

4W Initiative Progress Report 2018



4W

Women & Wellbeing in Wisconsin & the World
UNIVERSITY OF WISCONSIN-MADISON

Letter from the Director

Dear Friends of 4W,

Fall of 2018 marks the fourth year of the 4W Women and Wellbeing Initiative. We are pleased to have developed a program that fosters leadership, brings research to practice to improve wellbeing, and establishes UW-Madison as a leading voice for women and wellbeing.

Our 4W leaders come from a broad array of schools and colleges with nearly all units represented. The 4W Leadership Circle is a generative space for faculty to work across disciplinary boundaries, support each other, and bring research to practice in ways that complement and go beyond what is possible in an academic department. A 2017 evaluation of 4W included interviews with program leaders and faculty. “I would not be doing this without my colleagues from the 4W Circle,” was the common refrain. It is our strategic priority to continue to support this Circle and increase our small grants program and other opportunities for collaboration for faculty and scholars, and to focus our outreach on new faculty. Providing resources and a welcoming network can offset institutional biases related to gender, race, ethnicity, sexual identity, and ability, and will enable UW-Madison to lead the way in higher education efforts to foster equity and inclusion.



Lori DiPrete Brown, 4W Initiative Director

We have launched a number of new 4W Projects. Our STREETS program, which addresses exploitation related to human trafficking for sex, is working on advocacy and policy both in Wisconsin and around the world. Our Global Artisans Initiative is now working in five countries. Our MORE project is fostering financial skills that support wellbeing and fulfillment. In partnership with the Rotary Club of Madison, we are helping thousands of girls stay in school with an intervention that includes feminine menstrual hygiene, reproductive health education, and microenterprise. We continue to develop new programs in areas where there is an important need, the potential for impact at scale, and expertise to lead the effort among UW faculty and staff.

The 4W Summit, offered in collaboration with the University of Wisconsin Women's & Gender Studies Consortium, and with the sponsorship of many campus units, brings leading global voices to UW-Madison and brings scholars together from Wisconsin and beyond. This event inspires, challenges, and nourishes all who attend. We aim to develop this program over time as a place where emerging leaders from Wisconsin and around the world are recognized and given a voice, and we hope to increase accessibility through scholarships and free sessions.

The opportunities for women in our world today are as great as the challenges. We who are involved with 4W—faculty, staff, students, supporters, and community partners—find hope, joy, and purpose in this shared work. We proceed with the awareness that we ourselves are a work in progress. We aim to grow in our ability to place the lived experiences of women and historically marginalized people at the center of our concerns. It is by directing the assets of UW-Madison toward these concerns that we make life better for women, make the world better for all, and provide an example of the ways in which higher education can engage in transformative societal change.

Sincerely,

A handwritten signature in black ink that reads "Lori DiPrete Brown". The signature is fluid and cursive, with the first name "Lori" being particularly prominent.

Lori DiPrete Brown
Director, 4W Initiative

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The 4W Women and Wellbeing Initiative is a campus-wide effort convened by the School of Human Ecology, Global Health Institute, and Department of Gender & Women’s Studies.

4W Conveners: Engaging Our Campus



Rebecca Blank, PhD
Chancellor, University of Wisconsin-Madison

“The School of Human Ecology, the Global Health Institute and the Department of Gender & Women’s Studies have created 4W with a strong partnership that brings together top researchers from many fields to focus on one central question: How do we harness the power of scientific knowledge to improve the lives of women around the world? This program can have a deep and lasting impact on women, their families and their communities. And by creating international leadership and service learning opportunities for our students, 4W will inspire a new generation of scholars dedicated to women’s health and well-being.”

Soyeon Shim, PhD
Dean, School of Human Ecology, University of Wisconsin-Madison

“When women suffer, everyone suffers—men, children, communities and families. The challenges facing women in Wisconsin and around the globe are multifaceted, thorny, and stubborn. Big problems need big thinkers. The 4W Initiative brings together alumni, students, innovators, philanthropists, entrepreneurs, and communities to find answers where none exist, and to do so with empathy. That’s why I am proud to be part of this initiative, and excited about the future.”



Jonathan Patz, MD, MPH
Director, Global Health Institute, University of Wisconsin-Madison

“Women hold the key to health at home, in their communities, across their nations, and around the globe.”

Aili Tripp, PhD
Chair, Department of Gender & Women’s Studies, UW-Madison

“Gender & Women’s Studies scholars are engaged in gender analysis to better understand how women the world over are striving to improve their livelihoods, health, education, role in politics, and other concerns. The 4W Initiative allows for collaborative synergies across campus and beyond around these issues.”



4W Mission and Vision

Our Mission

To leverage the strengths of UW-Madison to be a convener and leading voice in education, applied research, and impactful engagement to promote global wellbeing and full participation of women in society.

Our Vision

To make life better for women and make the world better for all.

The Challenge

In Wisconsin and around the world, women experience challenges to their health and wellbeing that are rooted in underlying inequalities related to gender, race, poverty, and other factors.

- 222 million women and girls do not have access to family planning. In Wisconsin, high racial disparities in infant mortality rates show that better access to quality healthcare is needed for *all* women and children.
- Women experience a 23% pay gap around the world, and 49% percent of women are in vulnerable or informal employment. In Wisconsin, women earn only 78% of what men in equivalent roles earn.
- Globally, over 31 million girls do not have access to primary school. Research in the U.S. shows that when women attain higher education, they are disproportionately impacted by sexual harassment and assault, which impact educational success and professional development.
- The effects of natural disasters, humanitarian crises, forced migration, pollution, scarcity of food and water, and climate change disproportionately impact women.
- Only 22.8% of national legislative seats around the world were held by women in 2016. In the Wisconsin legislature, this ratio is only 23.5%. Among the top 500 companies in the S&P 500, only 24 had women CEOs in 2015.

Women’s underrepresentation is a missed opportunity in leadership for preserving the environment, building peace, and creating sustainable communities.



The 4W Response: The Special Role of Higher Education

Higher education has a unique role to play in making life better for women. Since 2014, the 4W Initiative has established UW-Madison as a leading voice in gender and wellbeing. 4W provides a collaborative, interdisciplinary space for networking, leadership development, innovation, and project development and implementation.

We believe that every woman has a right to be free from unjust suffering, to have basic needs met, and to thrive. Our major impacts are in three areas:

4W Programs: Taking Research to Practice and Practice to Scale

Our faculty and students engage women and their communities directly, and we also build capacity to make change by engaging with civil society actors, the private sector, and policy-makers to improve their practice.

We work to bring research to practice and good practices to scale in Wisconsin and around the world. Institutions of higher education are uniquely positioned to provide evidence from research that promotes wellbeing and gender equity, to identify promising solutions, and to work with partners to implement social change at scale.

4W Platforms: Bringing People Together Around Pressing Issues Related to Gender and Wellbeing

We bring people together to respond to pressing issues related to gender and wellbeing.

Each spring, the Annual 4W Summit, offered in partnership with the University of Wisconsin Women’s & Gender Studies Consortium, brings scholars, practitioners, activists, and community together in Madison. The Summit is presented in conjunction with the J. Jobe and Marguerite Jacqmin Soffa Lecture.

These activities take place under the auspices of the UW-Madison UNESCO Chair on Gender, Wellbeing, and a Culture of Peace, part of a global network of UNESCO institutions serving as think tanks and bridge builders between academia, civil society, local communities, research, and policy-making.

4W People: Cultivating Leadership

We cultivate leadership in students and scholars who connect with each other through 4W and our affiliated programs.

In addition to our scholarly community, thanks to a proactive grant seeking strategy, partnerships, and generous gifts from alumni and friends of UW-Madison, 4W is able to directly support undergraduate, graduate students, and faculty through internship and funding support.

4W connects people across the university, and participants report a feeling of community, a sense of voice, and a validation of their work.

4W Programs: Taking Research to Practice and Practice to Scale

Through an array of intentionally selected programs, 4W leverages the strengths of higher education to make positive social transformation a reality. University-based scholars bring knowledge, skills, and evidence about what works into practice. They also help organizations assess the impacts of their work, learn from challenges, and apply learning to replicating and/or scaling up good practice.

4W programs work with all women from a range of socioeconomic and social contexts, including poor farmers in Kenya, historically marginalized women in Wisconsin, and philanthropists from around the world. In all of these settings, we work with women and communities directly. We also provide support to organizations that seek to use the tools of research to understand the impacts of their programs and plan for improvements that incorporate and privilege the perspectives of women. 4W programs begin with the lived experiences of women and support women to move from suffering, to subsistence, to thriving; we believe that thriving is possible for everyone.

4W is developing an evidence-based, participatory, and holistic framework to understanding wellbeing. This model guides our dialogue with women around the world and related research and program development.



4W Programs: Taking Research to Practice and Practice to Scale



What are the 4W Core Principles?

Every 4W program applies all of the following values to its work. For each, gender is a starting or leverage point to enable more holistic inclusion of historically marginalized identities.

Basic Needs and Human Rights

Assuring access to food, water, sanitation, housing, education, health care, and safety from harm. Addressing poverty with economic opportunity, promoting human rights and a culture of dignity, agency, and respect for women, girls, and all people.

Equality

Promoting laws, policies, cultural practices, and skills that foster fairness and justice for women, in relation to personal safety, property, employment, and management of personal finances and wealth. Particular attention will be given to assuring equality for women in the context of marriage, family, kin, and community networks.

Leadership and Voice

Fostering leadership, empowerment, and institutional transformation in the private sector, government, civil society, and communities. From corporate stewardship to political leadership, small business development, and community organization, women prosper and thrive as they contribute to the wellbeing of their communities and society.

Sustainable Community

Framing efforts in the context of global eco-justice toward community life and engagement with the natural environment that integrates sustainability, function, and beauty. Reimagining the commons, the meaning of home and sense of place, and the ways that human development and liberation can be realized in our 21st century context of mobility, migration, and globalization.

UW-STREETS
(Social Transformations to End Exploitation and Trafficking for Sex)

Araceli Alonso, Jean Geran, Lara Gerassi, & Amy Bintliff



Jean Geran speaks at the Vantage Luncheon on Human Trafficking as a Local and Global Issue, June 2017.

Social Transformations to End Exploitation and Trafficking for Sex (STREETS) is contributing to the end of human trafficking through education and action research that is grounded in the perspectives and preferences of survivors. STREETS aims to impact communities locally and globally and become an effective voice in the legal and policy realm. STREETS has been a part of 4W since its inception in 2015, and is supported by the Diermeier Foundation.

Our Project

Our goals to effect change and confront human trafficking are: 1) to develop educational content and training materials related to sex trafficking (grounded in research and survivor perspectives); 2) to become a research to practice bridge between the university and civil society actors working on these issues, including survivors themselves. We promote this work and amplify the efforts of others by: 3) making STREETS a network of global research and partnership opportunities. Finally, we support

the researchers and practitioners of tomorrow by: 4) creating internships and mentoring related to anti-sex trafficking work for UW students.

Activities and Impacts

Research, educational content, and training materials

- Worked with UW Continuing Education on modules for training professionals about sex trafficking and conducted training workshops at UW School of Medicine and Public Health.
- Produced a working paper on the outcomes and recommendations from the 2015 STREETS of Hope Forum, including recommendations for outcome measures for programming informed by survivor perspectives.
- Conducted online research on sexual exploitation in the classified advertising website, “Backpage” in Madison.



Dr. Debbie Lassiter, CEO of Convergence-Milwaukee and Dr. Mark Lagon, former U.S. Ambassador-at-Large to Combat Trafficking in Persons were STREETS-sponsored speakers at Vantage Point events in Madison.

- Worked with the Spanish Anti-Trafficking Network and four Spanish universities, as well as civil society and university partners in Texas to create new courses and build capacity for a comparative cross-border research project supported by a European grant.
- Supported a qualitative, grounded-theory study with human trafficking survivors and educators on better practices on human trafficking education in U.S. schools.

Research-to-practice bridge and networks of global opportunities

- Expanded international partnerships in Spain (Spanish Anti-Human Trafficking Network); Japan (Light-house); Singapore (National University of Singapore); Cambodia (Hagar International); Romania (Fundatia Usa Deschisa-Bucharest); and Moldova.
- Supported local partnerships including the Wisconsin Anti-Human Trafficking Consortium and organized or participated in over 10 art exhibits and projects related to human trafficking in Madison and other Wisconsin cities; developed arts-based education/prevention program on representations of women.
- Deepened Project Respect partnership through healing arts-based survivor workshops and support for a survivor programs coordinator.

Next Steps

- Organize a STREETS of Hope Forum in Madison (July 2018) around themes of victim identification, case management, and trafficking in the context of migration.
- Develop networks in Madison and globally toward the creation of a university and private sector coalition, Juvenile Life Information Exchange Network (JULIEnet), using open-source technology to improve practice in the anti-trafficking and child protection sectors.
- Implement comparative cross-border research agenda in Texas and Spain and southern borders of Mexico/U.S. and Morocco/Spain.
- Support the work of the first state anti-trafficking regional hub in Outagamie County, WI through applied research and advice on standard-setting for survivor services

- Engaged with the UNESCO global platform through the UW UNESCO Chair on Gender, Wellbeing, and a Culture of Peace.
- Represented STREETS at 14 academic and policy forums, including a plenary at the 2017 4W Summit.

Education and mentoring for UW students

- Matched five student interns with local organizations and one with an organization in Spain; awarded funding to support Force for Freedom, a UW student-led organization; created a new undergraduate field course to educate UW students about the transnational challenges of human trafficking in Spain and the Mediterranean; and developed an independent study curriculum on trafficking challenges in SE Asia.
- Implemented three field courses in Spain; formalized curriculum on trafficking challenges in SE Asia; held multiple guest lectures in trafficking-related courses; continued work with five graduate and undergraduate assistants, providing networking, research, and professional development opportunities.

Global Artisans Initiative

Jennifer Angus, Julia Fillingame, Carolyn Kallenborn, & Lesley Sager



Reca, Mary, and Angeline with yarns for Kiondo making, Tharaka-Nithi, Kenya.

Over the last three years, the Global Artisans Initiative (GAI) has grown out of long-standing relationships between project leaders and communities in Ecuador, Mexico, Kenya, India, and Nepal. At these sites, leaders seek to empower artisans and their families through the promotion of their handicrafts, which supports community wellbeing and strengthens cultural heritage. GAI brings together the UW-Madison community of students and experts with artisans from around the world in collaborative projects and a horizontal learning exchange. The program was launched in the fall of 2014 with a generous gift from Sue Bakke, a three-year award from the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment, support from the Global Health Institute, and additional funding from the Business School, the International Internships Program, and the Latin American, Caribbean and Iberian Studies Program at UW-Madison.

Our Project

GAI empowers artisans around the world by providing resources to address common challenges in productivity and marketability. These include designing product collections differentiated by consistent finished quality and the use of high-quality source materials, as well as identifying, educating, and connecting to potential customers. GAI leaders and the students participating in their courses and internships collaborate with artisans to enhance product design and source raw material; they host sales and events to sell artisan products and engage the public; and they create and maintain feedback loops with artisans. Artisans—often women, who may have few other opportunities to participate in income generation—use their increased income to pay for healthcare, education, and meet other basic needs for their families. Artisans also express a sense of pride, excitement and confidence in their work. Their work has built relationships within and across



Basketmaking at Women's Skill Center, Sauraha, Nepal.

communities, through emerging networks of artisans sharing stories, experiences, and techniques. GAI also prepares UW Madison students for a lifetime of meaningful contributions by developing skills in innovation, design thinking, and cross-cultural collaboration that will serve them in their future work in Wisconsin and around the world.

Activities and Impacts

Enhanced production for community wellbeing

- GAI has engaged twelve artisans' groups across five countries: Ecuador, Mexico, Kenya, India, and Nepal.
- Artisans from all sites have gained access to new markets, as a result of networking and enhanced production practices. These new sites include international and national crafts fairs, as well as exhibitions in Madison. Sales in Madison alone have exceeded \$18,000 in FYs 14-15 and 16-17.
- GAI has helped to initiate a model network of four artisans' groups in Mexico, including establishing a sales outlet.
- In 2017, GAI affiliated with the non-profit Merry-Go-Strong, which allows greater flexibility for revenue producing activities including sale of products and grant applications.

Next Steps

- Expand the number of existing Design Studies courses which host projects to address the needs of our artisan partners. New initiatives are beginning with embroiders in the village of LaCalara, Ecuador, the basket (kiondo) makers of Kenya, and weavers in Oaxaca, Mexico.
- Recruit interns to meet requests from organizations in Nepal and Mexico. Double recruitment for Summer 2018.
- Fundraise through partnership with Merry-Go-Strong to become economically sustainable, increase offerings of funded internships, and support professional development activities for artisan partners.

Student learning

- Almost 100 students have taken the two courses involved with GAI, "Design Thinking" and "Global Artisans and Radical Collaborations." With the formalization of "Global Artisans" as a regular course offering at the School of Human Ecology, it is anticipated that enrollment will increase substantially in coming years.
- Six undergraduate and seven graduate students have participated in on-site internships in Mexico, Ecuador, India, Kenya, and Nepal. These placements provide experience critical to launching students' post-graduation careers.
- A student field course in Ecuador has been offered annually in collaboration with the Global Health Institute.
- The Radical Collaborations lecture series has brought in a wide range of retail, fair trade, and indigenous artisan speakers, including a visit by an embroidery artisan from Mexico.
- GAI supported the initiation of the Wisconsin Without Borders Marketplace (WWBM), a student organization that promotes and sells artisan products online and around campus. In 2017, WWBM became an independent organization.

MORE: Money + Relationships + Equality

Christine Whelan



Equal from the Start is a workbook for couples who will be moving in together or getting married in the near future and would like to discuss their financial histories, personalities, goals, and future household.

The MORE (Money + Relationships + Equality) Initiative was created to establish equality for women and men in relationships, family life, and financial decision making, while embracing the central questions of self-worth, purpose, and meaning-making throughout the life course. MORE was initiated in partnership with the 4W Initiative in 2014, with support from the late Lorna Jorgenson Wendt.

Our Project

MORE educates women and men of all ages, in classroom settings and beyond, with the understanding that full equality for women cannot be accomplished without education and behavior change of the men with whom they partner. MORE is founded on the Wisconsin Idea principles of outreach, research, and education. MORE achieves its goals through an integrated program of research, outreach, and teaching.

MORE uses a research synthesis approach to integrate the best evidence on the study of dual-career marriages; women's earnings and divorce; financial and relationship self-help guides; the importance of premarital counseling, communication, and support within marriage; the role of community in long-lasting partnerships; and the special challenges of women in non-traditional work and financial situations.

Using this evidence, MORE produces outreach materials available on their informational website, which are publicized in Director Christine Whelan's press features and speaking engagements. These include: diagnostic tools to help couples learn their money "types" prior to entering a marriage, among other opportunities; accessible workbooks on financial equality and philanthropy at various stages of the relationship.



Next Steps

- Develop resources for low-income families and non-nuclear household formations, such as single mothers.

Finally, drawing on research and outreach materials, MORE offers students a valuable education in financial equality through the UW-Madison School of Human Ecology, featuring specialized courses on the intersection of relationships and finances, consumption, and wellbeing.

Activities and Impacts

Workbook and checklist development

- *Equal from the Start* is a workbook for couples who will be married or cohabiting in the near future. Two additional workbooks under development, *Committed to Equality* and *Giving Together*, focus on established long-term relationships and philanthropic decision-making. Eleven 'checklists' provide tips and guides on topics ranging from decision-making on merging money, money management for wellbeing, talking about money, making financial resolutions, and holiday spending.

Outreach and publicity

- MORE received 20 press mentions in 2016 alone, including U.S. News & World Report, TODAY.com, The Washington Post, Wisconsin Public Radio, The Houston Chronicle, the New York Times, and The Huffington Post. MORE also partners with the UPENN Family Resources Network and the Council on Contemporary Families. Director Christine Whelan also does direct outreach work through her extensive speaking engagements at universities, philanthropic organizations, and businesses (for a complete list, please see: <http://www.christinewhelan.com/speaking/>)

Course development

- MORE has taken the lead on a new Consumer Science course, CS173: Consuming Happiness, to explore the intersection of money and wellbeing, and CS273: Finances & Families. MORE has played a pivotal role in creating and teaching InterHE 201: Belonging, Purpose and the Ecology of Human Happiness (EcoYou). As of 2017, over 800 students have taken these courses.

Change HERstory: Menstrual Hygiene Management in Ghana

Mary Crave in collaboration with the Rotary Club of Madison



Here girls in Zenu, near Tema, after a late May training, show off their kits that include reusable pads, liners, panties, and soap. (Photo by Mary Crave)

Lack of safe menstrual hygiene supplies keeps a large proportion of girls out of school for a few days every month, eventually affecting grades, attendance, and likelihood of progress to graduation. 4W teamed with Rotary International and Days for Girls to provide free reusable sanitary pads and training to more than 4,500 junior high school girls in Ghana in 2017 through the Change HERStory project. The accompanying training for both boys and girls helps remove some of the stigma associated with menstruation and helps girls feel more confident and focused in school.

This new project aims to improve girls' attendance in school by providing reusable menstrual hygiene kits and by increasing girls' confidence and decreasing stigma through education. It also supports enterprise development by training women to make the kits locally. The project is a partnership among 4W; Rotary Clubs of Madison, Fort Atkinson, and Viroqua in Wisconsin and Tema-Meridian in Ghana; and Days for Girls.

Our Project

There are many barriers to girls' attendance and success in school in Ghana and around the world. In Ghana, a vulnerable time for girls is the transition from primary school to junior high school and the onset of puberty. When girls drop out, they are more like to marry and/or become pregnant early. Without adequate menstrual hygiene supplies, girls miss 3-5 days of school each month, which, even if they remain in school, impedes



International Menstrual Hygiene Day provided an opportunity to officially launch the Change HERStory project near Kpone Katamansu, Ghana. A collaboration between 4W (represented by Mary Crave), Rotary International (represented by Tema-Meridian Rotarians) and Days for Girls (represented by then-country director Bernice Ankrach) provided funds and support to distribute menstrual hygiene kits to 4,500 junior high school girls. The girls and their male classmates also had training on menstrual health and confidence-boosting strategies. (Photo from Mary Crave)

academic success. In addition to the lack of supplies and facilities, girls and boys both suffer from a lack of accurate and complete knowledge about menstruation, resulting in stigma. Each female kit recipient receives 2-3 hours of training on adolescent reproductive physiology, basic hygiene, menstrual management, and self-defense. Boys' "Men Who Know" curriculum focuses on male physiology and learning how to be supportive of rather than shaming girls.

Activities and Impacts

- Trained girls and boys in 19 junior high schools in a peri-urban area (Kpone Katamansu) of Ghana, reaching 4,629 girls with kits as well as training and 3,774 boys.
- Trained two teams of four-five women each in kit enterprise development.
- Built the capacity of partner Days for Girls by improving training methods for the school outreach Ambassadors, implementing a more credible and rigorous evaluation system, accessing university human subjects protection approval, and bringing

Next Steps

- Expand training and distribution of another 11,000 kits in rural, low-income districts in the Eastern Region of Ghana and form new enterprise teams via partnerships with 4-H Ghana and additional Rotary clubs in Wisconsin and the Koforidua-New Juaben club in Ghana. Link with a Ghana-wide USAID-Rotary International school water and sanitation project.
 - Provide additional support for Ambassadors to make training relevant and engaging for students, including developing an educational game.
 - Continue to develop capacity for program management, proposal development, and evaluation in project partners.
- together partners for program sustainability.
- Worked with Rotary Club of Madison to contribute expertise and build capacity in program design, training, Ghanaian culture, partnership development, and evaluation processes.

Tracey Holloway



ESWN Leadership Board pictured in November 2016 at the University of Pittsburgh: (Back row, L to R) Emily Fischer, Meredith Hastings, Becca Barnes, Aisha Morris, Asmeret Berbe, Christine Wiedinmyer, Melanie Harrison Okoro, Tracey Holloway; (Front Row) Erika Marin-Spiotta, Manda Adams, Melissa Burt, Maura Hahnenberger. (Not pictured: Rachel Licker)

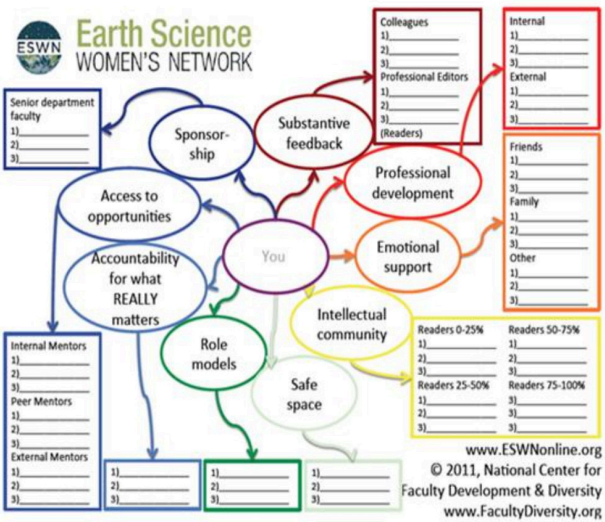
The Earth Science Women's Network (ESWN) began in 2002 as an informal network of women in the early stages of their careers, with a mission to promote career development, build community, provide opportunities for informal mentoring, and support professional collaborations. Since then, ESWN has grown into a community of over 3,000 members across more than 50 countries, registering as a 501c3 in 2014. ESWN became a member of the 4W project network in 2014.

Our Project

Women receive 39% of undergraduate degrees in the earth, atmospheric and oceanic sciences, yet make up only 20% of geoscience faculty, and even fewer at the full professor level. ESWN believes that a more diverse and equitable scientific community—not only in terms of gender—leads to greater scientific innovation and productivity. When gender and other forms of bias deter young scientists from entering and succeeding in the scientific workforce, it harms science and all of society. This is why ESWN's mission is "Supporting the scientists of today and welcoming the scientists of tomorrow."

Activities and Impacts

- Portfolio of online and in-person activities, supporting our growing membership of women scientists, as well as men and women in a wide range of STEM disciplines.
- Membership in ESWN online communities continues to grow steadily, reaching above 3,000 in 2017.
- Organizing workshops, professional development meetings, and networking opportunities for young scientists throughout the year, including a 2017 science communications workshop at George Mason University in D.C. and a portfolio of events at the 2017 American Geophysical Union (AGU) Meeting in New Orleans.
- Extending the ESWN peer-mentoring model to first-year undergraduate women, with pilot studies funded by SF in the Front Range (Colorado/Wyoming) and the Carolinas (North and South Carolina), funded by the NSF for five years.

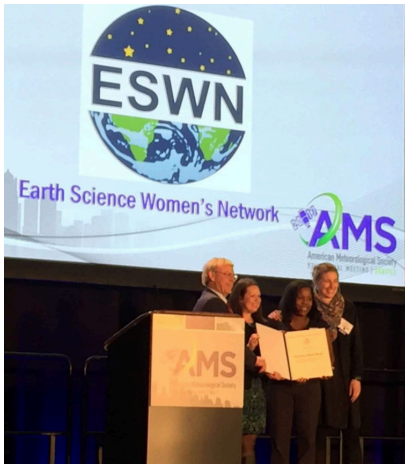


- Received a special award from the American Meteorological Society in January 2017 for inspirational commitment to broadening the participation of women in the earth sciences, providing a supportive environment for peer mentoring and professional development.
- ESWN Science-A-Thon (#DayofScience) celebrated science and scientists from June 18 to June 22, as participating scientists shared what their daily work is like through pictures and social media. ESWN raised over \$32,000 for its ScienceForward Initiative.
- Established a \$75,000 endowment through the Madison Community Foundation campaign in 2017, including a \$25,000 generous MCF matching grant; we are still working to create a \$150,000 total endowment in 2018.
- In 2017, leaders in the ESWN network, led by Dr. Erika Marín-Spiotta at UW-Madison, reviewed a four-year, \$1.1 million grant from the NSF ADVANCE program to increase the participation and advancement of women in academic science and engineering careers, in part by improving work climate conditions to eliminate sexual harassment.

Next Steps

- Launching a new initiative, ScienceForward, in 2017, which builds on-ramps for students to engage in STEM through advice, role models, and empowerment, based on best practices from ESWN's experience.
- Advancing work funded by NSF to engage college students in STEM and to combat sexual harassment in science (details above).
- Continuing activities to support women in the earth sciences and beyond, including events at the 2018 American Meteorological Society Meeting in Austin, and the 2018 AGU Meeting in Washington, DC.
- Participating in the 2nd Annual Science-A-Thon June 18 to 22, 2018. Find out more at <https://www.scienceathon.org>.
- Aim to raise \$50,000 in 2018 to qualify for the remaining \$25,000 MCF matching grant, and meet our \$150,000 total endowment goal.

To learn more about ESWN and its other sponsors, please visit <https://www.eswnonline.org/>.



In January of 2017, the Earth Science Women's Network received a special award from the American Meteorological Society for inspirational commitment to broadening the participation of women in the Earth sciences, providing a supportive environment for peer mentoring, and professional development. ESWN's activities "have been shown to remove feelings of isolation and help women in the geosciences overcome barriers to professional advancement." Thank you to the American Meteorological Society!

Malawi: Strengthening Education and Global Development

Nancy Kendall, Zikani Kaunda, Sophia Friedson-Ridenour, & Lori DiPrete Brown



Agogo Madalo with her three granddaughters and great-grandson, part of the CIRCLE Corps project in Malawi.

Our interdisciplinary 4W Team is building on over a decade of engagement in Malawi led by Dr. Nancy Kendall. These efforts aim to make change at the community level and inform national policy. The work is based on the belief that education, broadly defined to include school-based programs and the many non-formal education spaces in society, is both central to and essential for development—especially in creating equity and voice for women and girls.

Monitoring and Evaluation for Quality Improvement (MEQI)

MEQI takes the point of service provision, whether in education, health care, social services, or other development efforts as the entry point for change, providing a tangible, practice-oriented grounding for participants to envision quality. Initial success creates an organizational

climate conducive to change and gives team members the skills and cohesion they need in order to take on more complex organizational processes. Iterative cycles of reflective analysis and action foster change and help identify system components or processes that need to be redesigned. Outcome measures that emerge from this process are readily understood and accurate, and evaluation and reporting are part of an ongoing improvement process. The MEQI effort began in summer 2017 with an exchange visit from Dr. Zikani Kaunda, a Malawian leader in education and organizational development. We anticipate working on health, education, agriculture, and other critical development activities and having national impact within five years.



The MEQI Approach

Building a culture of quality

What does quality look like? Learn to collectively envision what quality looks like at point of service delivery to help articulate shared goals and values. Learn to think about the different dimensions of quality. Learn how participatory monitoring and evaluation approaches support an institutional culture that emphasizes quality and quality improvement as the work of each and all.

Continuous assessment for improvement

How is this working here and now? Learn to build a critical, reflective practice that regularly makes real time adaptations to fit changing contexts and avoid rigidity of implementation. Ensure that this learning process is fully incorporated into institutional/project/program monitoring and evaluation frameworks to assure alignment between institutional practice and external assessment of performance and accountability.

Ensuring equity

Does everyone have a voice? Does everyone feel heard? Ground work in the lived experiences of those being served, and treat the MEQI processes as a reciprocal learning exchange. Ensure that indicators and program outputs reflect the understandings and interests of those being served.

These projects have been supported in part by the Spencer Foundation and the African Studies Program.

CIRCLE Corps

Informed by MEQI principles, CIRCLE Corps (Community Initiative for Resilience and Collective Life Enhancement) centers the lived experiences of grandmothers who are providing care and a social safety net for children impacted by AIDS, environmental and social changes, and extreme poverty. The program will train young people as extension workers to provide needed services to grandmothers and their kinship networks, in combination with other kinds of basic support to stabilize family life.

Mapping the Two-Way Relationship Between Climate Change & Education

The education of tens of millions of children is threatened by climate change and its multifaceted interactions with endemic poverty, conflict, gender discrimination, and diseases. This project maps the two-way relationship between climate change and education in Malawi and Ghana. Mapping the interrelated consequences of climate change and education is crucial because education systems are struggling to adequately recognize and respond to looming systemic threats. This two-way mapping is urgently needed to help educators and policy makers think holistically and critically about how to empower students, families, and teachers with the skills, knowledge, and capabilities needed to navigate rapid change.

One Health and Girls' Empowerment in Ghana

Christopher Olsen, Mary Crave, & Sophia Friedson-Ridenour



4-H (Head, Heart, Hands, and Health) is a partner in the One Health and Girls' Empowerment curriculum pilot in Ghana. The lessons address two key focuses of 4-H Ghana: health and leadership, and complement special programs on gender equity. Basic sanitation at schools is part of the One Health concept and important in helping girls feel safe and confident in the school environment. (Photo by Mary Crave)

One Health refers to the interdependence of health (and disease) among humans, domestic and free-ranging animals, and their shared ecosystems. It also embodies an integrated, multi-disciplinary approach to tackle important public health problems. This project was supported by an Ira and Ineva Reilly Baldwin Wisconsin Idea Grant.

Our Project

This project, carried out in partnership with 4-H Ghana, developed 15 new 4-H lessons incorporating girls' empowerment and One Health precepts into the 4-H curriculum as they relate to agriculture, health and well-being, livelihoods, life skills, and leadership. By enhancing young women's wellbeing, we strengthen agricultural productivity and family food security, reduce poverty, improve education, and ultimately advance health and wellbeing for all.

Including Girls' Empowerment modules with One Health also addresses the issue of girls falling out of the educational system.

Activities and Impacts

Learning outcomes

- Developed and tested curricula for junior high school 4-H clubs on One Health and gender empowerment. Almost 1,000 students received the new curricula through their 4-H programs in 18 junior high schools in the Eastern Region of Ghana.
- Evaluated outcomes, learning that teachers found the material appropriate and important to students; students reported using material in their daily lives. Full student impact results are still being analyzed.



Mary Crave teaching in Ghana, 2016. (Photo by Chris Olsen)

Building civil society capacity

- Held a 1 ½-day training session for 4-H and AgriCorps staff focused on active-learning pedagogies, program management, and measurement and evaluation, and organized a three-day training conference for 19 4-H leaders/school teachers from selected schools. The workshops focused on both the content of the lessons and active, student-centered learning, including demonstration of active-learning methods of teaching.
- 90-100% of teachers "very much agreed" with statements indicating that the conference expanded their: knowledge of One Health and girls' empowerment; ability to use active teaching methods; excitement and comfort with teaching the topics; and understanding how to create gender-friendly learning environments.

Next Steps

- The curriculum will be adapted to Sierra Leone, and potentially extended to undergraduate university curriculum, in partnership with the University of Sierra Leone.
- The field course will be continued this year.
- 4W is involved in a menstrual hygiene management (MHM) project in Ghana, building on partnerships with 4-H Ghana and adapting girls' empowerment lessons to reinforce MHM training. (see pp. 14-15, this report).

Propagating good practice

- Presented results as part of the 4W 2017 Annual Summit and the UW-Madison Fall 2017 One Health Colloquium.
- Ran a UW-Madison field course, Ghanaian Health and Food Systems: Intersecting influences of human, agricultural, and environmental health on wellbeing, with 12 undergraduates participating in its first year.
- Related to but distinct from this project in Ghana, the UW-Madison 4W Initiative and Global Health Institute, in collaboration with the USDA, convened national and international leaders to consider current agricultural and research policies through the dual lenses of gender empowerment and equality and One Health thinking. A paper based on the proceedings is under review for publication.

Women's Empowerment in Agriculture

Sophia Friedson-Ridenour, Sweta Shrestha, Mary Crave, Janet Hyde, & Cassandra Ofori

Our Project

The international development community has focused on women's empowerment in agriculture as a means of achieving development goals such as the eradication of poverty and increased food security. In practice, however, what has emerged is an over-emphasis on the economic dimensions of empowerment and a preoccupation with individual agency and choice as the primary drivers of change.

Research in Women's Empowerment in Agriculture in Ghana developed out of concern over the proliferation of individualistic, economic asset- and choice-based frameworks for understanding and measuring women's empowerment, particularly the Women's Empowerment in Agriculture Index (WEAI), a survey-based assessment used to track changes in women's empowerment that are a direct or indirect result of Feed the Future programming. By exploring the limitations of economic-based approaches to empowerment and individualistic decision-making and choice frameworks, the goal of this research was to contribute to an evidence base that could be used to expand the way development programs conceptualize, implement, and measure women's empowerment.

Activities and Impacts

Fieldwork was completed in two farming communities in northern Ghana in May of 2016 by a team of three UW researchers and four Ghanaian research assistants. Data was collected through individual interviews, focus group discussions, transect walks, and participant observation.

Findings suggest that the economic and material dimensions of women's lives are only one important element of change embedded in interdependent social and familial relations, cultural practices, and power structures. When economic and material dimensions of empowerment are privileged over others—as they often are—it is less likely that we will see and respond to empowerment from a perspective of deep social embeddedness, or as an open-ended process of social change.

Research findings have been presented at UW-Madison and the 2017 American Anthropological Association annual conference, and a publication is under review.

Next Steps

By continuing to seek presentation and publication opportunities, this research will push the development community and scholars to consider how to approach empowerment as an open-ended process of social change, and use this as a starting point for development programming that has historically taken an instrumentalist approach to women's empowerment.



Woman leads focus group discussion on women's empowerment in agriculture.

Leadership in Women's Philanthropy

Martha Taylor & Marit Barkve

Women's philanthropy has emerged over the past 40 years as a field where women have invested their intellectual, financial, social, and cultural capital in order to improve the world around them. This project aims to highlight a "new frontier" that is sensitive to women's approaches to giving.

Our Project

This project seeks to raise awareness within the field of Women's Philanthropy, via a collaborative approach, by working with potential women philanthropists in communities around the world to develop networks and continuing education resources for leadership development.

The Women's Philanthropy and Leadership program complements work of other organizations, including the Women's Philanthropy Institute at the Lily School of Philanthropy at Indiana University, Women Moving Millions, Women's Donor Network, Women's Funding Network, and Women's Collective Giving Grantmakers.

Activities and Impacts

- Collaborated with the University of Monterrey (Mexico), including a two-day continuing education course on women's philanthropy for 40 women leaders.
- Collaborated with the Wisconsin Philanthropy Network to develop regional continuing donor education courses for individual and family philanthropy, including a replicable one-day curriculum.
- Collaborated with 11 Women's Funds in Wisconsin on joint projects and leadership development, including several one-day symposia.
- Secured funding for future activities thanks to the Jacquelyn and Gregory Zehner Foundation.

Photo: 4W leader Martha Taylor (pictured here second from the right) with women philanthropists in Monterrey, Mexico in September 2017. Sponsored by the University of Monterrey, Taylor and Sondra Shaw-Hardy (far right) taught a two-day certificate class in philanthropy and women's leadership to an active group of women leaders. They are considering a giving circle and other strategies for impacting their community and beyond. While at the UM, Taylor also visited with faculty and students from the innovative nonprofit and civil society program areas.

Next Steps

- Convene a one-day session for the Alliance of Wisconsin Women's Funds to facilitate planning and provide educational opportunities to identify leadership development priorities.
- Host a forum on women's philanthropy in congruence with the 2018 4W Summit where we will discuss strategic thinking on women and philanthropic leadership in higher education.
- Create an annotated bibliography of quality sources available for the field of women's philanthropy to be distributed to project partners. Accompanying this annotated bibliography will be a repository of articles, a white paper detailing the state of the field of women's philanthropy in higher education, and a PowerPoint, and short video(s) featuring the voices of philanthropic leaders.





4W Leader Araceli Alonso with her rafiki (“friend” in Swahili) and family at her house in the village of Godo, Kenya. This special friendship, facilitated through visits and written letters, launched the movement of Health by All Means, 2016.

The primary focus of Health by All Means (HbAM) is to create change from within communities to improve health outcomes and the general wellbeing of women and girls, especially in the Global South. HbAM started in 2009 in rural Kenya as Health by Motorbike, providing health education for women and adolescent girls through “train-the-trainers” programs and through the basic distribution of health services on mobile clinics via motorbikes. The project has since expanded to the Gambia, Bolivia, and the Brazilian Amazon.

Our Project

HbAM provides long-term health training and community health outreach for adolescent girls, training them as youth health workers. The program uses service learning as a major method of health promotion, and students are trained to translate their UW-Madison learning into action and service. All project goals and activities are shaped by four core principles:

- A gender transformative approach: In each site, the project seeks to identify the upstream causes of gendered inequities in health outcomes and supports women and girls as they support each other to challenge the status-quo in the spheres of gender norms, educational opportunities, and poverty.
- Non-hierarchical relationships: The project ensures that the activities and relationships between academia and the university are driven by community priorities.
- Mutually beneficial programming: Student programming centers expressed community needs and dedicated reflection and time to build meaningful, human connections.
- Fluid sequencing: The passage from one stage to another is a constantly evolving loop: feedback from initial activities spurs new initiatives; ideas from community members help to creatively adapt implementation to more accurately reflect cultural realities.



Tailoring school for girls and women in HbAM’s Community Health Center in the Lunga Lunga settlement of Kenya’s Kwale County, 2016.

Activities and Impacts

Global impacts and community wellbeing

- Since 2009, HbAM has reached approximately 70,000 people in Kenya through its Community Health Center for women and girls, and through the Mama-Toto Mobile Clinic—one of its most successful programs—to reach the most isolated communities. 60 community health workers have been trained on basic health promotion and disease prevention.
- Since 2015, HbAM has worked with Bolivian activist and women’s health leader Nidia Bustillo to compile knowledge of women traditional healers. Approximately twenty adolescent girls and boys in the mining communities of Oruro and Potosí were trained in topics identified by the community: disease prevention; hygiene promotions; and domestic violence and abuse prevention.
- HbAM has partnered with Gambian organization Starfish International in the village of Lamin to discuss partnership strategies to replicate the model with adolescent girls and adapt it to the local needs.
- In each location, HbAM works with local civil society organizations and government agencies in a process of mutual learning and capacity building.

Student Learning

- For five years, twelve undergraduate students each year participated in a year-long course of study and health promotion curriculum preparation for a three week intensive field course in Kenya.

Next Steps

- Incorporate traditional medicine and knowledge from traditional healers into health services where appropriate (i.e., Bolivia).
- Implement an evaluation plan as new sites launch, to gauge the resources and challenges that each individual community faces and assess culturally and context-specific concerns across communities using participatory action research principles.
- Continue networking begun in 2017 in the Brazilian Amazon with organizations, hospitals and clinics, and the Brazilian government around community wellbeing of threatened indigenous communities. Plan a 4W/ GHI/GWS summer field course for community health outreach in several indigenous communities.

- Ten graduate students have conducted independently supervised internship, capstone, and research projects in partnership with HbAM, on topics including: women’s family planning practices and needs; reforestation, sustainability, and wellbeing; eco-feminism and peacebuilding; and an evaluation of the overall HbAM approach.

Research and Outreach

- An international partnership was established between UW-Madison and the Autonomous University of Madrid, the institutional home of Women’s Knowledge International (WKI).
- Teresa Langle de Paz and Araceli Alonso have a forthcoming book: “Health by All Means: Women Turning Structural Violence into Health and Wellbeing,” to be published by Deep University Press in a series on Academic Deep Activism
- In 2013, the project received the UN Award for Public Service for its work with women and girls, health, and sustainable development.

Funded by: Davis Foundation for Projects For Peace, Center for Peace and Global Citizenship, Haverford University; Wisconsin Idea Grant, UW-Madison; Madison Rotary Club-West; Ira and Ineva Baldwin Wisconsin Idea Grant UW-Madison; Global Health Institute UW-Madison; Morgridge Center for Public Service; Instituto Interuniversitario de Desarrollo Social y Paz (IUDES), University Jaume I Castellón-Spain, Office of Cooperation to Development and Solidarity; GAIA Terra-Bolivia and by 4W STREETS.

Mahila Microgrids Partnership

Giri Venkataramanan

Mahila Microgrids Partnership (MMP) is a program to bring electricity access to all through innovative microgrid technologies developed at UW-Madison. It is motivated by the simple notion that electricity access is a basic human right that continues to be denied to 1.1 billion people around the world, not because of a lack of technology, but because of a lack of human initiative and agency. With the support of the Baldwin Wisconsin Idea Endowment, MMP accomplishes this goal by forging strategic collaborations with local agencies around the world. Giri joined the 4W Leadership Circle in 2017.

Our Project

MMP aims to bring low-cost, solar-powered LED lighting, fans, and USB-to-electricity charging to households in communities that lack access. Each household will have its own electricity microgrid, and supplemental and back-up power comes from an electricity distribution network anchored at a local community center. This network provides reliable energy for clean water supply, medical facilities, communications, and education at the community center.

The program is organized to be managed by local women's cooperatives; the word *mahila* means 'woman' in many South Asian languages. Each hamlet has a locally managed co-op branch, which owns all the electricity assets at the hamlet. Each household pays a deposit that is held by the branch for operating capital (supplemented by philanthropic investments and micro-finance loans). Members pay weekly fees to cover operating costs and repayment of loans. One of the hamlet residents is trained to operate and maintain the system. The entire system has internet-based monitoring to ensure reliable operation. Technology and training for the partnership is provided by UW-Madison Engineering faculty and students. In August 2017, UW-Madison students visited tribal hamlets in Nasik district, Maharashtra to conduct a site-survey and make local connections.

Next Steps

In January 2017, students from the National Institute of Engineering in India will be visiting UW-Madison for technology transfer. A consortium of vendors and local development agencies is being formed to manage implementation activities on the ground. The first hamlet is expected to be powered up in Summer 2018.



The 4W Initiative and the Global Health Institute support The Mahila Microgrids Program. Championed by Professor Giri Venkataramanan, this program empowers rural women and increases the resilience of their communities with clean energy that they can produce themselves. (2017)

The Declaration Initiative

Claire Gaudiani, Lori DiPrete Brown, Patrick Remington, Lonnie Berger, Katarine Grande, Rachel Thompson Fleming, Sweta Shrestha, Emma Carpenter, Paula Tran-Inzeo, & Emma Kahle

The Declaration Initiative (TDI) is a movement that inspires members of American communities to invest together in assuring access to the promises of life, liberty, and the pursuit of happiness for ALL by July 4th, 2026, the 250th anniversary of the signing of the Declaration of Independence.

Activities and Impacts

A UW-Madison-based, multidisciplinary team of experts, including 4W Scholars, worked with TDI to research and produce actionable findings on 5 factors disproportionately trapping the lowest 10th percentile of Americans in poverty:

- Maternal illness and death
- Infant mortality
- Deficient language proficiency by age 3 and deficient reading by age 9
- Failure to graduate from high school
- Early, repeated and prolonged incarceration

The report summarized the evidence for the burden of each factor, as well as promising interventions and policy solutions. It is a brief and effective representative of "what we know, and what we don't know".

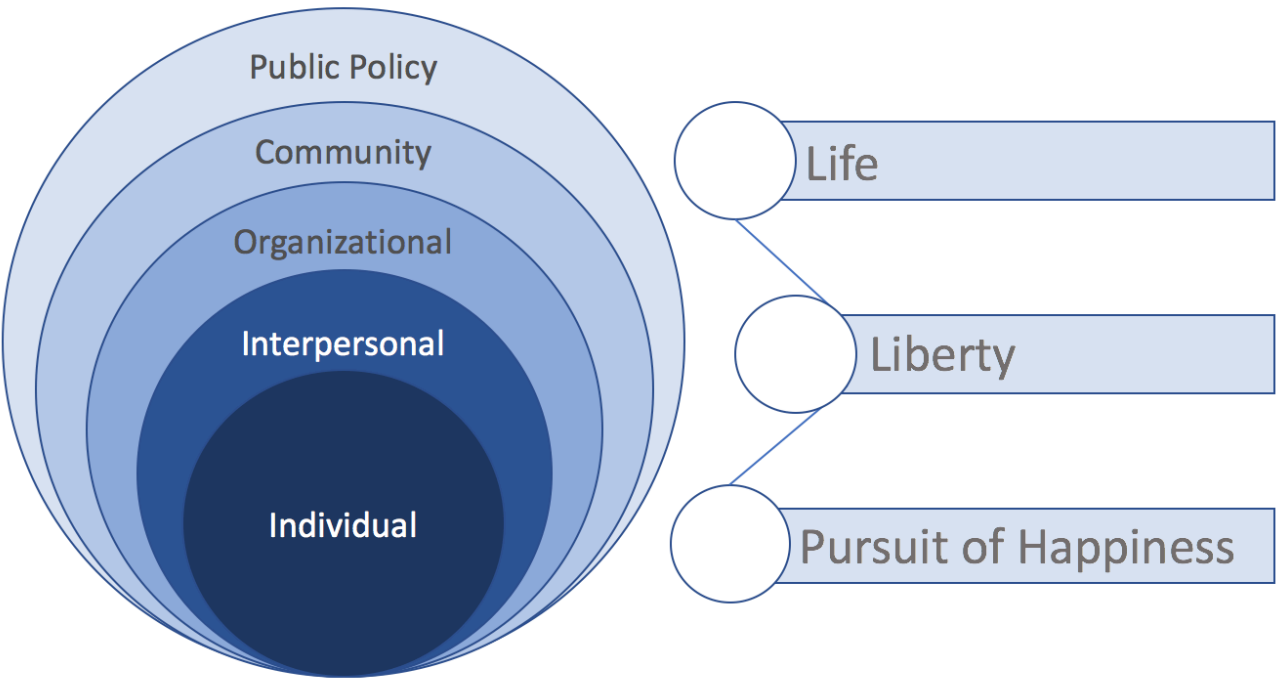
the
Declaration
initiative ★

Next Steps

Subsequent phases of this project will look at solutions to policy and systems barriers to implementation of evidence-based or promising practices and the need for adequate data to measure impact.

4W will continue to use the findings of this report to inform our work.

Citation: Grande KM, Kahle ER, Thompson-Fleming R, Shrestha S, Carpenter E, Tran-Inzeo P., Brown, LD. (2016). The promise of national service to improve the quality of life in the United States: A summary of the evidence. University of Wisconsin-Madison: The Declaration Initiative.



Students' Learning-Action for the Environmental Commons

Connie Flanagan & Erin Gallay

UW-Madison scholars have been collaborating with the Southeast Michigan Stewardship Coalition (SEMIS) and their parent organization, the Great Lakes Stewardship Initiative (GLSI), to investigate the potential of Place-Based Stewardship Education (PBSE) for developing rural and urban students' understanding of and commitment to the environmental commons—natural resources on which life depends (air, water, land) and the public spaces (schools, parks, town halls) where people gather and negotiate how and why they will care for those resources, for one another, and for the communities they inhabit. Gender analysis provides insights that can inform approaches more broadly applicable to marginalized people. Though the focus is not specifically on women, this is another important way that 4W can contribute to wellbeing.

Activities and Impacts

In the rural community, analyses documented significant increases in students' environmental sensitivity, environmentally responsible behaviors, community attachment, and civic efficacy (Gallay, Marckini-Polk, Schroeder, & Flanagan, 2016). However, urban youth, especially those in low-income communities, have fewer opportunities to enjoy nature and the dependence of their community's wellbeing on natural systems may be less obvious. Nonetheless, analyses before and after participation in the stewardship projects for 175 urban students point to significant increases in:

- Awareness of nature as part of the urban ecology and of human impact on the environment;

- Confidence in their capacities to gather/analyze data and make plans to address environmental issues;
- Knowledge of adults and organizations dedicated to improving the local community;
- Sense of efficacy in communicating with and organizing others to care about the environment;
- Beliefs that solving environmental problems takes a team effort, including working with people with whom they disagree; and
- Knowledge about ways to improve water quality, in positive attitudes toward science content and in interest in a job that involves using science.

A 7th grader wrote, "This is me, I'm giving back to my community, bettering it. I should keep this up. I go home and started planting trees. Worked with my neighbors, they came out 'cause they found it interesting that I was doing it."

Next Steps

- As the project continues to learn more about how to increase interest in science careers, 4W will continue to integrate findings from the project into their understanding of women and girls' contributions to maintaining the environmental and community commons.

With support of the Spencer Foundation and the Dorothy A. O'Brien Fund in Human Ecology.



Students participate in the Place-Based Stewardship Education (PBSE) Initiative run by the Southeast Michigan Stewardship Coalition (SEMIS) and their parent organization, the Great Lakes Stewardship Initiative (GLSI).

Diversity in the Scientific Workforce: Evidence to Practice

Molly Carnes

Dr. Molly Carnes has worked to make STEM fields (science, technology, engineering mathematics, and medicine) more diverse and academic culture more inclusive. 4W is proud to celebrate and champion her work.

Activities and Impacts

- With initial funding from the Department of Veterans Affairs, DHHS Office of Women's Health and the NIH from 1996-2001, Dr. Carnes received an NSF ADVANCE Institutional Transformation Award in 2001. She and Dr. Jo Handelsman, as co-PI and co-director, founded the Women in Science and Engineering Leadership Institute (WISELI) in the College of Engineering. WISELI has also administered the Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP) grant from NSF since 2004. This project has "doubled the number of racial/ethnic minority undergraduate students graduating in a STEM major in a statewide consortium of Wisconsin colleges and universities."
- Dr. Carnes supervises internal medicine residents at the Madison Veterans Hospital, where she directs the Women Veterans Health program, and teaches a graduate level course on Women and Leadership in Medicine, Science and Engineering. It is aimed at making students aware of the effects of stereotypes and bias, as well as evidenced-based strategies to mitigate their impact on judgments and behaviors. She also worked with faculty and staff in the School of Education to create Fair Play, "an avatar-based interactive video game that exposes players to subtle race bias experienced by a Black/African American male graduate student...[integrating] research on implicit bias, effective learning, and bias reduction."
- Dr. Carnes and her colleagues also utilize text and conversation analyses to study the effects of bias on reviews of work and funding applications at R01 institutions. Since 2003, the Study of Faculty Work-life, conducted by WISELI, has tracked "faculty experiences with hiring, climate, the tenure and promotion process, sexual harassment, job satisfaction, experience with unconscious/implicit bias, workload, productivity, and burnout."

Next Steps

Continue newly launched multi-site BRIM (Bias Reduction in Internal Medicine) Initiative, partially funded by NIH. Fifteen collaborations with departments of medicine around the country will test whether a Breaking the Bias Habit workshop improves department climate, and implement a capacity building program.



Molly Carnes



The Odyssey Project

Emily Auerbach

Since 2003, the UW-Odyssey Project has empowered low income adults to find their voices and get a jumpstart on earning college degrees. Graduates of the UW Odyssey Project have moved from homelessness to master’s degrees, from incarceration to meaningful work in the community. The Odyssey Project joined the 4W network of projects in 2017, when Dr. Emily Auerbach joined the 4W Leadership Circle.

Our Project

Education can be a springboard out of poverty, but barriers including costs, child care, and lack of mentoring and support can prevent access to this critical opportunity for many. Many Odyssey students are overcoming the obstacles of single parenthood, homelessness, drug and alcohol addiction, incarceration, depression, and domestic abuse. As one student wrote, “The Odyssey Project helped me unwrap my gifts and rewrite the story of my life.”

The Odyssey Project enrolls 30 low-income students every year into a challenging humanities curriculum, where they study literature, philosophy, history, and art, gaining six credits in English from UW-Madison. Students receive free tuition, textbooks, childcare, and a weekly dinner through support from the University of Wisconsin-Madison, grants, and private donations. After the course, the Odyssey Project continues support and advising for those who continue their college educations.



Activities and Impacts

- More than 400 students have completed the Odyssey Program. Approximately two-thirds go on to enroll in further higher education.
- Participants report that they read more to their children, feel that they are better parents, have more hope about their own future, are more likely to vote and become involved in their communities, and have made plans to continue their educations and/or seek job training.
- Since 2015, Odyssey has expanded its reach to the next generation through Odyssey Junior, a program of enrichment and intensive help with literacy for children and grandchildren of Odyssey students.

Next Steps

- Expand course offerings, mentoring, counseling, and other services for our 400+ alumni.
- Build an endowment for all three parts of the program (Odyssey, Odyssey Junior, Onward Odyssey) to ensure our sustainability.
- Increase the visibility of the program, leading to new funding and new campus and community partnerships.
- Work to replicate Odyssey’s groundbreaking two-generation approach to poverty elsewhere in Wisconsin, and beyond.



Above: Tamara, a graduate of our Odyssey Class of 2016, and her five children, who all attend Odyssey. Tamara is a doula who hopes to continue her education and become a midwife. (2016)

Left: Keena is pictured here with her two sons as she receives her bachelor’s degree from UW. When she joined Odyssey in 2009-2010, she was homeless and sleeping on the floor of a barbershop. After graduation, Keena accepted a management position at a national company, and she also has just gotten accepted into the Upstart program to become an entrepreneur herself. Her two sons participate in this year’s Odyssey Junior.

Women and Peacebuilding in Africa

Aili Tripp

UW-Madison’s Center for Research on Gender and Women is part of a three-institution consortium on women and peacebuilding. Dr. Aili Tripp is working with eight researchers on the study, which aligns with the UW-Madison and 4W UNESCO Chair on Gender, Wellbeing, and a Culture of Peace. 4W is proud to celebrate and champion her work.

Activities and Impacts

The research addresses three themes: inclusion and exclusion of women in postconflict governance, women activists’ informal peacebuilding strategies, and women’s legal rights as a site of contestation in North Africa.

In an interview, Dr. Tripp discussed the importance and purpose of the project:

“Questions of political inclusion have not been extensively researched in predominantly Muslim countries that have suffered from extremist violence. Yet women and advocates of women’s rights have not only been among the first attacked by extremists, but they have also been among the most ardent opponents of this type of extremism. Women’s rights activists are often the staunchest advocates not only for women’s rights but also for broader democratic, legal, and social reforms.”

Next Steps

- Findings and policy recommendations will be used to engage policymakers at the international and national level.
- The project will provide opportunities for women’s rights activists and scholars to create networks around these issues.
- 4W looks forward to incorporating insights from this scholarship and seeking synergies with 4W partnerships and programs.



Aili Tripp

International Women’s Library

Karla Strand

Created in 2015, the goal of the International Women’s Library (IWL), formerly Women’s Knowledge Digital Library, is to support the spread of knowledge by and about women by providing a convenient digital portal of information about women, feminism, gender, and LGBT+, with a focus on justice, equality, and empowerment for women around the world. It is a partnership of the UW System Gender & Women’s Studies Librarian’s Office; Women’s Knowledge International; UW System Women’s & Gender Studies Consortium; the UNESCO Chair on Gender, Wellbeing and a Culture of Peace at UW-Madison; and the 4W Initiative.

Activities & Impacts

In just two years, IWL has included over 1,500 resources that women can learn from and adapt to suit the work being done within their own communities. Curated by a librarian, users can be assured of the value and reliability of the resources, which include research reports, organization websites, grey literature, toolkits, white papers, and more. When the library was housed on the Gender & Women’s Studies Library (GWSL) website, only the GWSL homepage itself got more page views.

In addition to the IWL, the UW System GWS Librarian’s office also publishes research guides; a quarterly review of feminist periodicals; a biannual review of new books on gender and feminism; and Feminist Collections, a quarterly review of the latest print, electronic, and audio-visual resources for research and teaching in gender and women’s studies.

Next Steps

As the IWL continues to grow and evolve, resources will continually be added. In the future, the GWSL aims to digitize and make available original documents on IWL, with a focus on women’s organizations that otherwise wouldn’t have the ability to share their knowledge with others in this way.

Find more information related to gender and women’s empowerment at:
<http://intlwomenslibrary.org/>



4W Awards

Through generous support from UW alumni and other friends of 4W, we are able to recognize and directly support the efforts of UW-Madison faculty, graduate students, and undergraduates on an annual basis.

4W Women’s Philanthropy Council Innovation Award

The 4W Innovation Award allows faculty and academic staff members to devote time to developing a key initiative related to women and wellbeing. Projects provide benefits to faculty and students, enhance gender equity in communities (locally or globally), and have a research-to-action focus. This award is made possible with the support of the Women’s Philanthropy Council.

4W Women’s Philanthropy Council Engagement Grant for Emerging Scholars

4W Engagement Grants for Emerging Scholars are intended to flexibly support graduate and professional students who are engaged in research related to women and wellbeing. Projects have a research-to-action focus aimed at enhancing gender equity locally or globally.

4W Wisconsin Without Borders Award

The Wisconsin Without Borders (WWB) Awards Ceremony recognizes the work of students, faculty, staff and community partners that demonstrates excellence in collaboration between the university and local and global communities. The WWB Award recognizes initiatives improving quality of life issues for women, and promoting excellence in areas related to gender and wellbeing, both locally and globally.

4W Women and Wellbeing Internships

This program supports both graduate and undergraduate students to complete summer internships with mentorships from 4W Leaders in sites including India, New York City, Nepal, and Ecuador. We look forward to expanding the program to Ghana, Malawi, Kenya, and beyond.



Closeup of the “golden door” made by STREETS for ArtWork’s for Freedom’s exhibition, “Golden Doors to Freedom.”



Rhodessa Jones at UW-Madison, 2015.

The arts play a transformative role in both individual and social health and wellbeing. We seek to develop opportunities for visiting artists and artists in residence to expand their reach and programming both on campus and in local communities. These efforts center the voices and experiences of women and other historically marginalized people.

STREETS and ArtWorks

Golden Doors to Freedom

In the spring of 2017, ArtWorks for Freedom and STREETS worked with trafficking survivors, allies, and master gilder William Adair to convert discarded wooden doors into freedom portals. At that year's 4W Summi, nearly 700 attendees had the chance to create their own Golden Door of solidarity and support. Both doors were displayed in Washington, D.C. for a two-month awareness raising campaign by ArtWorks for Freedom.

Rhodessa Jones

Arts for Social Agency

With support from the Division of Diversity, Equity, and Educational Achievement and incollaboration with the Department of Afro-American Studies, 4W hosted Rhodessa Jones for a two-day program in April 2015. Jones is an actor, writer, director, and founder of the internationally acclaimed "Medea Project: Theater for Incarcerated Women." Now more than 30 years old, it has become a model for community-based, process-oriented theater for incarcerated women around the world.

<https://themedeproject.weebly.com/rhodessa-jones.html>



STRUT 2015

Laura Anderson Barbata

STRUT and Community Arts Practice

In May 2015, 4W Leader Carolyn Kellenborn hosted visiting scholar Laura Anderson Barbata; STRUT! is the culmination of Barbata's Spring 2015 Interdisciplinary-Arts Residency and her course Community Arts Practice. <https://www.youtube.com/watch?v=CTd19Ws7LZg>

Kelly Parks Snider

Kelly Parks Snider explores contemporary cultural and social issues. Using art and words, she educates communities, stimulates dialogue about target issues and creates social change. Parks Snider is the co-founder of Project Girl (www.projectgirl.org), a nationally recognized nonprofit, award-winning program and touring exhibition that combines art, media literacy, and youth-activism into a unique educational experience.

The Human Trafficking Clothesline is a collaborative installation facilitated by artist Kelly Parks Snider, created at the 2015 'Streets of Hope' Research to Practice Forum put on by the 4W STREETS Initiative. The hands-on workshop provided participants with an opportunity for critical reflection and expression among survivors, artists, thinkers, and doers. It brings viewers face to face with human trafficking, hung on the clothesline for the world to see.

Project Girl

Educator and 4W scholar Amy Bintliff, along with Snider, have created a curriculum exploring the concept of wellbeing—a holistic model being developed by 4W—through arts-based expression. Adult human trafficking survivors have explored wellbeing with respect to their lived experience. A group of middle and high school girls have used the curriculum to challenge systems of objectification of women.



The Clothesline Project, Kelly Parks Snider, 2015.

Celebrating our 4W Authors

4W Leadership Circle members are experts in their fields, including human rights, public health, agriculture, law, psychology, literature, politics, and more. The covers below represent just a sample of the knowledge produced and disseminated by our scholars.



teenage citizens
THE POLITICAL THEORIES OF THE YOUNG

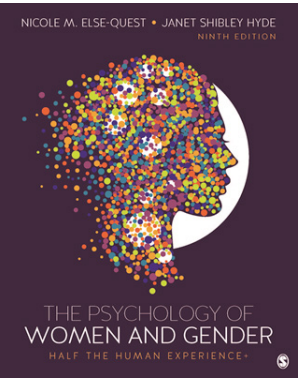
Constance A. Flanagan

Constance Flanagan



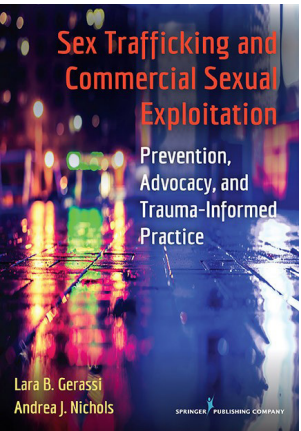
BODYMINDS
REIMAGINED
SAMI SCHALK
DISABILITY, RACE, AND GENDER IN BLACK WOMEN'S SPECULATIVE FICTION

Sami Schalk



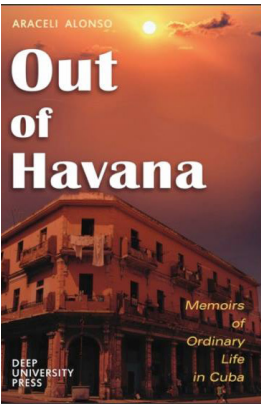
THE PSYCHOLOGY OF
WOMEN AND GENDER
HALF THE HUMAN EXPERIENCE

Janet Hyde



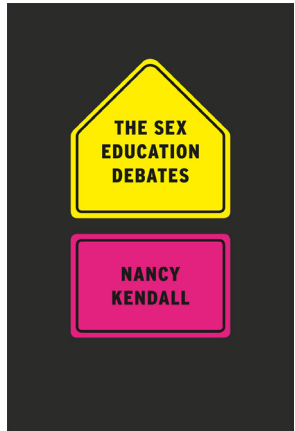
Sex Trafficking and
Commercial Sexual
Exploitation
Prevention,
Advocacy, and
Trauma-Informed
Practice
Lara B. Gerassi
Andrea J. Nichols
SPRINGER PUBLISHING COMPANY

Lara Gerassi



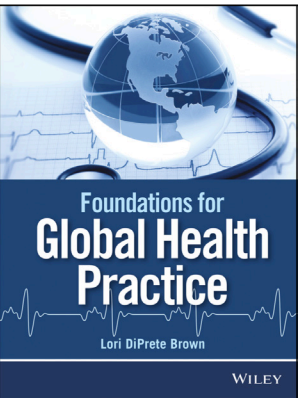
Out of Havana
Araceli Alonso
Memoirs of Ordinary Life in Cuba
DEEP UNIVERSITY PRESS

Araceli Alonso



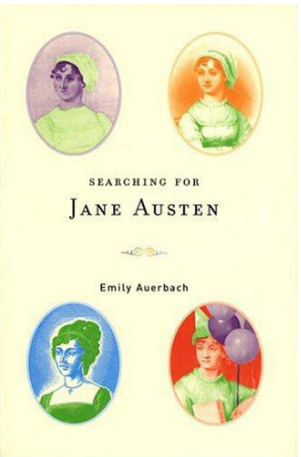
THE SEX
EDUCATION
DEBATES
NANCY
KENDALL

Nancy Kendall



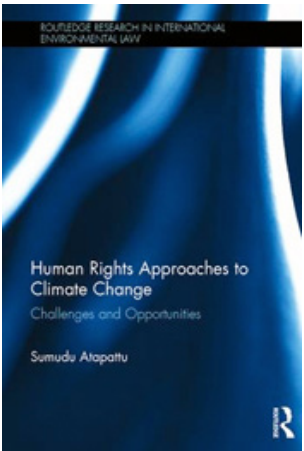
Foundations for
Global Health
Practice
Lori DiPrete Brown
WILEY

Lori DiPrete Brown



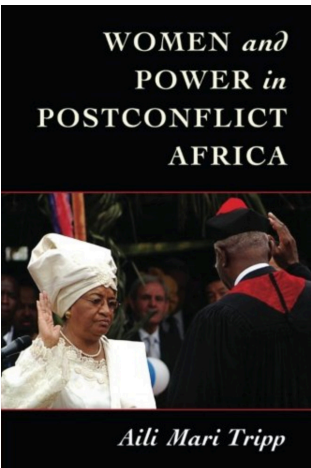
SEARCHING FOR
JANE AUSTEN
Emily Auerbach

Emily Auerbach



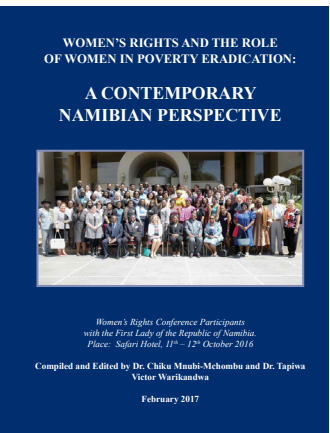
Human Rights Approaches to
Climate Change
Challenges and Opportunities
Sumudu Atapattu

Sumudu Atapattu



WOMEN and
POWER in
POSTCONFLICT
AFRICA
Aili Mari Tripp

Aili Tripp



WOMEN'S RIGHTS AND THE ROLE
OF WOMEN IN POVERTY ERADICATION:
A CONTEMPORARY
NAMIBIAN PERSPECTIVE
Women's Rights Conference Participants
with the First Lady of the Republic of Namibia
Place: Safari Hotel, 11th - 12th October 2016
Compiled and Edited by Dr. Chika Mwaambi-Mchombu and Dr. Tapiwa
Victor Warikandwa
February 2017

Karla Strand



A Guide to Finding Your Purpose in Life
the
BIC
Picture
CHRISTINE B. WHELAN, PhD

Christine Whelan

4W Programs: Bringing Research to Practice and Practice to Scale

How does a program become part of 4W?

Programs can become affiliated with 4W if they meet all three of the following criteria:

- 1) They address a compelling need related to the **wellbeing** of women;
- 2) There is strong, identified UW **leadership**, expertise, and partners; and
- 3) There is **potential** for scalability and significant impact.

4W also champions existing programs that reflect many years of ongoing scholarship and practice. Some of the programs we have been honored to incorporate include:

- Women and Peacebuilding in Africa
- Diversity in the Scientific Workforce: Evidence to Practice
- The Odyssey Project

Many 4W programs are new, initiated through 4W. We help to make new connections among campus leaders and support their initial project development phase. Some of these programs include:

- STREETS (Social Transformations to End Exploitation and Trafficking for Sex)
- Global Artisans Initiative (GAI)
- Money + Relationships + Equality (MORE)
- Changing HERstory



Whether 4W-initiated or preexisting, our projects represent the best of UW-Madison. Depending on the needs of the project leaders, projects are supported through strategic guidance, innovation grants, fundraising, and advocacy support.

4W Platforms: Bringing People Together

4W Summit

Every year, 4W collaborates with the Women's & Gender Studies Consortium to organize the annual 4W Summit on Women, Gender, and Wellbeing and the Wisconsin Women and Gender Studies Conference. In 2017, the conference brought together over 700 participants—scholars of gender from many disciplines, as well as community members and activists—from across Wisconsin and around the world.

“The Summit is a wonderful event. It serves...as a place where applied feminism comes together with academic Gender & Women's Studies in the attendance and presentations of community activists and field scholars...I am proud to be a part of this community of scholars, faculty, students, and activists.”

- 2017 Attendee



Terarai Trent: scholar, humanitarian, author, and Oprah's "all-time favorite guest" (2015)



Donna Shalala: President of the Clinton Foundation, former Chancellor of UW-Madison, and former Secretary of Health and Human Services (2016)



Vandana Shiva: author, activist, pioneer, scientific advisor, mother (2017)



Najma Ahmed Abdi is Chair of the Somali Youth Leadership Forum, a member of the Independent Pan-African Youth Parliament and the Young African Leaders Initiative, and a leading human rights and youth and gender activist. (2018)



Janine Latus is an award-winning speaker on sexual assault and domestic violence; a collector of stories about art & science, processes & personalities; and the author of New York Times bestseller, "If I Am Missing or Dead.." (2018)

4W Platforms: Bringing People Together

UNESCO Chair on Gender, Wellbeing, and a Culture of Peace

In 2016, the excellent work of 4W was recognized when UW-Madison was awarded a UNESCO chair. The UNESCO Chairs Programme "promotes international inter-university cooperation and networking to enhance institutional capacities." Those honored "serve as think tanks and bridge builders between academia, civil society, local communities, research and policy-making." Through this network, higher education and research institutions all over the globe address pressing challenges and contribute to the development of their societies.

There are nearly 700 UNESCO Chairs across 123 countries. One of 20 chairs in the United States, the Chair at UW-Madison is the only one to address gender and wellbeing. The UNESCO Program is co-directed by Araceli Alonso, Department of Gender & Women's Studies and 4W Leader, and Teresa Langle de Paz, of Women's Knowledge International, a network of the Fundación Cultura de Paz, which is affiliated with the University of Madrid.



Teresa Langle de Paz and Araceli Alonso in Spain, 2016. (Photo by Lori DiPrete Brown)

The 4W Initiative provides leadership among institutions of higher education around the world, and has a global impact on research, education, policy, and practice. Our Annual 4W Summit, held under the auspices of our UNESCO Chair Programme, allows us to address pressing issues related to women and wellbeing. Topic-specific 4W Forums connect scholars and practitioners from around the world.



United Nations Educational, Scientific and Cultural Organization



UNESCO Chair on Gender, Wellbeing and a Culture of Peace
University of Wisconsin-Madison, U.S.A.



4W People: Cultivating Leadership

Student Learning

Engaging with 4W prepares UW-Madison students to lead efforts related to gender and wellbeing in the sciences, arts and humanities, government, the private sector, and civil society. Students build critical skills through participation in coursework and internships organized by the UW Directorate and Leadership, as well as action research projects.

Coursework

Members of the 4W Leadership Circle have offered courses ranging from highly subscribed lectures to intimate seminars on subjects related to 4W concerns and values. Since 4W's inception, over 2,000 students have taken courses offered by leaders on issues including education and global change, finance and the family, design and microenterprise, gender and human rights, public health, women's psychology, intersectional approaches to literature, and more.

Internships and Field Courses

Around the world, over 100 students have completed field programs and internships that provide on the ground experience in the USA, Ecuador, Mexico, Kenya, Nepal, India, Ghana, Spain, and Morocco. 4W is committed to learning by doing in the form of internships, action research, and immersion study. Through partnership with the Women's Philanthropy Council and generous private gifts, 4W aims to financially support a minimum of 15 students per year in engaged learning related to our 4W priorities and activities.

Support for Emerging Scholars

The 4W EmpowerHour network is composed of more than 35 emerging scholars and early career professionals in fields ranging from public health to sociology to agriculture, unified by a common interest in applied and action research around gender and wellbeing in Wisconsin and around the world. The group meets throughout the semester, sometimes as part of a formal program, and sometimes as a space to have a snack, talk about a selected theme, share resources, and offer each other professional and moral support.



UW-Madison students in Ecuador for a microenterprise and wellbeing course with Lori DiPrete Brown, Julia Fillingame, and Frank Hutchins, 2018.



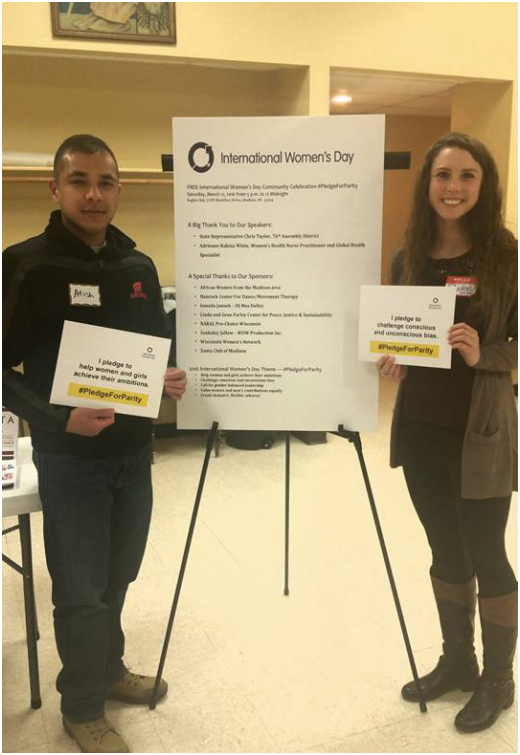
UW-Madison students travel to Rabat, Morocco with STREETS Co-Director Araceli Alonso for a course on human trafficking, 2017.

4W People: Cultivating Leadership

Student Organizations

4W is a proud convener of undergraduate students. The following student organizations are committed to improving women's health and wellbeing.

- American Association of University Women, UW-Madison Chapter
- American Medical Women's Association, UW-Madison Chapter
- Amnesty International, UW-Madison Chapter
- Association for Women in Communications, UW-Madison Chapter
- Association of Computing Machinery-Women, UW-Madison Chapter
- Association of Women in Agriculture
- Badgers Empowering Women
- Black Women Heal UW-Madison
- Campus Women's Center
- Chi Upsilon Sigma
- For All Women
- Gender and Women's Studies Club
- Her Campus
- IGNITE Madison
- Lean In at UW-Madison
- The LGBT Campus Center
- The Muslim Students Association
- National Organization of Women (NOW UW)
- Panhellenic Association (PHA)
- Phi Upsilon Omicron
- Rape Crisis Center
- Sex Out Loud
- She's the First UW-Madison
- Society of Women Engineers
- We're Better Than That
- Wisconsin Without Borders Marketplace
- Women in Business
- Women in Economics
- Women in Scientific Education and Research



Students from the School of Human Ecology's honor society, Phi Upsilon Omicron Nu Chapter, pledge for gender equality on International Women's Day, 2016.



Members of the National Organization for Women UW Chapter at the Student Organizations Fair, 2017.

4W People: Cultivating leadership

4W Leadership Circle

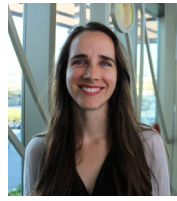
The 4W Leadership Circle is a collective of leaders representing Human Ecology, the Global Health Institute, Education, Nursing, Letters and Sciences, Medicine and Public Health, Gender & Women's Studies, the Nelson Institute, the Division of Continuing Studies, Social Work, Law, and more. Members of the Leadership Circle report that the group provides a "rare opportunity" for "joint learning" and "making new connections" with other scholars across UW. These scholars share a concern for the justice and ethics of their work as they strive to make an impact for women in the world. These new connections have spawned new projects and funding possibilities, and have provided opportunities to mentor students. Leaders report a feeling of community, a sense of voice, and a validation of their work in their 4W connections. This unique support allows 4W leaders to flourish and expand their work in new ways.



4W Directors & Leadership



Lori DiPrete Brown
4W Director
Lori DiPrete Brown is a public health leader who has collaborated with government and civil society leaders to improve the quality and efficiency of health and social service programs in over 15 countries around the world. She is a member of the faculty of the School of Medicine and Public Health and the School of Human Ecology where her teaching and scholarship reflect her practice-based expertise in global public health, quality improvement in low-resource settings, child health and human rights, building civil society, and leadership. An architect of UW-Madison's highly subscribed global health certificate programs, DiPrete Brown has developed and facilitated engaged learning programs around the world and throughout the state of Wisconsin. She is also a member of the Campus Advisory Board for the Morgridge Center for Public Service, where she co-directs Wisconsin without Borders, a recognition program for excellence in collaboration with local and global communities. Lori is the Director of the UW-Madison 4W Women and Wellbeing Initiative, where she works to develop and implement research to action programs with leaders from across campus, as well as an Associate Director of the Global Health Institute. She holds degrees from Yale (BA), the Harvard School of Public Health (MS) and the Harvard Divinity School (MTS). She is the lead author and editor of *Foundations for Global Health Practice*, forthcoming from Jossey-Bass in spring 2018. dipretebrown@wisc.edu



Carrie Welsh
4W Assistant Director
Carrie has worked as an educator, editor, and writer. Carrie has a B.A. in English from the University of Kentucky and an M.A. in Educational Policy Studies from UW-Madison. She considers access to wellbeing a right, not a privilege, and works to cultivate creative, collaborative, and contemplative practices. cawelsh@wisc.edu

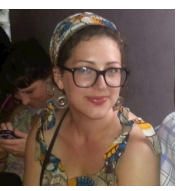
Leadership Circle



Sandra Adell
4W Director of the Arts and Wellbeing
Sandra Adell is a literature professor in the Department of Afro-American Studies at UW-Madison. She has published books and articles on African American literature. Her most recent publication is *Contemporary Plays by African American Women: Ten Complete Plays* (University of Illinois Press, December 2015). In 2010, she published a memoir titled *Confessions of a Slot Machine Queen*, which examines the devastating effects casino gambling has on women from a very personal perspective. saadell@wisc.edu



Araceli Alonso
4W Director for Gender, Clinical Practice, and the Health Sciences
Araceli Alonso is the co-Director of the UW UNESCO Chair on Gender, Wellbeing and Culture of Peace. She is also an Associate Faculty in the Gender and Women's Studies Department and School of Medicine and Public Health. She is the Founder and Director of Health by All Means, an extension of the United Nations Award-winning Health by Motorbike. Alonso co-directs 4W-STREETS (Social Transformation to End the Sexual Exploitation and Trafficking for Sex). aalonso@wisc.edu



Molly Clark-Barol
4W Program Associate
Molly Clark-Barol is the 4W Project Associate, and PhD Student at UW-Madison School of Human Ecology, with a concentration in Civil Society and Community Research. She received her BA in Anthropology and Political Science from Yale University in 2008. In the interim, she worked on issues of gender equity in academia in the USA, sustainable development and environmental conservation in Nepal, nutrition policy in Liberia, and community development and rights in Nigeria. Her research interests include the practicalities of marginalized communities using research as an emancipatory tool, as well as tensions in NGO accountability, especially around the politics of knowledge production and monitoring and evaluation. clarkbarol@wisc.edu



Olivia Dahlquist
4W Communications Intern
Olivia Dahlquist is the 4W Initiative Intern and a senior at UW-Madison. Olivia is pursuing the Community and Nonprofit Leadership major in the School of Human Ecology, as well as certificates in Global Health and Gender & Women's Studies. She has recently returned from a semester abroad in Florence, Italy where she studied Renaissance Art History. Olivia also completed a field study in the Mukono District of Central Uganda where she examined public health infrastructure and facilitated mobile health clinics in various communities. Olivia joined the 4W team because she is interested in a career in women's health and she believes wholeheartedly in the inclusive and collaborative approaches that 4W takes to achieving equality and empowerment for women. odahlquist@wisc.edu



Cynthia Anderson
4W Director of Women's Reproductive Health
Dr. Anderson works locally to globally to increase reproductive choice and health for girls and women promoting strategies such as long-acting reversible contraceptives and centering pregnancy and prenatal education. ckanderson@wisc.edu



Jennifer Angus
4W Director of Design and Visual Communication
Jennifer Angus is a professor in the Design Studies department. She plays a leading role in SoHE's Design and Microenterprise project, a partnership between UW and women artisans around the world working to improve their products and sales for increased economic empowerment and wellbeing. Jennifer has exhibited her work nationally and internationally. Most recently she showed at the Smithsonian's Renwick Gallery in Washington, D.C. jrangus@wisc.edu



Sumudu Atapattu
4W Director of Environmental Rights and Human Rights Law
Sumudu Atapattu is the Director of Research Centers at UW Law School, an affiliate of the Nelson Institute for Environmental Studies and the Center for South Asia, coordinator of the Human Rights Program and is the Lead Counsel for Human Rights at Center for International Sustainable Development Law. sumudu.atapattu@wisc.edu



Emily Auerbach
4W Director of the Odyssey Project
Emily Auerbach is an award-winning English Professor at UW-Madison. She serves as Project Director of the UW Odyssey Project and is co-host of University of the Air on WPR. She created the "Courage to Write" series of radio documentaries and has written guides on women writers and published a book called *Searching for Jane Austen*. emily.aurbach@wisc.edu



Mary Beth Collins
4W Director of Centers Research and Public Affairs at the School of Human Ecology
A lawyer and Latin American studies scholar by training, Mary Beth also provides organizational leadership for 4W. mecollins@wisc.edu



Mary Crave
4W Director of Youth and Women in International Agriculture and Food Security
Mary Crave has practiced and taught extension and participatory outreach education methods for program development, training, and evaluation throughout her 40-year career in Wisconsin and worldwide. Internationally she works primarily in the context of equity and empowerment for women farmers, girls, and youth. She currently leads three programs in Ghana affiliated with UW-Madison's Global Health Institute. mary.crave@uwex.edu



Devaleena Das
Program Review Committee Member
Devaleena Das, Ph.D., is an intersectional feminist and a lecturer in Women's & Gender Studies Department at Northern Arizona University. She moved to the U.S. in 2014 and has been a lecturer in GWS at UW-Madison and an Honorary Research Fellow at the Institute for Research in the Humanities. Her research specialty is transnational feminism, corporeal feminism, Postcolonial Studies, and Australian Literature. Currently, she is working on her monograph *Stripping the Anatomical Parts: Women and their Fragmented Bodies*. ddas7@wisc.edu



Larissa Duncan
4W Director for Healthy Minds, Children, and Families
Larissa Duncan, Ph.D., is Associate Professor of Human Development and Family Studies and Family Medicine and Community Health. She is Associate Director of the Center for Child and Family Well-Being, a faculty affiliate of the Center for Healthy Minds, and serves as the Healthy Minds, Children, and Families Specialist for UW-Extension. larissa.duncan@wisc.edu



Deborah Ehrental
4W Director of Women, Wellbeing, and the Lifecourse
Deborah Ehrental holds the Lifecourse Initiative for Healthy Families Endowed Chair at the University of Wisconsin School of Medicine and Public Health. She focuses on three intersecting areas of women's and children's health: perinatal outcomes, women's cardiovascular disease, and child health. ehrental@wisc.edu



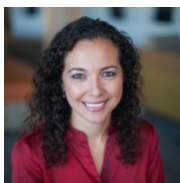
Connie Flanagan
4W Director of the Environmental Commons Initiative
Connie Flanagan is a professor and Associate Dean of the School of the Human Ecology at UW-Madison. Her scholarship focuses on adolescents' political theories and on the factors in communities that foster identification with and action for the common good in young people. caflanagan@wisc.edu



Sophia Friedson-Ridenour
Honorary Visiting Scholar at the Center for Research on Gender and Women
Trained as an ethnographer, Sophia specializes in researching educational policy with a focus on development and the state in Africa. She is currently exploring how women's empowerment in agriculture is being measured in Ghana. friedsonride@wisc.edu



Jean Geran
4W Director for Human Rights, Child Protection, and Global Policy
Dr. Geran is Co-Director of the 4W anti-trafficking initiative, 'Social Transformations to End Exploitation and Trafficking for Sex' and has extensive foreign policy experience working on human rights, trafficking in persons, and child protection. She was a 2006 recipient of the University of Wisconsin's Distinguished Young Alumni Award. jmgeran@wisc.edu



Lara B. Gerassi
4W Director of of Sex Trafficking and Exploitation Research and Practice
Lara B. Gerassi's research focuses on increasing the safety and security for individuals involved in or at risk of commercial sexual exploitation and sex trafficking. Her direct practice work with survivors of violence and experiences earning her clinical license (LCSW) have served as an essential foundation to her research agenda. gerassi@wisc.edu



Tracey Holloway
4W Director for Science and Engineering
Tracey Holloway is a professor in the Nelson Institute for Environmental Studies at University of Wisconsin-Madison. She is also President and Co-Founder of the Earth Science Women's Network (ESWN; eswnonline.org), a leading organization for women's advancement in science with nearly 3,000 members worldwide. taholloway@wisc.edu



Janet Hyde
4W Director of Feminist Biology
Janet Shibley Hyde is the Helen Thompson Woolley Professor of Psychology and Gender & Women's Studies at the University of Wisconsin-Madison, where she also serves as Director of the Center for Research on Gender & Women. Her research specialty is the psychology of women and she is the author of the undergraduate textbook "Half the Human Experience: The Psychology of Women." jshyde@wisc.edu



Linda Jorn
4W Director of Technology
Linda Jorn serves as Associate Vice Provost of Learning Technologies and Division of Information Technology and Director of Academic Technology at University of Wisconsin-Madison. Linda works with campus leaders to set strategic priorities, and uses an interdisciplinary approach to design efficient yet flexible organizations and teams who quickly respond to transformational changes. linda.jorn@wisc.edu



Carolyn Kallenborn
4W Director of Design
Professor Carolyn Kallenborn joined the UW faculty in 2007. She has been working with indigenous artisans in Oaxaca, Mexico since 2004. Inspired by her experiences and the artisans in Oaxaca, she has created numerous gallery exhibitions and two documentary films about Oaxaca. cmkallen@wisc.edu



Nancy Kendall
4W Director of Education for Global Change
Dr. Nancy Kendall is Associate Professor of Educational Policy Studies, specialized in comparative, international, and global education policy. Kendall conducts comparative ethnographic research on global development education policies and their intersections with children's and families' daily lives. nkendall@education.wisc.edu



Helen Klebesadel
4W Director of Local Global Networks
Helen Klebesadel is director of the University of Wisconsin Women's & Gender Studies Consortium (WGSC) and co-chair of the 2018 4W Summit. An artist, Klebesadel is best known for her artworks addressing feminist and social justice issues. Her work is represented in galleries and at klebesadel.com. hklebesadel@wisc.edu



Jan Miyasaki
4W Director of Legal Advocacy and Support
Jan Miyasaki is the Director of Project Respect, a Dane County, Wisconsin-based social service agency that provides services to adults and juveniles victimized in sex trafficking and prostitution. She holds a J.D. from Marquette University Law School and is an ad hoc faculty member in Ethnic Studies at UW-Madison. Miyasaki has led the discussion in Wisconsin to promote an understanding of issues faced by sexually exploited women. jan@respectmadison.com



Barbara Nehls-Lowe
4W Director of Continuing Studies
In addition to coordinating the Statewide Action Planning Group, a body of people affected by the HIV epidemic, Barbara coordinates professional development courses in Continuing Studies on topics such as grief and loss, forgiveness, retirement happiness, mindfulness, and spirituality. bnehlslowe@wisc.edu



Jerry O'Brien
Director of Kohls Center for Retailing in the School of Human Ecology
Prior to his position at UW, Jerry spent 27 years in various leadership positions with the Target Corporation. In addition to his on-campus work, Jerry has created and delivered impactful presentations to retailers, consumer products companies, and industry groups. Jerry has a passion for the retailing business and, in particular, helping his students see the tremendous opportunities awaiting them. jerry.obrien@wisc.edu



Christopher Olsen
4W Director of One Health
Christopher Olsen is Professor Emeritus of Public Health in the School of Veterinary Medicine (SVM) and Director of the Graduate/Professional and Capstone Global Health Certificate programs in the Global Health Institute and the School of Medicine and Public Health. He has strong educational interests in zoonotic infectious diseases, in building bridges between the veterinary medical and human medical professions, and in promoting a cross-disciplinary One Health approach for global and public health. chris.olsen@wisc.edu



Lalita du Perron
4W Director of Alternative Inquiry
Lalita is the Associate Director of the Center for South Asia at UW-Madison, where she teaches South Asian culture with emphasis on gender and musical culture. She has a long-standing connection with a clinic in India which looks after children disabled by the Union Carbide chemical disaster. duperron@southasia.wisc.edu



Jeanette Roberts
4W Director of Global Public Health through Pharmacy
Roberts was named the UW School of Pharmacy's dean in June 2003 after spending 15 years as an academic administrator and professor at the University of Utah College of Pharmacy. She returned to the faculty in July, 2014 after working in Washington, DC as a Robert Wood Johnson Foundation health policy fellow in the office of Senator Edward Markey (D-Mass.). jeanette.roberts@wisc.edu

4W Directors and Leadership



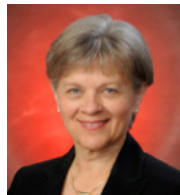
Lesley Sager
Faculty Associate

Lesley Sager is a professional interior designer who has practiced in Wisconsin for over fifteen years and now teaches interior design in SoHE. Sager's work and teaching is rooted in the goal of improving the quality of how we live today. Lesley facilitates a microenterprise project for women artisans in Tharaka Nithi, Kenya and is also the founder of Merry-Go-Strong, a nonprofit organization that works with the community of the Village of Gatunga, Kenya by supporting women and children to expand their craft, mind, and resources. lhsager@wisc.edu



Sami Schalk
Assistant Professor, Department of Gender & Women's Studies

Sami Schalk is an assistant professor of Gender & Women's Studies at UW-Madison. Her research focuses on the intersections of disability, race, and gender in contemporary American literature and culture, especially African American and women's literature. Dr. Schalk's first book, *Bodyminds Reimagined: (Dis)ability, Race and Gender in Black Women's Speculative Fiction*, is forthcoming from Duke University Press in 2018. sdschalk@wisc.edu



Karen Solheim
4W Director of Nursing

Karen Solheim directs Global Health Initiatives in the School of Nursing. Dr. Solheim has conducted health-related projects in Thailand, Cambodia, India, and Somalia focusing on meeting population health needs and building local capacity, with an interest toward those experiencing humanitarian crises. karen.solheim@wisc.edu



Karla Strand
Gender & Women's Studies Librarian

Karla J. Strand is the Gender & Women's Studies Librarian (GWSL) for the University of Wisconsin System. Karla provides research assistance, creative cooperation, information sharing, and advocacy to scholars and activists whose work is focused on gender equality, women's history, feminism, girls' studies, and LGBTQ studies. Her professional, research, and life interests are focused on the roles that libraries, information, and knowledge play in the empowerment of women and girls throughout the world. karla.strand@wisc.edu



Martha Taylor
4W Director of Women's Leadership and Philanthropy

Martha A. Taylor, the Vice President of Development of the University of Wisconsin Foundation and Alumni Association, pioneered the field of women's philanthropy. At the UW Foundation since 1975, she was the first woman Vice President in Development in the Big Ten. martha.taylor@supportuw.org



Earlise Ward
4W Director of Mental Health for African American Women

Earlise Ward conducts community-based clinical research focused on older African American women's mental health. Her research examines their beliefs about mental illness, whether these beliefs may serve as barriers to seeking mental health services, and coping behaviors in response to mental illness. This line of research is geared to develop more culturally appropriate and effective mental health interventions for older African American women. ecward@wisc.edu



Dee Warmath
4W Director of Wellbeing via Microenterprise

Warmath examines the relationship between consumption decisions, life satisfaction, and financial wellbeing, with a special focus on decision-making in dyads. Using a combination of qualitative and large-scale survey methodologies, she seeks to understand how consumers ranging from Americans to artisan women in Ecuador, Mexico, and Kenya define wellbeing and the means to achieve it. warmath@wisc.edu



Christine Whelan
4W Director of Purposeful Living

Christine B. Whelan is a faculty associate in the Department of Consumer Science. She is the director of MORE: Money + Relationships + Equality. In partnership with the Center for Financial Security, Dr. Whelan teaches and researches on topics of self-improvement, gender, relationships formation, and purpose throughout the life course. cwhelan2@wisc.edu

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Ongoing support of the 4W Initiative fosters the sustainability of the projects and activities highlighted in this progress report. The 4W Initiative Fund (www.supportuw/giveto/4wfund) provides monies that can be distributed among all the 4W projects including support for internships, field experiences, educational activities, and new programs. Donors wishing to establish named funds to support specific projects should contact Bobette Heller, Senior Director of Development, School of Human Ecology (bobette.heller@supportuw.org) or Lori DiPrete Brown, 4W Director (dipretebrown@wisc.edu) for assistance.





In 2014, the UW Women’s Philanthropy Council celebrated 25 years of giving. More than 100 philanthropists from across the country assembled in Madison, where they learned about the 4W Initiative. Attendees were asked to write on a river stone one word that described their hopes for change. Pictured in this image are just a few of the many powerful words inscribed that day.

The 4W Women and Wellbeing Initiative is a campus-wide effort convened by the School of Human Ecology, Global Health Institute, and Department of Gender & Women’s Studies.

“Make life better for women, make the world better for all.”



4W
Women & Wellbeing in
Wisconsin & the World
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