained by God and therefore sacred. Given the close relationship between the Republican Party that now controls the federal bureaucracy and conservative and fundamentalist Christian groups, it seems clear that these groups will receive the lion’s share of federal money to provide counseling services to welfare recipients.

I experienced this conservative, traditionalist belief when I began to work on the issue of battered women in the 1970s. Priests, ministers, rabbis, and even many social workers usually counseled battered women that their marriage must be saved, and the woman’s job was to be a better wife. They advised that she must work with her batterer to maintain peace in the home and to protect her children. Courts turned a cold shoulder to women who wanted to end the marriage because they “asserted” that they were physically or emotionally abused. Thank goodness, I so often think, those days are behind us.

They ended, we hoped, with the passage of The Violence Against Women Act (VAWA) in 1994. It seemed then that activists, who had worked so hard to bring domestic violence out of the closet of shame and dismissal, had experienced notable success. VAWA allocates federal dollars for domestic violence shelters, campaigns to educate the public about domestic violence, a national hotline, legal services, and training programs for police and prosecutors on domestic violence issues. Violence against women activists thought that the principles and policies represented by VAWA could not be touched; surely to oppose programs that help to keep women safe would be a political third rail.

But, sad to say, VAWA has been under steady attack from men’s rights activists, fatherhood activists, and anti-feminist women’s organizations, such as the Women’s Freedom Network. Steady opposition and blocking tactics by a small minority of Republican legislators may cause VAWA to go into the netherworld of unextended legislation that is subject to cuts through the budgetary process.

The attacks on VAWA, as well as the “marriage promotion” funding contained within the proposed reauthorization of PRWORA represent a double threat to poor women, yet they are seldom discussed in the media. This oversight is in keeping with the general neglect of issues of poverty in our ultra-conservative era. We know that low-income relationships are not always characterized by violence against women.

Poverty breeds remarkable survival skills, as we see every day in the ability of poor women to nurture and provide for their families. But many low-income relationships are at risk of violence, both in the streets and in the home. Poverty can lead to stress, alcoholism, and drug abuse. The quick fix of marriage does almost nothing to address these problems.

Poverty must be addressed with genuine solutions, such as education, jobs, housing, and childcare—far more expensive solutions than counseling women to get married. But first, society has an obligation to keep women safe. This is often presented as a truism by liberals and conservatives alike when said about women in Muslim societies, in third world countries, or when referring to traffic in women. Yet, here in the United States, we are losing sight of the horror of women remaining in unsafe relationships. The expenditure of large amounts of federal money to convince women to marry or to stay married should inspire an outcry by all women—not just those at risk. ❁

Spotlight on New Research

Beyond Anecdote to Informed Discussion: Women and Girls in STEM Fields

*Project Directors: Susan McGee Bailey and Patricia Campbell
Funded by the National Science Foundation*

This project will develop and widely disseminate a series of tools to help ensure that educators, students, parents, and others understand what is and what isn't known about sex differences and similarities in science, technology, engineering, and mathematics (STEM) and why misconceptions such as "the male math gene" persist despite their mythical nature. The purpose of the tools and their dissemination is to help STEM advocates become more grounded in the research and to help researchers get the message out. It is expected that the resulting increase in understanding will provide more accurate information to both policy makers and the general public.

Setting the Stage for the YDA: A National Scan of Credentials for Youth Workers

*Project Director: Ellen Gannett
Funded by Cornerstones for Kids*

The National Institute on Out-of-School Time will conduct a national scan of existing credentials for youth workers as a preliminary step toward the development and pilot implementation for the Youth Development Associate, a credential modeled after the Child Development Associate, but designed specifically for after-school and youth workers.

NICHD Study of Early Child Care and Youth Development Phase IV

*Project Directors: Kathleen McCartney and Wendy Wagner Robeson
Funded by the National Institute of Child Health and Human Development, National Institutes of Health*

The NICHD Study of Early Child Care and Youth Development has followed the development of over 1300 children from birth. During Phase IV of this study, the goals are: 1) to investigate how earlier functioning and experiences, in concert with contextual and maturational factors in adolescence, influence social relationships, health, adjustment, and intellectual and academic development during middle adolescence; and 2) to extend into middle adolescence an intensive and extensive study of patterns of health and human development from infancy onward, which can be used by the broader scientific community to study a wide range of basic and applied questions.

Impact of Work Organization on Women's Postpartum Health

*Project Director: Nancy Marshall
Funded by the National Institute of Occupational Safety and Health, Centers for Disease Control and Prevention*

The purpose of this project is to estimate a model relating the organization of work, hours of paid work, family workload, employment patterns, and work-family conflict, to maternal health at critical points in time after childbirth. The research model is grounded in ecological systems theory, and integrates research on work organization and health, multiple roles, and emerging research on employed women's postpartum health. The study uses existing data from the NICHD Study of Early Child Care and Youth Development, collected at one-month post-partum and at three-month intervals from three to 36 months post-partum. Results from this study will provide important

information on employed women's health during the critical three years following childbirth. The study findings will identify aspects of the organization of work that support or place at risk women's health. Knowledge of these factors will facilitate the design and testing of policies and interventions relevant to employers, policy makers, and occupational health providers.

Capacity of Massachusetts Higher Education to Prepare the OST Workforce

*Project Directors: Nancy Marshall and Ellen Gannett
Funded by The Boston Foundation*

The Massachusetts Capacity Study, which is funded by the National Institute for Early Education Research with additional funding from Strategies for Children, is a study of the early education and care workforce in Massachusetts and the capacity of the state's institutions of higher education to train a qualified workforce. This additional funding allows the expansion of the Massachusetts Capacity Study to include the out-of-school-time workforce in school age and youth work programs.

Pittsburgh Conference for After School Stakeholders and the Cross Cities Network

*Project Director: Joyce Shortt
Funded by The Heinz Endowments*

The Cross Cities Network brings together leaders from 25 afterschool initiatives in major cities across the United States for peer learning and consultation. The Pittsburgh Conference will allow key Pittsburgh area stakeholders to tap into a valuable network of useful information from the field as well as peer consultation from leaders of large-scale afterschool initiatives before the implementation of a regional structure/system for Pennsylvania's Department of Education afterschool programs.



Additional Funding

Susan McGee Bailey received additional contract funding from the United States Agency for International Development through a contract from Development and Training Services for continued work on an update to *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*, a report which was researched and written at the Wellesley Centers for Women in 2003.

Ellen Gannett received funding from the Massachusetts Department of Education for the *Human Side of Quality* training series for the fiscal year ending June 30, 2005, and renewal funding for the fiscal year running from July 1, 2005, through June 30, 2006. She also received additional funding from the Massachusetts Department of Education for a third year of the After School and Out-of-School Time Evaluation project, and funding from The Enterprise Foundation, Inc. for after-school program assessment.

Georgia Hall received funding from the Non-Profit Finance Fund to write a background paper, "Afterschool Programs and Youth Sports: Bridging the Divide," and from New Jersey After 3, Inc. to prepare a staff manual and provide general consultation.

Nancy Marshall and **Joanne Roberts** received additional funding from an anonymous donor through the Bessie Tartt Wilson Children's Foundation to expand the Massachusetts Child Care Voucher Study beyond the current focus on centers serving children with vouchers. The additional funds will allow for study of family child care providers serving children with vouchers and the experiences of child care Resource and Referral agencies.

Peggy McIntosh received the first installment of a three-year pledge from the Anna Emery Hanson Charitable Trust for the Anna Wilder Phelps fund which supports the National SEED Project. McIntosh also received continuation funding from the Schott Foundation for Public Education for Gender Equity in Model Sites project.

Nancy Mullin-Rindler received a contract from Clemson University to provide training and consultation for state and national Training of Trainer events on the Olweus Bullying Prevention program.

Pamela Seigle and the **Open Circle** program received a gift from Roche Brothers Supermarkets, Inc., gifts from Open Circle's Advisory Board and various individuals, and continuing funding from the E. Franklin Robbins Charitable Trust for an expansion of Open Circle curriculum training in New Jersey in 2005-2006 to establish new training sites and staff support.

Nan Stein received funding from Caliber Associates, Inc. for consultation on the evaluation of the Girl Power Program of the Pennsylvania Coalition Against Rape, and also received a gift to provide training on bullying and sexual harassment prevention in a Delaware school.

Linda Williams received additional funding from the Department of Defense to assess options and make recommendations in a written report for an Office of Victim's Advocate within the Office of the Secretary of Defense.

The **National Institute on Out-of School Time** received funding for trainings and consultations: in Boston sponsored by Massachusetts School-Age Coalition; in Westchester County, NY, sponsored by Work Family Directions and IMB; for the City of Cambridge, MA, Agenda for Children Project; in Bloomington, IL, sponsored by Illinois School-Age Child Care Network; in Shrewsbury, MA, for Child Care Circuit; in Pittsfield, MA, sponsored by Girls Inc. of the Berkshires; for the Independence Public Schools in Independence, MO; from The Center for Nonprofit Resources / GNOCDC for work with the Afterschool Partnership; from the New Jersey School Age Care Coalition; from Harris County Department of Education in Houston, TX; and for Building Educated Leaders for Life to be conducted in both Boston and New York City.

Directed individual and private fund gifts were awarded to: the **Same-sex Marriage Project**, directed by **Sumru Erkut**; and **Michelle Seligson**, for a Philanthropy and Film Project Consultation.

Conferences and Presentations

Project directors and researchers at the Wellesley Centers for Women regularly present their work at conferences, workshops, and professional meetings. Listed below are some recent highlights.

James Vetter presented, "Open Circle Program: Getting to the heart of learning," at the New Jersey Department of Education Safe and Drug-Free Schools Promising Practices Showcase on May 17, 2005, at the Atlantic City Convention Center in New Jersey. The Open Circle Social Competency Program held the Courage to Teach Retreat Series for Elementary Classroom Teachers this summer. Held at the Wellesley College Club in Wellesley, MA, the retreat was made possible by a grant from the DuBarry Foundation.

Jean Hardisty was a presenter at the Democracy Funding Circle in New York, NY, sponsored by the Ms. Foundation, on June 1, 2005. Hardisty was a guest speaker at the National Network of Abortion Funds conference in Atlanta, GA, on June 10. On September 26, 2005, Hardisty participated in the opening panel at the fall 2005 conference on the New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching, at the College of Saint Elizabeth in Morristown, NJ. Hardisty was a luncheon panelist at the Environmental Grantmakers Association annual retreat in New Paltz, NY, on October 21, 2005.

On June 20, **Sumru Erkut** participated in a panel discussion, "Gender-Specific Versus Gender-Neutral Programming," at the 2005 American Association of University Women convention held in Washington, D.C. Erkut also participated in a panel presentation, "Gender Synergy and Teamwork," at the 2005 Build Boston conference, held November 15, in Massachusetts.

Susan McGee Bailey moderated the panel, "International Collaborations Around Gender Violence," at the 2005 National Council for Research on Women annual conference, Power Matters: Reshaping Agendas Through Women's Leadership, held in New York City, NY this past June. Bailey also presented on the research and psychological perspectives on mother-daughter relationships to the Women's Business Network at the Wellesley Chamber of Commerce on September 23, 2005. On September 30, 2005, Bailey served as the keynote speaker at the YWCA Mid-Atlantic annual meeting in Baltimore, MD.

On July 14, 2005, **Fern Marx** ran the workshop, "Raising Competent and Confident Girls," at the 2005 Smith College Institute for Educators, Northampton, MA. *Raising Competent and Confident Girls: How middle schools can support girls*, the curriculum developed by Fern Marx, Sumru Erkut, Jacklyn Blake Clayton, and Jacqueline Fields, was adapted this year by Linda Carlson, of Parenting Press, for a presentation plan geared toward parents.

This July, the **National Institute on Out-of-School Time** hosted the two-day seminar, Leadership and Technical Assistance for a Changing Afterschool Landscape, led by Ellen Gannett and Susan O'Connor. The seminar, held at the John Hancock Conference Center in Boston, MA, was designed to help guide programs through successful improvement by encouraging a balanced approach to technical assistance in concert with best practices in organizational development, consultation, and supervision.

The **National SEED Project on Inclusive Curriculum** held the 2005 New Leaders' Workshop at the San Domenico School in California in July. The week-long workshop

prepared school teachers to hold year-long reading groups with their colleagues to discuss making school curricula in all subject areas more gender-fair, multicultural, and international. SEED also held the Minnesota SEED Summer Leaders' Workshop in June, in Chaska, MN. Peggy McIntosh made several presentations across the country including: the Lincoln, NE Public Schools; United Way of St. Cloud, MN; The Center for Collaborative Education and Small Schools Network of Boston, MA; Park School in Baltimore, MD; the Council on Foundations' meeting in Seattle, WA; Tufts University, Boston, MA; University of Tennessee at Murphreesboro; the Independent Schools Association of the Central States; and the Race Relations Center of East Tennessee.

At a conference for vocational education teachers in Stowe, VT, held August 2, 2005, **Nan Stein** presented the keynote address, "Circumnavigating the Issue of Sexual Harassment: Lessons from my 25 years of working on the topic." Stein also presented a keynote address, "Reaffirming Rights: The campaign to prevent bullying and harassment in schools," at the 2005 Technical Educators Summer Conference held in Williston, VT, in August. Stein traveled to Philadelphia, PA, for a paper presentation, "Locating a Secret Problem: Rising rates of sexual violence in elementary and secondary schools," at the International Coalition against Sexual Harassment conference. On August 18, 2005, Stein participated in a panel on teen dating violence at the US Department of Education conference, Safe and Drug-free schools, in Washington, D.C. In September, Stein spoke at a conference sponsored by the Sunrise Center for Domestic Violence and Sexual Assault, addressing school district administrators and staff from the Sunrise Center in Dade City, FL.

On August 15, 2005, **Maureen Walker** presented at the 11th Annual CEO Conference for Planned Parenthood Federation of America in San Diego, CA. Maureen also gave a presentation to students and ran a workshop for teachers on developing competencies for multicultural communities at Georgetown Visitation High School in Washington, D.C. on October 18, 2005.

Jasmine Waddell presented, “I Do: Political and personal perspectives on the struggle for same-sex marriage in North America,” at the 2005 Centennial Reunion of the Rhodes Scholars of the Americas held in Philadelphia, PA in August.

At the South Asian Women RISE UP Against Violence conference held in New Brunswick, NJ, on September 9, 2005, **Meena Hewett** presented, “Men’s Initiative: Men speak out to stop violence against women.” Manavi, a non-profit organization for South Asian women, with the mission of increasing awareness of women’s rights in society and encouraging social change to end all violence against them, helped organize the conference with the Violence Against Women Office of the U.S. Department of Justice.

Nancy Mullin-Rindler presented, “Confronting Teasing and Bullying” at the Educational Information and Research Center of New Jersey training for Child Assault Prevention Program on September 29, 2005, as well as at the Illinois Coalition Against Violence Conference held on October 25. Mullin-Rindler also served as a presenter at the second annual National Bullying Prevention Conference held in Atlanta, GA, held October 27-28, 2005.

Diane Purvin participated in the twenty-seventh annual Association for Public Policy and Management Research Conference held November 3-5, in Washington, D.C., with the poster presentation, “Welfare Policy and Low-income Women’s Vulnerability to Domestic Violence: Ethnographic evidence from Massachusetts.” Purvin also presented on this topic as part of the panel, “Exploring Welfare Policies Ethnographically,” at the 55th annual meeting of the Society for the Study of Social Problems held in Philadelphia, PA, in August.

Katherine Morrison presented to the Boston Public Health Commission on November 11, 2005, on the topic of “African-American Women and Intimate Partner Violence.”

American Psychological Association 2005 Convention

Sumru Erkut and Michelle Bragg presented, “Ambiguous Realities: How social fathers impact child and family outcomes,” as part of the Fathers and Social Fathers Symposium at the American Psychological Association (APA) 113th annual convention in Washington, D.C., on August 21. Members of the Same-sex Marriage Study Group presented a panel, “What I Did for Love, or Benefits, or . . . Same-sex Marriage” also at the APA convention. During this program, Anne Noonan presented, “Goin’ to the Chapel?: Couples’ religious/spiritual perspectives on legal same-sex marriage”; Konjit Page presented, “Doing Marriage: Relationship dynamics in the post-legalization period”; Diane Purvin and Michelle Porche presented, “Tying the Knot: The Context of social change in Massachusetts”; and Georgia Hall presented “Having Parents Like Mine.” The symposium panel was co-chaired by Connie Chan, from the University of Massachusetts, and Sumru Erkut, and included comments by from Log Cabin Republicans Political Director, Chris Barron. Further details about the Exploratory Study of Same-sex Marriage will be featured in the Spring/Summer 2006 *Research & Action Report*.

New and Notable Publications

**Please note that prices do not include shipping and handling*

The publications listed here may be purchased from the WCW publications office by calling 781.283.2510 or by visiting www.wcwonline.org/o-browse.html.

Social-Emotional Climate and the Success of New Teachers: A new look at the ongoing challenge of new teacher retention (2005)

JACOB MURRAY AND THE OPEN CIRCLE PROGRAM

**Price: \$10.00
Order WCW 9*

Despite a heightened focus in recent years on the need to more effectively prepare, support, and retain new teachers, teachers in their first five years in the classroom continue to leave the profession in alarming numbers. This report suggests that current teacher education programs and school induction efforts commonly undervalue or overlook a potentially pivotal aspect—how the social-emotional climate in classrooms and schools impacts new teachers' attitudes toward work and their decisions about whether to remain in the profession. In response, this report reviews relevant research with a specific focus on these influences on new teachers.

Living Outside the Box: Relational challenges of lesbians in love with men (2005)

ELLEN SCHECTER

**Price: \$10.00
Paper 420*

This paper uses the lens of Relational-Cultural Theory (RCT) to analyze data from a qualitative study of sexual fluidity in long-time lesbians who became intimately partnered with men. The analysis illuminated processes of shame, disconnection, authenticity, and connection. As RCT would predict, severe disconnection from individuals and community through silencing, shaming, and marginalizing resulted in psychological pain, while authenticity and connection served to promote or restore well-being. Rigidly categorical models of sexual identity that are unable to accommodate sexual fluidity likely contribute to the oppression of sexual minorities in both heterosexual and sexual minority cultures.





Home Study Programs Available through WCW

Women's Growth in Connection

7 CEs

**Price: \$79.00 (with book), \$60.00 (without book)*
Order HS 1

The learning objectives of this home study program are: to explore a relational model of women's psychological development, which leads to new understandings of women's health and well being; and to examine the impact of disconnections and the vital benefits of connections characterized by authenticity, mutual empathy, mutual empowerment, and mutuality.

Toward a New Psychology of Women

5 CEs

**Price: \$65.00 (with book), \$50.00 (without book)*
Order HS 2

The learning objectives of this home study program are: to examine a revolutionary understanding of women's psychological development that has dramatically influenced the fields of psychology, social work, counseling, medicine, and education among others; to explore the critical issues that continue to impact the lives of women, including the dynamics of power and conflict; and to enlarge understandings of women's specific strengths and abilities to create positive change in their lives.

How Connections Heal: Stories from Relational-Cultural Therapy

6 CEs

**Price: \$75.00 (with book), \$ 55.00 (without book)*
Order HS 3

The learning objectives of this home study program are: to illustrate how Relational-Cultural Theory translates into practice using case examples from a variety of therapeutic venues; to explain the decisional frameworks that guide therapeutic interventions; and to clarify distinctions between the core concepts and practices of Relational-Cultural Theory and customary practices of traditional therapeutic models.

The Complexity of Connection

6 CEs

**Price: \$75.00 (with book), \$55.00 (without book)*
Order HS 4

The learning objectives of this home study program are: to explore effective approaches to relational-cultural practice, including encouraging authenticity, transforming shame and humiliation, enhancing competence, and building resilience; to integrate core Relational-Cultural Theory concepts with an analysis of culture, race, and power dynamics; and to investigate new therapeutic applications of Relational-Cultural Theory to work with individuals, couples, and groups.

WCW Postdoctoral Fellowship Opening Anticipated

The Wellesley Centers for Women (WCW) anticipates openings for one or more full-time postdoctoral fellowships for training in childhood and adolescence research. The program is designed to mentor candidates who will develop successful careers in externally funded research programs on underrepresented populations of children and adolescents.

A primary goal is to generate culturally informed research programs carried out by researchers from the same underrepresented groups.

These positions, funded through an institutional training grant from the National Institute of Child Health and Human Development, are open to both new and experienced researchers with doctorates in the social and behavioral sciences (Ph.D., M.D., Dr.P.H., Ed.D., or equivalent). Appointments are for a minimum of two years; fellows may apply to continue for a third year. Stipend is determined by a government scale based on the number of years since obtaining a doctorate, with \$40,000 being the minimum.

Candidates are encouraged to read more about the postdoctoral program at <http://www.wcwonline.org/postdoc/index.html> before completing their application.

Candidates must be citizens of the U.S. or have permanent resident status; individuals on temporary or student visas are not eligible. The application should include a short introductory letter accompanied by 1) a three- to four-page (double-spaced) statement of research goals and how specific aspects of the WCW program will help meet them; 2) three letters of recommendation, including one from a dissertation advisor; 3) current curriculum vitae; 4) one copy each of no more than three peer-reviewed publications; and 5) a copy of a doctoral diploma or letter from a department chair confirming that the candidate has met (or will meet) all requirements for the doctoral degree by the anticipated start date. These should be mailed to Director of Postdoctoral Program, Wellesley Centers for Women, 106 Central Street, Wellesley, MA, 02481. **The deadline for submission is January 1, 2006. The earliest date of appointment is May 1, 2006.**

Wellesley College is an equal opportunity/affirmative action educational institution and employer; successful candidates must be able to work effectively in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities are encouraged.

*A world that is good
for women is good for
everyone.*

Over thirty years ago, the Wellesley Centers for Women began asking new questions about the lives of women.

The answers that grew from our research have been groundbreaking. They have generated changes in policies, practices, and attitudes by presenting new ways of looking at old issues.

A generation of work has taught us that the best answers always begin with the right questions. And that change begins by supporting ideas as they grow.

Be a part of the action—please use the enclosed envelope to support the vital role that the Wellesley Centers for Women plays in shaping a better world for everyone!

Thank you!