FEATURING:

Open Circle: Making a Difference

The Methods Behind Passionate Science

An Exploratory Study of Same-Sex Marriage: How Legalization Has Influenced Massachusetts Couples

Women and Work: Forced Choices, False Choices
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 men, girls and boys. WCW brings together an interdisciplinary community of scholars engaged in research, training, analysis, and action, and is the powerful alliance of the Center for Research on Women and the Stone Center at Wellesley College.

The work of WCW is grounded in the perspectives of women from diverse backgrounds with the goal of shaping a better world for all. The research and action projects at WCW lead to creative solutions and innovative policy alternatives to a range of pressing social concerns.

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This issue of Research & Action Report is dedicated to our much loved colleague, Fern Marx, who passed away May 19, 2006, after a short battle with lung cancer. In her 20 years at the Wellesley Centers for Women, Fern contributed to a wide range of projects on the care and education of children, many with lasting effects on public policy and school practice. She played an integral role in our internship program, working with many college students over the years, as a mentor and role model. Fern deeply affected all who knew her. We will greatly miss her wit, kindness, and generosity of spirit.
In this issue of Research & Action Report, Jean Baker Miller’s commentary, “Forced Choices, False Choices,” addresses the oversimplification of conflicts mothers often face as they try to balance child rearing and paid employment. This title applies equally well to the unending discussions of education as an either/or proposition—where helping girls somehow hurts boys and the so-called “boy crisis” often steals attention from serious discussions of the educational crisis confronting all children, not only in the United States, but around the world.

The World Bank has noted repeatedly that the education of girls is one of the best investments a country can make and at the United Nations, Kofi Annan continues to call for the empowerment of women as a crucial aspect of national development. Seventy percent of the world’s women live in poverty, 600 million can not read or write, and of the 100 million children out of school, two thirds are girls. Education is key to the development of citizens who can take an active role in the world. This month Peggy McIntosh and I will travel to Hong Kong to take part in the Second International Conference on Gender Equitable Education in the Asia Pacific Region, continuing WCW efforts to expand our global connections, learn from women in other nations, and share our findings and perspectives.

Here at the Centers we have always acted upon the belief that any improvement in women’s lives is directly tied to the quality of care and education available to children. Much of our work since our founding has focused on important aspects of childcare and education for all students, regardless of gender, race, or social or economic status.

The overview of Open Circle featured in this issue outlines how important healthy social/ emotional environments are to effective learning and teaching. For nearly 20 years, this model program has reached thousands of children in New England and the Northeast and helped create a new culture of learning in elementary schools. And for more than 20 years, The National SEED Project (Seeking Educational Equity and Diversity) has prepared teachers in this country and abroad to lead year-long seminars in their schools or colleges on making curriculum, teaching methods, and school climates more gender-fair, multicultural, and respectful of the realities of students’ lives and cultures. To date, 1,680 teachers from 39 states in the U.S. and eleven other countries have been trained as seminar facilitators and have engaged over 35,000 colleagues in SEED seminars.

These are only two of the many ongoing efforts here at WCW to explore, understand, and promote effective education for boys and girls and to find ways to honor differences in cultures, communities, and individuals without resorting to stereotypes based on gender or race or ethnicity or any one of the many other categories that are used to divide people. I thank you for your support for this work and urge you to share your insights and perspectives with us.

E-mail us at wcw@wellesley.edu.
2006 MARKS THE LAST YEAR OF THE WOMEN OF COURAGE (WOC) LECTURE SERIES, which celebrated women throughout history who have taken brave stands on issues of economic injustice, nonviolence, environmental ethics, and human rights. Co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century in Cambridge, MA, the series began in 2002 by honoring civil rights activist, Fannie Lou Hamer. Hamer spoke at the 1964 Democratic National Convention about being brutally beaten for her efforts to assure voting rights and justice for black Americans and inspired much of the nation to a new awareness of the consequences of racism and the necessity of guaranteeing the civil rights of all Americans. Linda Stout, author of Bridging the Class Divide and Other Lessons for Grassroots Organizing, gave a lecture honoring the work of Hamer. Stout also triumphed over personal tragedies and became the organizer of successful multi-racial grassroots organizations such as the Peacemont Peace Project, which brings poor people of all races together in the same organization to work for social, economic, and political justice.

The 2005 WOC presentation featured Congresswoman Barbara Lee, first elected in 1998 after a record of distinguished service in the California Assembly and California Senate, cast the lone vote in opposition to H. J. Res. 64, which ceded Congress’ future authority to the President regarding the use of military force in response to terrorist attacks. Lee expressed how grief-stricken and angry she was about such attacks, but added, “We must respond, but the character of that response will determine for us and for our children the world that they will inherit.” In 2004, the work of Rachel Carson, writer, scientist, and ecologist, whose life-long love of nature inspired her writing and guided her studies, was celebrated. Disturbed by the profuse use of synthetic chemical pesticides after WWII, Carson warned the public about the long-term effects of misusing pesticides with her book Silent Spring, in which she challenged agricultural and governmental practices. Carson also testified before Congress in 1963, calling for new policies to protect human health and the environment. Janine Benyus delivered a moving address honoring Carson’s work. An author and life sciences writer, Benyus also teaches, lectures, and works for the protection and restoration of wild lands. In her most recent work, Bonimolarity: Innovation Inspired by Nature, she discusses an emerging science that seeks sustainable solutions by mimicking nature’s designs and processes.

The work of abolitionist and social reformer, Harriet Tubman, was celebrated at the 2005 WOC lecture. Tubman, who worked throughout her life to end slavery and achieve equal rights for women, was born into slavery. After securing her own freedom by traveling to the north on foot, Tubman made 19 trips to the South and it is believed that she was instrumental in freeing over 300 slaves, including her own parents. The Reverend Gloria E. White-Hammond delivered the lecture, discussing her efforts to highlight the problem of modern-day slavery. White-Hammond has worked as a medical missionary in several African countries, and since 2001 she has traveled several times to southern Sudan, where she has been involved in securing the freedom of 10,000 women and children who were enslaved during two decades of civil war.

The final WOC lecture in January, 2006 celebrated the work of Eleanor Roosevelt, who chaired the UN commission that drafted the Universal Declaration of Human Rights. After its completion, Roosevelt, who was praised for bringing her intellect, compassion, and common sense to the process, urged people to bring it to life saying, “The destiny of human rights is in the hands of all our citizens in our communities.” Shulamith Koenig, who delivered the lecture, was the driving force behind a campaign advocating for worldwide human rights education which sparked the UN Decade for Human Rights Education (1995-2004). As Executive Director of the People’s Movement for Human Rights Education, she conducted consultations and workshops with educators and community leaders in more than 60 countries and leads the Human Rights Cities initiative. She was the recipient of the 2003 UN Human Rights Award.
I n 1987 Pamela Seigle, a teacher and school psychologist, was invited to work with six teachers from two of the most diverse schools in Framingham, MA. The teachers took a leap of faith and signed up to participate in an action-research project focused on what was then described as a “coping skills” program. Together, they explored ways to help young school children develop critical communication, self-control, and problem solving skills. They also wanted to discover ways that schools could create safe learning environments that support both the social and academic success of children.

The initial funding for this project came from Grace and Robert Stone, founders of the Stone Center at the Wellesley Centers for Women (WCW), who were committed to the importance of prevention programs in helping all children become healthy adults.

“When my parents founded the Stone Center, they were clear that the mission was the prevention of emotional problems,” recalls Kathy Stone Kaufman, daughter of the founders. “My father, in particular, hoped that one of the Center’s projects would involve working with children in school settings to develop model programs that would reduce psychological stress and prevent the kind of serious problems that my own sister had suffered.”

In the mid-80’s, the Stones helped jump-start what became known as the Open Circle Program, and with generous support since 1989 from Pat and Barbara Roche, Roche Bros. Supermarkets, Inc., and many other funders, the Open Circle Program at WCW flourished.

Under the direction and leadership of Seigle, for nearly two decades Open Circle’s dedicated staff has developed, enhanced, and worked to implement its model curriculum for grades kindergarten to five. They have trained more than 6,250 teachers who have introduced the Open Circle Curriculum to more than 300,000 children in over 285 elementary schools and 100 diverse communities in New England, New Jersey, and New York. The impact of Open Circle’s work is felt even more widely in its role as a model program in the field. The value of Open Circle has been demonstrated through scientific research which shows a marked positive difference in the behavior of students who participated in Open Circle during their elementary years, compared with those who did not. The benefits are evident as well in the day-to-day lives of scores of children and educators in schools that use the program.

Open Circle is…

Pencil poised over answer sheets, the time has come for students in Mr. Nguyen’s fifth-grade class to take one of Massachusetts’ high-stakes, standardized tests.

But first, their teacher reminds them that it would be good to “calm down.” The students know what to do: They breathe in slowly and deeply, filling their bellies with air. “Let’s do that a few more times,” Mr. Nguyen says. Then they begin.

In Ms. Ricca’s second-grade classroom, students are using their Open Circle time to plan how to welcome the new student who is joining their class next week. “Have you ever gone some place new where you didn’t know anyone?” she asks. “How did you feel? What helped you to feel more at home?” The discussions begin.

Out at recess, a first-grader comes running to Ms. Rayleen, the playground aide. “He won’t let me have a turn on the swing,” instead of immediately stepping in herself, Ms. Rayleen first asks the child, “Is this a Double D?” “No… it’s not,” says the boy, calming down as he realizes that what’s going on isn’t really dangerous or destructive. “What can you do if someone isn’t giving you a turn on the swing?” Ms. Rayleen prompts. “What are some things you could say to that person?” Soon, the boys are playing happily.

Scenes like these happen every day in thousands of classrooms and playgrounds in hundreds of elementary schools that use Open Circle.

“At its heart, Open Circle is about building positive relationships, which are the foundation for the social and academic success of children,” says Seigle.

To help children develop positive relationships, now and throughout their lives, Open Circle provides schools with year-long curricula for each grade level from kindergarten through fifth grade. The program teaches children social and emotional skills, including how to communicate effectively, listen well, recognize and manage emotions, cooperate and collaborate, respect and appreciate differences, and solve “people problems.” Open Circle also works to create a safe and caring environment in the classroom and school — the type of environment in which the best teaching and learning can happen.

Schools receive the curriculum through an extensive training program that helps classroom teachers and other staff members learn the Open Circle approach to fostering social and emotional development.

In Open Circle classrooms, students bring their chains into a circle, typically twice a week, leaving an extra chair open as a sign that a new person—or a new idea—is always welcome. The classroom facilitator guides students through a discussion topic and role-play in an activity, such as a role-play or team-building game, that reinforces the concept addressed. Throughout the rest of the
day, the teacher makes connections to Open Circle through children’s literature and in other parts of the academic curriculum. In the process of coming together regularly in the circle, a context is created that not only allows children to learn and practice social and emotional skills but also provides a forum to discuss issues of importance to the class.

This focus, not only on fostering social skills but also on building community, is one of the unique aspects of Open Circle. As one teacher involved in the training this year remarked, “Open Circle has really given me a program that will help me build a community in my classroom. I feel that I am trained to help students take control of themselves and the environment that they are in.”

Open Circle’s impact

Educators from a diverse range of schools have noted the effectiveness of Open Circle in their classrooms and schools. At the Everett School in Boston’s Dorchester neighborhood, Deb Mason, a teacher with over 30 years of experience in the classroom, was initially skeptical. “When it first started, I thought ‘I don’t have the time.’ But then I started taking the time, and the kids starting to treat each other better. This is a city school, and they are going to come up against a lot of things. In Open Circle, we are teaching life skills.”

Suburban schools have also noticed positive results from their use of Open Circle. At the Hardy School in Wellesley, MA, principal Gayle Yovosek is enthusiastic about the positive impact of the program. “I have hired teachers who were brand new to teaching and teachers who were very experienced—and all came in and embraced the Open Circle Program. They could feel its effect in the school when they came in the door.”

Formal research has also demonstrated Open Circle’s effect. A study coordinated by Beth A. Hennessey, professor of psychology at Wellesley College, compared fourth-grade classrooms that used the Open Circle Program with similar classrooms that did not. Students using Open Circle showed significant increases in social skills and fewer problem behaviors than students in comparison classrooms. These effects held in both urban and suburban classrooms.

A study conducted under the leadership of Linda Williams, then Director of Research at WCW’s Stone Center, explored the longer-term effects of the program. Students who had at least two years of Open Circle in elementary school continued to show positive effects into middle school. Girls who had at least two years of the program showed significantly higher self-assertiveness and an easier adjustment to middle school.

Open Circle’s vision includes carrying its principles and practices into its own culture as an organization, into its wide-ranging collaborations with other local and national social and emotional learning programs, and into other organizations involved in related work.

Recent Open Circle projects include work with Project Aspire at the Harvard Graduate School of Education to continue to develop effective approaches to social and emotional learning in urban schools; a partnership with FamiliesFirst Parenting Programs funded by the Klarman Family Foundation to develop a series of workshops on topics related to social and emotional learning; an extensive project on the links between social and emotional learning and reflective practice; and the success and retention of teachers who are new to the classroom, funded by the DuBarry Foundation.

A time of change

After nearly 20 years providing creative leadership for the program, Seigle is stepping down as executive director of Open Circle.

“For me, all that we do in Open Circle comes out of a deep respect for educators and a belief that teaching and leading in schools is the most important work in our society,” she reflects.

“I’m so grateful for all that I have learned from my treasured colleagues at Open Circle and in the field, and from the educators we work with so closely.”

Over the last ten years, Seigle has been a facilitator of Courage to Teach, a program based on the work of educational activist Parker Palmer, and Seigle has integrated many of the practices of that work into her leadership style and into the programs of Open Circle. She will continue to work with teachers and principals by developing a regional Center for Courage & Renewal in the Northeast, based on the work of Courage to Teach, and will stay connected to Open Circle through the program’s partnership around this work.

“I’m so proud of all we’ve achieved together,” Seigle says. “The work of Open Circle is more important than ever. As schools address the challenge of preparing students for the 21st century, for technologies and circumstances we can only imagine, certain truths remain constant. As human beings, we need to learn to work together, to empathize, communicate, and collaborate. And we need to develop the capacity to form relationships with others that give our lives meaning, challenge us to look beyond ourselves, and inspire us to create a better world. Open Circle is in a strong position to continue to thrive and grow with its talented staff and cutting edge initiatives. I know that in the coming years, the programs will have an even greater impact on the lives of children.”

For more information about the Open Circle Program, please visit www.wcwonline.org/opencircle.
The Wellesley Centers for Women (WCW) has been a leader in the study of issues of importance to women for more than 30 years. What makes our work somewhat different from many other “think tanks” around the country is that the Centers’ staff pursue research about which we are unabashedly passionate, with the goal of making a positive difference in the world. This vigor which we bring to our work may appear to some, particularly if the findings challenge their views, to be at the expense of scholarly rigor. This couldn’t be farther from the truth.

To start, each research project must be successfully funded. To be funded, a project must have a compelling topic, relevant to social issues identified as priority areas by the granting agencies. In other words, a funded project must demonstrate vigor. Still, however compelling the topic, the methods (e.g., sample selection, data collection protocol, and analysis of the data) to be used to address the research questions must be unquestionably rigorous. Indeed, the scientific rigor of proposed methods must pass the critical review of scholars and/or practitioners noted for their expertise in the field of interest.

Once a project has been funded, the methods faithfully executed, and the research questions analyzed, the moral mandate is still not satisfied until the findings have been delivered to policy makers and practitioners in order to benefit those for whom the data and analyses speak. The delivery of these messages often begins with publication in scholarly journals and with presentations at academic conferences. These venues act as gatekeepers for the research community. Again, summaries of projects—from the justification of the importance of the topic, to a detailed description of the research methods and analysis, to a full discussion of the implications, limitations, and merits of the study results—are subjected to critical review by a panel of respected scholars.

WCW’s scholarly research bears the badge of commendation from the scientific community. But what exactly constitutes this scientific rigor? What are the methods used at WCW to conduct rigorous research? The answers to these questions are as varied as the many research projects undertaken. Every research question contains elements that suggest certain methodological tools and techniques. Most research methods and analysis can be classified as either quantitative in nature (summarized by numbers and subjected to statistical assumptions from which meaning is inferred), qualitative (consisting of non-numerical data such as language, interactions, or observations, from which discernable patterns can be extracted), or mixed (containing elements of qualitative and quantitative methods and/or analysis). Often, a research project will contain both qualitative and quantitative elements but will emphasize one more strongly than another.

Quantitatively based research often carries the most impact in influencing federal policy.
Human experience is dizzyingly diverse and subject to many influences, both within a person and extending to her/his social and physical context. Human experience is dizzyingly diverse and subject to many influences, both within a person and extending to her/his social and physical context. A single answer or value simply cannot satisfactorily sum up many of the nuanced social issues studied at WCW.

In recent years, advances in computer technology and statistical modeling approaches have allowed researchers to more accurately capture essential distinctions in experience and explore the forces at play and the implications of the differences detected. One study recently completed at WCW drew from a large, nationally representative dataset called the National Longitudinal Study of Adolescent Health. This WCW study looked at the various ways that participation in sports in high school might influence youths’ sexual decisions and behaviors into young adulthood. For this project, the team used a sophisticated statistical modeling technique called structural equation modeling, or SEM, that allowed the researchers to examine multiple pathways of influence (e.g., self efficacy, gender role ideology, social support, etc.) and compare the relevance and prevalence of these pathways across boys and girls and across youth from various racial/ethnic backgrounds. This modeling technique revealed dramatic differences across gender and curied, and sometimes countervailing, differences across race and ethnicity (Project: Sports as Protective of Girls’ High Risk Sexual Behavior; Researchers: SUMru Eirkut and Allison Tracy).

Other existing datasets used at WCW include the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development, for which WCW hosts one of a number of study sites nationally (Researchers: Nancy Marshall and Wendy Wagner Robeson), and the Health and Retirement Survey (Project: Older Workers and Retirement; Researchers: Nancy Marshall). Large national surveys such as these lend themselves to preliminary findings and in the logic of the analytic process, the clarity and consistency of the method and analysis approach are best suited. While the data collection protocol for this study included a short written questionnaire, emphasis was placed on in-depth interviews conducted with both partners of committed same sex couples and any dependent children able and willing to participate.

The validity, rigor, and relevance of qualitative research relies on researchers’ ability to retain the integrity of participants’ unique experiences, using their own ways of relating their stories—their language and phrasing, the sequencing and emphasis (or lack of emphasis), etc.—rather than on methods which require standardization of meaning. Scientific rigor in the case of qualitative research is demonstrated by the clarity of the research process and decisions made in response to preliminary findings and in the logic of the analytic process, the clarity and consistency of the patterns the analysis discovers, and the insight of the researcher(s) in interpreting the meaning of the patterns.

Other current WCW research projects applying various rigorous qualitative approaches include Perceptions of Work Environments and Relationships (Researcher: Anne Noonan), the African American Intimate Partner Violence Study (Researcher: Katherine Morrison), and the Massachusetts Cost and Quality Study (Researchers: Nancy Marshall, Wendy Wagner Robeson, and Joanne Roberts).
An Exploratory Study of Same-sex Marriage:

IN NOVEMBER OF 2003, THE SUPREME JUDICIAL COURT OF MASSACHUSETTS RULLED THAT THE EXCLUSION OF SAME-SEX COUPLES FROM THE INSTITUTION OF MARRIAGE WAS DISCORDANT WITH EXISTING CONSTITUTIONAL PRINCIPLES. In 2004, after the ruling went into effect, the Same-sex Marriage Study Group formed at the Wellesley Centers for Women (WCW). Faced with the unique opportunity to study how the recent legalization of same-sex marriage affected gay and lesbian couples in Massachusetts, the group designed the Exploratory Study of Same-sex Marriage. Through the study, the team sought to explore the diversity of experiences along the lines of gender, race/ethnicity, and parenting status. The study also examined how children in same-sex-parented families perceived and experienced this social change.

“We seized on this historic moment because we knew that this would never come again,” reports Sumru Erkut, WCW senior research scientist and lead investigator of the exploratory study. “Who were the first to marry? Why did they marry? What kind of reactions did they experience? This data could never be captured again and we knew the responses we would get could serve as baseline information for future research.”

The research team, which included a cross section of more than one dozen WCW staff from a variety of disciplines and roles, interviewed 51 same-sex couples who had been in their relationship for at least one year and who had volunteered to participate in the study. Couples were solicited through word-of-mouth, community postings with over 80 lesbian, gay, bisexual, and transgender organizations, and advertisements in local newspapers. Every attempt was made to recruit a diverse sample with regard to gender, race and ethnicity, socio-economic status, marital status, and parental status.

How Legalization Has Influenced Massachusetts Couples

The research team, which included a cross section of more than one dozen WCW staff from a variety of disciplines and roles, interviewed 51 same-sex couples who had been in their relationship for at least one year and who had volunteered to participate in the study. Couples were solicited through word-of-mouth, community postings with over 80 lesbian, gay, bisexual, and transgender organizations, and advertisements in local newspapers. Every attempt was made to recruit a diverse sample with regard to gender, race and ethnicity, socio-economic status, marital status, and parental status.

Researchers obtained quantitative data from participants through the use of a brief questionnaire, while qualitative data were collected through in-depth, semi-structured interviews, which began with individual meetings with each partner, followed by an interview with the couple, and finally an interview with any participating children aged 8 or older. The interviews provided data on the history of the relationship, the impact of the legalization of same-sex marriage, the place of religion and spirituality in same-sex relationships, and children in same-sex families. Members of the group formed sub-groups dedicated to the analysis of the data in each of the aforementioned areas.

The individual and the relationship

On average, the participating married couples reported being together for about 12 years and unmarried couples for about ten years, though there was no significant difference in the length of relationship, and the range in the length of the relationship was quite wide (less than two years and up to 40 years). Both married and unmarried couples reported high levels of being “out”—living publicly as a gay or lesbian individual. Ninety-four percent of the participants reported being “out” to their immediate family and 75 percent reported being “out” to neighbors, co-workers, and extended family. Couples rated their satisfaction with their relationship on a scale of 0 (“extremely unhappy”) to 10 (“extremely happy”) and, on average, gave a rating of 9. Both married and unmarried couples reported being quite happy.

“The majority of the couples we interviewed had been together a relatively long time,” reports Michelle Porche, WCW research scientist. “And overall, most of the couples experienced strong support from their communities—from their families, friends, neighbors—in response to their legal marriage. One area that we hadn’t purposely sought to examine, but came through in many of the interviews, was the workplace,” she adds.

“This has opened the door to further analysis and research about the importance of a supportive working environment in the lives of same-sex individuals. Having co-workers celebrate their union in the same way that heterosexual couples are honored was an unexpected and affirming surprise for many. Visibility of same-sex marriage provided opportunities for open discussion of these issues that led to enhanced connections with co-workers.” Porche has begun additional research on workplace support of same-sex marriage.

To marry or not

Nearly three quarters of the couples interviewed chose to mark their commitment publicly in some way. Of those couples, 61 percent had previously participated in a commitment ceremony and, when same-sex marriage became legal, also participated in a legal marriage ceremony. Thirty-six percent who chose to marry did not have a prior commitment ceremony. One couple who had previously participated in a commitment ceremony chose not to get legally married. And slightly more than one quarter of all of the couples interviewed chose not to publicly mark their commitment with a ceremony of any kind.

“Respondents reflected a wide range of views regarding the importance of marriage and in making choices about their own relationships,” states Porche. “The majority of the couples we interviewed had already long-established their commitments to one another. One interesting aspect of the findings was why some couples chose not to marry. The pressure to confirm to societal norms that arose from their participation in faith communities that are supportive of same-sex relationships and marriage.” Almost half of the sample reported some level of involvement in a faith community, and most of those who did described their faith community or faith tradition as being supportive.

Religious and spiritual perspectives on legalized marriage

The study revealed that religion and spirituality played a prominent role in couples’ decisions to marry or not to marry, either because of participants’ current practices, their upbringings and families of origin, or their reactions to the involvement of organized religion in the political arena of legalized marriage. This influence was seen even among people who didn’t describe themselves as “religious” or “spiritual.” In fact, an important finding from this section of the study was the extent to which religion influenced people’s decisions not to get married, which is perhaps not surprising considering that many faith traditions actively oppose marriage equality. However, according to Anne Noonan, WCW research scientist, “A focus on the negative aspects of religion with regard to same-sex marriage is accurate only to a point. Participants also shared experiences of acceptance, support, validation, and integration that arose from their participation in faith communities that are supportive of same-sex relationships and marriage.”

Almost half of the sample reported being “out” to neighbors, co-workers, and extended family. Couples rated their satisfaction with their relationship on a scale of 0 (“extremely unhappy”) to 10 (“extremely happy”) and, on average, gave a rating of 9. Both married and unmarried couples reported being quite happy.

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Parenthood’s influence on marriage decisions

Fourteen couples in the study reported having children and there were 27 children among the couples with an average child age of 13 years. The majority of the children were biological children of one of the members of the couple and in most cases the other member had adopted the child. The children with children had been together as partners for an average of 13 years. Many of the couples interviewed articulated numerous advantages for their children as the result of a legal marriage; couples indicated they expected their children would feel a greater sense of belonging, pride, or permanence by having legally married parents and reported marriage as a protective factor for children. Many children voiced strong opinions about the importance of their parents’ rights to marry. However, previous commitment ceremonies and years of growing up in their families seemed to render the marriage ceremony itself less climactic.

“We were surprised to note the difference in perspectives between parents and children about the actual marriage ceremony,” reports Georgia Hall, WCW research scientist. “The ceremony seemed for many couples a milestone, a protective act, or a legitimizing moment while for children something more ordinary. One wonders if the significance of the ceremony for children will change for them over time.”

Study limitations

As an exploratory study, this project offered a tremendous learning opportunity, not only in regard to the data collected about same-sex couples, but also in the creation of the survey tools and the sample selection. One major limitation of the study was the self-selected nature of the participants. Despite purposeful sampling efforts, obtaining a diverse sample of same-sex couples with regard to race and ethnicity, gender, and socioeconomic status was challenging, resulting in a largely white, middle-class sample—all of whom were Massachussetts residents. As such, the researchers caution that these results should not be generalized to all same-sex relationships. Also, the findings in this study are very much influenced by the timing of the data collection, which took place within one year of the legalization of marriage. Whether future same-sex marriages will be similar to or different from those that took place during the first year of legalization is an empirical question in need of further study.

Study conclusions and next steps

Both married and unmarried couples in the sample were engaged in long-term relationships, expressed high levels of satisfaction in these relationships, and were comfortable being “out” to family and community. They reflected a wide range of views on the importance of marriage in making choices about their own relationships, while at the same time were like-minded in stressing the importance and value of the legalization of same-sex marriage. They reported that the availability of legal marriage provides sanction and greater equality for intimate relationships, whether or not a couple chooses to marry.

When legal marriage is available to same-sex couples, the ramifications of marrying stretch far beyond the couples themselves. Families, coworkers, and societal institutions’ perceptions of same-sex couples can shift toward greater acceptance. The intersection between religion and spirituality and legal same-sex marriage creates a highly complex picture, with a very simple bottom line: the experience of legalized same-sex marriage is influenced by religion, even among people who do not describe themselves as religious or spiritual. The existence of children in the family is a positive influence toward the decision to marry: all of the couples in the study with children chose legal marriage. The overwhelming majority of couples considered the presence or anticipation of children as strong influence on their decision.

“We see the legalization of same-sex marriage in Massachusetts as one more way that the institution of marriage is evolving,” reports Erkut.

“Individual researchers and smaller teams have already begun exploring more specific aspects of the social, personal, and legal expectations of both same-sex and heterosexual marriage and families in general. This initial study has opened the door to many possibilities.”
Jean Baker Miller, M.D., is the founding director of the Jean Baker Miller Training Institute at the Wellesley Centers for Women (WCW). She served as the first director of the Stone Center at WCW from 1981 to 1984. A practicing psychiatrist and psychoanalyst for more than 40 years, Miller authored Toward a New Psychology of Women (Boston, Beacon Press, 1976), a book which has become a classic in its field. Celebrating its 30th year on bookshelves, Toward a New Psychology of Women has been translated into more than 20 languages and was reissued in a second edition in 1987.

Miller is also co-author of The Healing Connection (Boston, Beacon Press, 1997) which she wrote with Irene Insel, Ph.D. She co-authored Women’s Growth in Connection (Guildford Press, 1991), served as editor of Psychoanalysis and Women (New York, Brunner-Mazel and Pergamon Books, 1973), and wrote or contributed to numerous papers in professional journals on the psychology of women, depression, and the study of dreams. These books, with the exception of Psychoanalysis and Women, can be purchased through the WCW publications office: 781-283-2510.

Recent months have brought us a drumbeat of articles and books telling us of affluent, highly educated women who have left work to return to full-time motherhood. They attest to the impossibility of solving the problem of motherhood and serious work—of doing them both well and fruitfully under present conditions.

Note that these are our most advantaged women, those with partners in the upper middle class or higher. Less affluent women cannot make this choice. They cannot walk off the job.

I remember pondering this dilemma in 1976, when I was writing Toward a New Psychology of Women. I thought then, “If a society wants children, it should make proper provision for them.” It should not be left for women alone to solve. I do not mean only that men should “pitch in” but that societies need to build arrangements that can support parents in this endeavor. We should not and do not need to accomplish this choice alone.

For parents we can think of alternatives. Life is long today. There is time to devote to child raising if we choose to do it and still we will have a lot of life left to do other valuable work—but only if employers don’t penalize people for it. There are all kinds of arrangements that could be created and they can change as children get older and need less care. Everyone would benefit—women, men, children, businesses, society. Why should anyone be penalized?

Changes to be made are many, not the least are attitudes, as well as time and schedule improvements. As just one example, many women have managed to come back to work after varying amounts of time raising children full- or part-time. Often they still face the stigma of being on the “mommy track” and are not considered serious workers. In reality, parents often bring new and fresh ideas, learned through parenting, to the job which may enhance the work environment.

To create a society that would provide much fuller lives for women, men, and children would not be so difficult. What is difficult is to convince the culture to do it. We are often locked into forced and false choices without recognizing it, likely because we are so accustomed to thinking this way. These appear to be the only options, but we can easily think of many others. While major change in societal arrangements will take much hard work, many benefits follow from refusing false choices. The search for alternative arrangements stimulates us to think in new ways before we can accomplish the necessary changes. When forced to choose between only two options—being a full-time parent or full-time worker—we run the risk of feeling like failures. This is because neither one of the options is good enough. This sense of failure causes despair—a profound lack of hope about the whole thing, as is happening today to some women who struggle with the demands of both work and motherhood. Thus, we are always blaming ourselves and feeling inadequate. We believe it is our own fault. These feelings result in us becoming discouraged about ourselves instead of valuing those things we do manage to accomplish—often against formidable odds. Ridding ourselves of these burdens can help to sustain us while we work to accomplish all of the major changes we truly need.

Women have made tremendous strides in advancing our options. We don’t want to get bogged down now. We can find our way out of these forced choices. Society needs to help women, men, and families find new, multiple-choice alternatives today.
The program provided an opportunity for CSW attendees to learn about current efforts to coordinate NGO advocacy in various areas of violence against women. The program featured international experts who addressed research, media influence, and legal impunity related to this global concern and was designed to galvanize action among researchers, grassroots activists, and policy makers as well as to bring visibility to the issues.

WCW organized “Searching for the Roots of Violence: the Research Paradigm,” a panel which offered an academic perspective on addressing research, statistical data, data collection, and other concerns around the issue of violence against women. Moderated by Susan Bailey, executive director of WCW who asked, “How can research help get to the root cause of the problems?” the panel featured Yakin Ertürk, United Nations special rapporteur on violence against women; Charlotte Bunch, founder and executive director of the Center for Women’s Global Leadership at Douglass College, Rutgers, the State University of New Jersey; and Sading Cheng, Henry Luce assistant professor in the Women’s Studies Department at Wellesley College.

“I find incredible achievement in the past ten to 12 years. I think we should not be so discontented with what’s going on because it’s a new mandate,” reported Ertürk, pointing out that the issues such as shame and violence known as “honour crimes” are open to more public discussion and are accepted more broadly as human rights issues. “We need to build upon this visibility and achievement. Violence against women is about women’s empowerment, not victimization,” she stated, encouraging attendees to look at this critical issue from a wider perspective and to not fragment agendas. “We should be empowered.”

According to panelist Bunch, research plays an important role in shaping policies to address violence against women. But, she cautions, “We have very little good research on what works, what doesn’t work and why. We need to be clear what works best and we need to bring creativity to the agenda.” Bunch emphasized the need to understand all aspects of the issues by addressing traditional and contemporary challenges if research is to effectively influence policy. Cheng furthered this argument and shared examples of research on trafficking by NGOs in Korea. She cited important policy implications that can come from evidence presented in the form of such collected data.

The day’s program began with welcoming remarks by representatives of the host organization, followed by the morning address, “Looking at the issues,” a review of statistics on global violence against women presented by Lois A. Herman, coordinator of the Women’s UN Report Network. A second panel, “Shaping Society: Using Media Exposure,” focused on the media’s role in exposing the forms of violence against women and how the media is helping to bring attention to these issues. Sponsored by the NGO CSW NY, this panel featured Rita Henley-Jenssen, founder and editor in chief, Women’s eNews; Ki Mae Heussner, public affairs manager, LifetimeTV; Zoe Neirizi, writer, director and producer of The Corridor, 2004; Sue Conde, executive director, Projects for the European Report Network. A second panel, “Shaping Society: Using Media Exposure,” focused on the media’s role in exposing the forms of violence against women and how the media is helping to bring attention to these issues. Sponsored by the NGO CSW NY, this panel featured Rita Henley-Jenssen, founder and editor in chief, Women’s eNews; Ki Mae Heussner, public affairs manager, LifetimeTV; Zoe Neirizi, writer, director and producer of The Corridor, 2004; and Sue Conde, executive director, Projects for the European Report Network. A second panel, “Shaping Society: Using Media Exposure,” focused on the media’s role in exposing the forms of violence against women and how the media is helping to bring attention to these issues. Sponsored by the NGO CSW NY, this panel featured Rita Henley-Jenssen, founder and editor in chief, Women’s eNews; Ki Mae Heussner, public affairs manager, LifetimeTV; Zoe Neirizi, writer, director and producer of The Corridor, 2004; and Sue Conde, executive director, Projects for the European Report Network.
Conferences & Presentations

Save the Date

Monica Ghosh Driggers, as part of Domestic Violence Awareness Month events in the state of Massachusetts, presented information about the Battered Mothers’ Testimony Project at the State House in October, 2005.

Katherine Morrison presented on African-American women and intimate partner violence at several conferences and meetings, including those for: the Women’s Center in Cambridge in December, 2005, the Massachusetts Department of Public Health in January 2006, and for the Association for Women in Psychology in April, 2006.

Georgia Hall presented, “Delivering High Quality Homework Assistance: Lessons from the Massachusetts Afterschool Research Study” at the Foundations Inc., Beyond School Hours conference in Dallas, TX, in February, 2006.

Nancy Marshall, Michelle Porche, Diane Purvin, and Jasmine Waddell presented, “There’s No Place Like Home” at the 2006 meetings of the Eastern Sociological Society in Boston, MA, this past February.

In March, 2006, Maureen Walker presented on The Move: A Leadership Forum for Women at the Open Circle Program” in March, 2006, at the University of Connecticut Women’s Studies Conference held in Hyannis, MA. Stein presented with Judy Rolph, McCarthy, a guidance counselor at the West Tisbury School on Martha’s Vineyard and an advisor to Stein’s Linking Bullyproof to National Standards project currently in development.

At the University of Connecticut Women’s Studies Conference in March, 2006, Sumru Berk, Katherine Morrison, Diane Purvin, and Jasmine Waddell presented a panel titled, “Women as a Vulnerable Population: The Implications of Social Exclusion.”

Judith Jordan presented at the Poetry Therapy Conference held in April, 2006, in Boston, MA, on Relational-Cultural Theory. Jordan also presented at the Harvard Medical School Conference on Women in April, 2006 where she discussed “Building Connection, Building Hope.” The Harvard conference was co-sponsored by the Jean Baker Miller Training Institute.

Peggy McIntosh delivered a keynote speech and facilitated workshops around the theme of “Power Through Diversity” at the University of San Diego in March, 2006. Also in March, McIntosh presented “White Privilege: Unpacking the Invisible Knapsack” at the Metropolitan State College in Denver, CO. In June, 2006, McIntosh presented a workshop at the National Conference on Race and Ethnicity in Chicago, IL.


Amy Hoffman participated in a panel about writing book reviews at the Cambridge Center for Adult Education, Cambridge, MA, as part of the Writer’s Life series, in May, 2006.

In May, 2006, Nan Stein presented at the Massachusetts School Counselors Association Annual Spring Conference held in Hyannis, MA. Stein presented with Judy Rolph, McCarthy, a guidance counselor at the West Tisbury School on Martha’s Vineyard and an advisor to Stein’s Linking Bullyproof to National Standards project currently in development.

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The Jean Baker Miller Training Institute will hold its 2006 Research Network Forum, “Relational-Cultural Research: Translating Hope into Science” at the Wang Campus Center at Wellesley College. The forum will consist of selected posters and oral presentations, as well as the announcement of the Irene Silver Dissertation Award. For more information, please call 781.283.3800.

The Jean Baker Miller Training Institute will hold its 2006 Summer Advanced Training Institute on American Educational Equity & Diversity (SEED) Project on Inclusive Curriculum which will take place this summer at the San Domenico School in San Anselmo, CA. This week-long workshop will prepare teachers to facilitate monthly SEED seminars for colleagues in their schools. For more information, please visit www.wcw2online.org/seed.

New Leaders’ Workshop
July 13-20, 2006
San Anselmo, CA

The 20th Annual New Leaders’ Workshop of the National Seeking Educational Equity & Diversity (SEED) Project on Inclusive Curriculum will take place this summer at the San Domenico School in San Anselmo, CA. This week-long workshop will prepare teachers to facilitate monthly SEED seminars for colleagues in their schools. For more information, please call 781.283.3800 or visit www.vermontpsych.org.

The Impact of Domestic Violence on Battered Women’s Career Trajectories
October 22-24, 2006
Montreal, Quebec, Canada

Diane Purvin will present, “The Impact of Domestic Violence on Battered Women’s Career Trajectories” at the Violence Against Women: Diversifying Social Responses conference sponsored by the Interdisciplinary Research Centre on Family Violence and Violence Against Women. Purvin will also be presenting, with Silvia Dominguez, “Violence as a Family Tradition: Relationship to Poverty across Generations.” For more information, please visit www.cnisl.gc.ca/conference.

2006 Summer Advanced Training Institute
June 21-25, 2006
Wellesley, MA

The Jean Baker Miller Training Institute (JBMTT) will host the 2006 Summer Advanced Training Institute at Wellesley College, featuring Judith Jordan, Amy Badia, Janet Surrey, Maureen Walker, and JBMTT faculty, which will explore: creating hope and possibility in therapy and in our communities; gathering strength and courage to act in the face of challenges created by fear, cynicism, and disempowerment; helping clients develop a sense of possibility in their lives; and committing with renewed energy to our own visions and work. For more information, please call 781.283.3800.

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Work Organization and Women’s Post-Partum Health
August 10-12, 2006
Montreal, Quebec, Canada

Diane Purvin will present, “Missed Opportunities: Fragmentation in Mental Health Services and its Consequences for Low-Income Victims of Family Violence” at the 56th Annual Meeting of the Society for the Study of Social Problems. For more information, please visit www.sassp1.org.

New Leaders’ Workshop
October 6, 2006
Burlington, VT

Judith Jordan will present a workshop for the Vermont Psychological Association which will serve as an introduction to Relational-Cultural Theory. For more information, please call 781.283.3800 or visit www.vermontpsych.org.

Missed Opportunities: Fragmentation in Mental Health Services and its Consequences for Low-Income Victims of Family Violence

2006 Fall Intensive Training Institute
October 27-29, 2006
Wellesley, MA

The Jean Baker Miller Training Institute will hold the 2006 Fall Intensive Training Institute, “Founding Concepts and Recent Developments in Relational-Cultural Theory and Practice” at the Wellesley College Club, Wellesley, MA. For more information, please call 781.283.3800.

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Spotlight on New Funding

Evaluating the HASI Homework Support Program
Project Director: Georgia Hall
Funded by Harvard After School Initiative (HASI)

The primary goal of the HASI Homework Support Program is to improve the quality of homework support in elementary-age after-school programs, with the intention of improving school performance. This evaluation will demonstrate: (1) how the HASI Homework Support Program adds value to the experiences of staff, university volunteers, program participants, and their families, through delivery of targeted technical assistance and the provision of high-quality learning resources to program staff and university volunteers; and (2) how participation in the HASI Homework Support Program has affected participants, families, staff, and university volunteers.

Collaborative Language and Literacy Instruction Project (CLLIP) Year Three
Project Director: Michelle Porche
Funded by Ohio Educational Development Center

Michelle Porche will oversee all aspects of analysis and dissemination of data collected as part of the Collaborative Language and Literacy Instruction Project (CLLIP) for the Ohio Educational Development Center. This will include completion of analyses from the 2004-2005 school year, including written reports and data entry, management, and preliminary analyses for the 2005-2006 school year.

Trauma and Literacy
Project Director: Michelle Porche
Funded by an anonymous, private foundation

This project will lay a foundation for a larger scope of work in the area of trauma and literacy through a series of preliminary investigations. A literature review of research and intervention efforts related to educational practices and outcomes for students with a history of trauma or stressful life circumstances will be completed. Focus groups with educators and clinicians will be conducted, and a set of case studies of adolescents with trauma history and related reading difficulty will be developed. The literature review and pilot data will provide necessary background for future publication and proposal development and will serve as the basis of theory-building for future intervention efforts.

Implementation of the Youth Development Associate (YDA) Credential in Massachusetts
Project Director: Ellen Garnett
Funded by Commonwealth for Kids

This project is a collaborative effort with Boston After School and Beyond to advance the Youth Development Associate (YDA) credential for the Massachusetts out-of-school-time workforce. The National Institute on Out-of-School Time will work with Achieve Boston Partners to develop an integrated set of core competencies and indicators for professionals working with children and youth, create a YDA credential framework and assessment process, and refine existing career lattices with an emphasis on designing a credential for statewide use.

Identifying Promising Practices in School-Community Partnerships
Project Director: Joyce Shortt
Funded by the Clinical Foundation

This project focuses on examining and broadly disseminating vital information on promising school/community partnerships that support after-school programs. The National Institute on Out-of-School Time will investigate best practices in individual public schools and school districts in the 25 cities represented by the Cross City Network and develop a series of products to be disseminated throughout the Network and more broadly through electronic and print mechanisms available to the after-school field.

Assessing the Professional Development Needs of Boston Public Schools Early Childhood Programs
Project Directors: Joanne Roberts and Nancy Marshall
Funded by the City of Boston, Boston Public Schools

The goal of this project is to provide a comprehensive, needs assessment to determine the classroom resources and professional development needed by current Boston Public School preschool (K1) and kindergarten (K2) programs to achieve National Association for the Education of Young Children accreditation and to determine the additional classroom resources needed to expand K1 programs and improve existing K2 programs.

Valuing and Leveraging Diversity among Early Child Care Providers and Programs
Project Director: Pat Stewart
Funded by Work/Family Directions, Inc.

This project will develop a training program to foster diversity in the early childhood environment through pre-school curriculum enhancement and parent involvement activities, pilot and deliver the training, provide follow-up consultation and technical assistance to participants of the training sessions, and revise the curriculum and training material for final replication.

Georgia Hall received funding from the California School Age Consortium (CALSAC) and the Substance Abuse and Mental Health Services Administration to gather information and report on research-based effective youth violence prevention interventions that can be implemented in afterschool programs; New Jersey After 3, Inc. to provide consultation on the implementation of their Promising Practices initiative; and the National AfterSchool Association to document their work and process on accreditation.

Peggy McIntosh received a matching grant from The Schott Foundation for School Public Education and a grant from Funding Exchange to support the National Seeking Educational Equity & Diversity (SEED) Project.

Nancy Mullin received funding from the Olweus Bullying Prevention Group through Clemson University to conduct a Training of Trainers event in Charleston, VA, plus ongoing follow-up consultation with a cadre of trainers in the Commonwealth of Virginia.

The National Institute on Out-of-School Time (NIOST), co-directed by Ellen Garnett and Joyce Shortt, received funding for training and consultations from: the Agenda for Children project, City of Cambridge; New Jersey After 3, Inc.; the Cross Cities Network and develop a series of products to be disseminated throughout the Network and more broadly through electronic and print mechanisms available to the after-school field.

National Institute on School Safety
Project Directors: Megan Moroney and Carol Strong
Funded by the National Institute of Justice

This project will develop a training program to foster diversity in the early childhood environment through pre-school curriculum enhancement and parent involvement activities, pilot and deliver the training, provide follow-up consultation and technical assistance to participants of the training sessions, and revise the curriculum and training material for final replication.

Sumru Erkut received funding from an anonymous, private foundation to develop a literature review of research focused on how chronic forms of mental illness and more age-specific disorders impact social competence and access to support across the lifespan.

Pamela Seigle and the Open Circle program received gifts from the Vanderbark Family Foundation, Patrick and Barbara Roché, the Norman Family Foundation, Roché Bros. Supermarkets, Inc., from Open Circle’s Advisory Board, various individuals, and others in memory of Rodger M. Trauman.

Joyce Shortt received funding from the United Way of Massachusetts Bay for an evaluation of the Counseling Schools and AfterSchool Initiative and from the University of Maine at Farmington for Maine After School Network School Age Child Care Technical Assistance Papers.

Nan Stein received funding from the Department of Defense to present a workshop in Houston, TX on the prevention of bullying and harassment in Department of Defense schools.

Directed individual and private funding gifts were awarded to the Critical Mass Project, directed by Samantha Berk and her colleagues, Vicki Kramer and Alison Konrad, and to the Women Artist Film Project and Bring Yourself to Work, both directed by Michelle Segalson.

Additional Funding

Georgia Hall received funding from: the California School Age Consortium (CALSAC) and the Substance Abuse and Mental Health Services Administration to gather information and report on research-based effective youth violence prevention interventions that can be implemented in afterschool programs; New Jersey After 3, Inc. to provide consultation on the implementation of their Promising Practices initiative; and the National AfterSchool Association to document their work and process on accreditation.

Anne Noonan received funding from an anonymous, private foundation to develop a literature review of research focused on how chronic forms of mental illness and more age-specific disorders impact social competence and access to support across the lifespan.

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The practice of clinical supervision holds the potential to shape both practitioners and practice, yet most supervisors have limited training in supervision and find few opportunities to discuss their supervisory practice with colleagues. By default, most clinical supervisors conceive of the supervision they provide as merely adjunct to other work. Common supervisory practices further constrain the possibilities by focusing only on the client or on client-therapist interactions, as though these can be extracted from the contexts in which they exist. By widening the landscape of relationships to consider, we acknowledge that the supervisor, supervisee/therapist, and client are all embedded within larger relational, organizational, and cultural contexts. Attending to this complexity brings essential information into the supervisory dialogue, as relational themes are understood to reverberate between and beyond the supervisory and therapeutic encounters. Relational-Cultural Theory (RCT) offers a rich foundation for understanding these dynamics.

This compilation of individual papers is based on the results of the Exploratory Study of the Impact of Legalization of Marriage on Same-Sex Couples that were presented at the American Psychological Association meetings in August 2009 in Washington DC. The introduction describes the study group process that resulted in this collaborative project, the study methods, and its limitations. Topics explored within the individual papers include: the history of same-sex marriage, how the legalization of same-sex marriage affected commitment within relationships, treatment of the couple by others, the role of religion and spirituality in the context of the decision to marry or not; and parents’ and children’s views of the impact of legalization of same-sex marriage on the experiences of children growing up in same-sex families.
We help shape a better world.

Be a part of the action—please use the enclosed envelope to support the vital role that the Wellesley Centers for Women plays in making a difference in the lives of women, men, and children. Your gift counts.

Thank you!