

4W Initiative Progress Report 2020



4W

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

Message from the Director

This report on 4W activities through the end of 2019 comes together in the midst of the COVID-19 pandemic, and at a critical and transformative point in the long struggle for racial justice. Such events have caused hardship and loss for so many, and revealed huge chasms in our social fabric. What now for each of us? What now for all of us? What now for 4W?

The 4W agenda of wellbeing and gender equity is more important than ever. As we limit social interactions, wash our hands frequently, and work to meet the basic needs of our families and neighbors, we are made profoundly aware of the importance of having a home, health care, food, and water. As we face decisions around the country and world about whether to open schools, we are reminded that schools, and all of our social institutions, should be places of belonging, safety, learning, and growth. We need to exercise our civic responsibilities. We need to be all in on transformative work for equity and racial justice. And we need to engage with the humanities, literature, and the arts as if our lives depended on it. Because they do!

We are listening to and amplifying the voices in our circle. The 4W community includes perspectives and lived experiences from all around the world. There is so much wisdom in this circle. At this time we are deepening our efforts to listen to and amplify these voices -- our leaders, graduate scholars, campus and community voices, and the many women who have participated in our programs and spoken at our events. Please listen with us by following us on Facebook, Twitter and Instagram. And please, share your own voice with us so that we may amplify that as well.

The practice of care and transformation makes us stronger. In our partnerships - at home and around the world - shared work, honesty, and friendship have been critical to achieving our goals and maintaining our strength and resilience. Despite the challenges inherent in our work, I watch the women in our circle get up every day and choose to lovingly persist. The good news is that our care, solidarity, and transformative practice are not coins that get spent. They are muscles. Rather than being depleted by frequent use, they get stronger. And the heart is a muscle too, so we carry on, knowing that because we do, there is more strength and love in the world.

Wishing you peace and wellness,



Lori DiPrete Brown
Director, 4W Women & Wellbeing Initiative
University of Wisconsin-Madison



*Lori DiPrete Brown,
4W Initiative Director*

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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 By the Numbers

35

members in our 4W Leadership Circle representing all schools and colleges

14

research-to-action catalyst projects

15

Innovator Grants for faculty and staff leaders

23

Emerging Scholar Grants for graduate students

43

internships for UW students

26

international collective translation workshops

15

translations of poetry by the 4W WIT Project

9

Wisconsin Without Borders Awards

700

participants in our 2019 annual conference

\$800,000

of grant funding to catalyze 4W programs

5

international webinars with the 4W-YALI (Young African Leadership Initiative) Circle

9

partnerships for diversity and leadership

100

students supporting artisans in Ecuador, Kenya, Nepal, and Mexico

110

students involved in Health by All Means community engagement

400

graduates of the Odyssey Project

2,000

students enrolled in courses developed by the MORE Project

6,000

members across more than 50 countries engaged in the Earth Science Women’s Network

10,629

feminist menstrual hygiene kits distributed to girls from 140 schools in Ghana

19,622

girls and boys trained in menstrual health education

\$4,013,172

in gifts and endowments from our generous alumni and friends to support 4W



1

campus united for gender equity and wellbeing

PART I: Gender Equity and Wellbeing in Wisconsin and the World

The 4W Vision:

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

The 4W Mission:

4W leverages the strengths of UW-Madison to be a convener and leading voice in education, applied research, and impactful engagement to promote gender equity, global wellbeing, and the full participation of women in society.

We work to achieve this mission through the following strengths-based activities:

1. We leverage the assets of the university by supporting catalyst projects that bring research to practice and practice to scale in Wisconsin and around the world.
2. We host changemaking platforms to bring people together around pressing issues related to gender and wellbeing.
3. We cultivate leadership and community among scholars and students, and provide grants and support that enable them to become changemakers in action.

The Special Role of Higher Education:

4W emphasizes the unique role that higher education can play in innovation, capacity-building, discovery, and change. Rather than providing direct services as government and civil society organizations do, 4W aims to leverage the power of higher education and the Wisconsin Idea to strengthen systems by training scholars and leaders, developing innovative solutions, and advocating for societal change.



4W Principles and Practices

4W activities are grounded in human rights principles that build upon one another, beginning with basic needs and freedom from harm, and moving toward full agency, equality, and global leadership. The following principles and practices are what guide our work and help us build capacity to make change.

1. Gender Analysis Fundamentals

Gender roles – the behaviors and values deemed “appropriate” for men and women – are deeply embedded in our society, often so much so that their effects are difficult to notice. Gender analysis helps us uncover the systematic disparities caused by gender roles and explore ways to correct them in favor of women.

But what does it mean to analyze research and practice with a gendered lens? We pose these questions to all students and scholars involved in 4W activities. How can we move beyond rigid definitions of gender roles? How can we speak out against stigma, discrimination, and oppression? And equally important, how can we empower ourselves to take action and make change?

Our work is guided by the lived experiences of women, particularly those from marginalized groups and low-resource settings. We use gender as our starting point toward inclusion of all historically marginalized identities, acknowledging that gender justice is intimately linked to other kinds of equality, such as racial, environmental, and economic justice.

Through our innovative, research-to-action projects, 4W has the unique ability to influence civil society actors, the private sector, policy makers, and other change agents. Thus, it is critical that we employ gender analysis fundamentals to shed light on inequalities and offer promising solutions that privilege the perspectives of women.

2. Feminist Leadership for All

While there are many working definitions of feminist leadership, we favor that of Gerda Lerner, a pioneer in women’s history whose knowledge and expertise led to the creation of UW-Madison’s Department of Gender and Women’s Studies. Lerner described feminist leadership as “...something that replaces and surpasses you, that has a life of its own because there are many people who will be drawn into it and who will give leadership to it as a group, even. The point is that wherever we are as women, wherever we are situated in our lives, we can advance a feminist agenda if we stop thinking about how to be leaders and think rather about how to be doers, how to be agents if you move on or go away.”

Lerner’s definition incorporates themes of solidarity, inclusion, leadership, and sustainability – all values of the 4W Initiative. Together as “doers,” we work to deconstruct social norms, then reconstruct and reimagine a life that is better for women and a world that is better for all. The “better for all” phrase of the 4W mission points to the transformative powers of feminist leadership. It opens a door to a broad range of issues and a full and truly holistic feminist praxis – including all people, all species, all places, and our planet. Through our feminist leadership praxis, 4W works to understand, reimagine, and leverage the unique role of higher education for global change. For more about 4W’s feminist leadership approach, see *Feminist Leadership and the 4W Initiative: Reflections and implications for transformative praxis in higher education* (April 2019).

4W Values

Basic needs and human rights

Equality for women

Leadership

Fully inclusive sustainable communities

3. Voice and Agency

4W aims to uplift diverse voices and foster agency, that is, the ability to make change, in Wisconsin and around the world. We cultivate this kind of leadership through our 4W circles. Through regular meetings, collaborative networking, and professional mentorship, we respond to the needs and aspirations of 4W leaders. We support artistic expression, public scholarship, and conference participation, and we raise the voices of our leaders on social media. We also provide resources related to gender analysis, wellbeing, feminist leadership, and inclusive practices.

4. The 4W Wellbeing Model

Our 4W Wellbeing model, “Gender, Wellbeing, and the Ecological Commons,” recognizes multiple dimensions of wellbeing, which enable people to sense and express more specific and contextualized understandings of their lived experiences. Our daisy model identifies 11 dimensions of wellbeing (the petals) that are organized in 4 thematic quadrants: freedom and safety, lifelong health, human connection, and thriving. These aspects of wellbeing can be further understood in terms of the various social spheres (the circles) where they take place, including family, peer groups, community, and society.



Our wellbeing model has been used in a range of settings – from adolescent girls in afterschool programs, to survivors of human trafficking, to rural farmers in Ecuador, Ghana, and Kenya, to UW students and colleagues in our professional network. Each engagement broadens and strengthens our holistic understanding of wellbeing, as we listen, learn, and incorporate new insights and perspectives into the model. Thus, this model has grown and evolved over time, capturing new meanings about what it means to feel safe, be connected, have purpose, and thrive!



Wellbeing dimensions (petals) organized for an activity with high school students.



Student from UW-Madison’s LEAP Forward Program engages with the 4W wellbeing model during an interactive activity connecting art and wellbeing (June 2018).

Part II: 4W Catalyst Projects

4W is associated with 14 projects that span education, health, economic wellbeing, and the arts. Some of these projects were designed and initiated by 4W leaders, while others were pre-existing yet aligned with the 4W mission. Whether 4W-initiated or pre-existing, our projects represent the best of UW-Madison. They are evidenced-based, equity-driven, and grounded in the lived experiences of women. 4W catalyst projects take research to practice and practice to scale in Wisconsin and around the world.

Projects can become affiliated with 4W if they meet all three of the following criteria: 1) They address a compelling need related to gender equity and the wellbeing of women; 2) There is strong, identified UW leadership, expertise, and partners; and 3) There is potential for scalability and significant impact in Wisconsin and/or around the world.

Global Artisans Initiative (GAI)

Leaders: Jennifer Angus, Carolyn Kallenborn, Lesley Sager
Funders: GAI was launched in the fall of 2014 with a generous gift from Sue Bakke, a three-year award from the Ira and Ineva Reilly Wisconsin Idea Endowment, support from the Global Health Institute, and additional funding from the Wisconsin School of Business, the International Internships Program, the Center for South Asian Studies, and the Latin American, Caribbean, and Iberian Studies Program at UW-Madison.

PURPOSE:

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. They do this by providing resources to address common challenges in productivity and marketability. GAI convenes UW-Madison students and scholars with artisans from around the world for a horizontal learning exchange that brings about collaborative projects and unique undergraduate courses. GAI leaders – and the students participating in their courses and internships – collaborate with artisans to 1) enhance product design and source raw material; 2) host events to sell artisan products and engage the public; and 3) create and maintain feedback loops with artisans.

Artisans – often women who may have fewer opportunities to participate in income generation – use their increased earnings and newfound skills to pay for healthcare and education, and to meet other basic needs for their families. Additionally, artisans express a sense of pride, enthusiasm, and confidence as they continue to develop their skills and



Handmade artisan baskets from Tharaka Niki, Kenya.

improve their trade. The handicrafts they produce help to share stories, experiences, and culture, building meaningful relationships within and across communities.

Through collaborative courses and interdisciplinary internships, GAI also helps students develop skills in innovation, design thinking, and cross-cultural collaboration, preparing them for success in both civil society and the public sector in Wisconsin and around the world.

ACTIVITIES & IMPACTS:

Enhanced Production for Community Wellbeing:

- Engaged thirteen artisans’ groups across five countries: Ecuador, Mexico, Kenya, India, and Nepal.
- Increased artisans’ access to new markets as a result of networking and enhanced production practices. Sales in Madison alone exceeded \$10,000 in FY 2019-2020.
- Hosted a trunk show with the UW Women’s Philanthropy Council Twin Cities Chapter.
- Continued wholesale of products to local businesses in Madison and surrounding counties.
- Provided water tanks and gutters to women artisans in Kenya.
- Worked with local architect Andy Wanek to design a makerspace for the Tharaka Women’s Welfare Program, our community partner in Gatunga, Kenya.
- Donated \$1500 of profit from successful GAI-Mexico sales to provide COVID-19 relief to artisans, helping to offset lost income from the pandemic.



La Calera, Ecuador with the artisan group Sumak Mujo.

Student Learning:

Annual summer internships supported by GAI leaders are highly sought after by UW-Madison students. The in-depth, on-site, hands-on collaboration between artisans and students is powerfully motivating, launching many students into their post-graduate careers. Thus far, a total of 25 graduate and undergraduate students have taken part in GAI international experiences in Ecuador, Kenya, Nepal, and Mexico. Students have also completed internships in Madison, working with artisans virtually to develop short films and create storytelling materials. Students also learn critical administrative skills related to fundraising/budget management, inventory control, and product organization. Other activities related to student learning opportunities include:

- Enrollment of 100 students in “Design Thinking 527: Global Artisans,” which connects students with artisans around the world.
- Student partnerships with two new organizations, Scents of Syria and Intag Sisal.
- Continuation of a digital co-design project (now in its fourth iteration) between students in “Design Studies 327: Textile Design: Manual and Computer Generated Imagery” and Indian designer artisans in the state of Gujarat.
- Creation of a study abroad class called “Wellbeing Through Microenterprise and Environmental Stewardship in Ecuador.”
- Continued collaboration with Wisconsin Without Borders Marketplace, a student organization that promotes and sells artisan products online and across the UW-Madison campus.
- Strengthening of student internship program in Gatunga, Kenya by using design thinking techniques to improve quality of life for artisans and their communities. Students work with artisans to create simple, locally-sourced solutions for everyday challenges, such as water-carrying vests, fruit dehydration systems, and a biomass briquette maker. Together, students and artisans learn the real value of traditional crafts and quality products.

NEXT STEPS:

- Expand the number of existing Design Studies courses that host projects to address the needs of our artisan partners. We hope to begin new initiatives with felt makers near the market town of Otavalo in Ecuador.

- Support professional development opportunities for artisan partners.
- Develop a self-sustaining makerspace model that can be implemented in small communities. These models will help bring artisans together and allow them to learn new skills related product development, personal finance, tree planting, permaculture farming, and physical and emotional wellbeing.
- Develop a two-week summer field course in Oaxaca, Mexico, to learn from successful artisan microenterprises.
- Explore adaptation of the Ecuador study abroad class, “Wellbeing through Microenterprise and Environmental Stewardship,” to be expanded to Peru, allowing for new partnerships and collaborations with Peruvian artisans.



GAI Leaders at a trunk show in Minneapolis (October 2019). From left to right: Lesley Sager, Carolyn Kallenborn, Jennifer Angus. Jewelry and accessories made with traditional tatting by Frivolité in Tepatitlan, Mexico (above).

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

Leaders: Araceli Alonso, Jean Geran, Lara Gerassi

Funder: This program is funded through the generous support of the Diermeier Foundation.

PURPOSE:

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 be an effective voice in the academic, legal, and policy realms, impacting communities locally and globally through creative collaborations. Through this work, STREETS has built a community of engaged scholars, practitioners, and survivors from around the world whose continued collaboration is centered on survivor-led policy and programs for healing and growth across the life course.

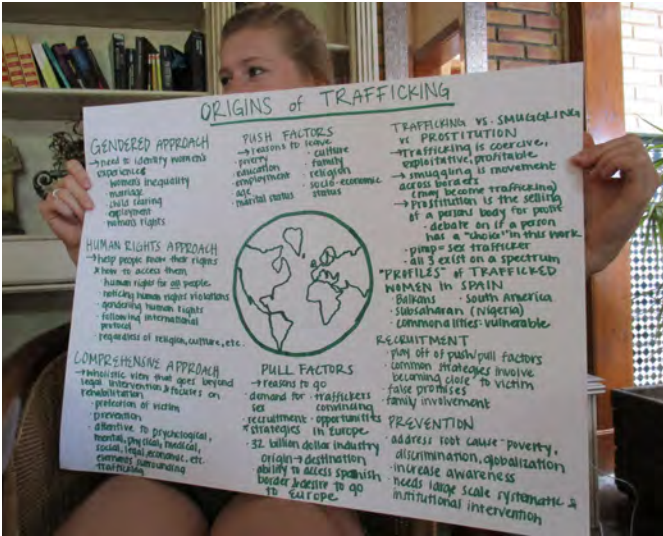
KEY THEMES:

STREETS’ unique approach to addressing human trafficking through higher education is guided by the following key themes:

- Integrating creativity and the arts in detection, data collection, and healing – in all parts of the survivor journey.
- Using theories of care and trauma informed tools to recognize the lived experience as fundamental.
- Focusing on local to global and research to practice.
- Bringing emotion and humanity to rigorous academic work as a model for universities.
- Centering survivor stories and amplifying voices with holistic dignity and respect.



Artwork made at the STREETS of Hope II Forum in 2018.



UW-Madison students travel to Morocco and Spain for a course on human trafficking. The course was delivered virtually in summer 2020.

- Highlighting the disproportionate impact of human trafficking on indigenous/minority women (and men) and the importance of cultural competency to address it.

ACTIVITIES & IMPACTS:

Since its inception in 2015, STREETS has made significant contributions to the research, education, and training materials available on sex trafficking, as well as strengthened local and global partnerships and provided credit-bearing educational opportunities for UW-Madison students. Activities and impacts include:

Sustaining networks of global opportunities and research-to-practice efforts:

- Convened survivors, scholars, and practitioners from around the world for the STREETS of Hope II Forum to explore best practices and policy recommendations related to victim identification, case management, and trafficking in the context of migration (July 2018).
- Hosted exchange with survivors and advocates from Minneapolis based survivor support organization, Breaking Free, at the 4W Summit (April 2019).
- Organized webinar to follow up with Fora participants in the US, Japan, and Spain and to plan future collaborations and convenings. Participants shared updates related to human trafficking course development, research publication, fundraising and advocacy efforts, and the development of new partnerships for survivors (March 2019).

Developing research, educational content, and training materials:

- Completed summative report of STREETS of Hope Fora hosted in 2015 and 2018 as part of a working paper series for the UW-Madison UNESCO Chair on Gender, Wellbeing and a Culture of Peace
- Implemented comparative cross-border research agenda on US/Mexico and Spain/Morocco borders
- Completed research study for Planned Parenthood of Wisconsin to explore barriers to identification of sex trafficking from provider perspectives, and to provide recommendations for provider screening questions and onboarding training.
- Analyzed survey data from the Dane County Youth Assessment to identify high school students who may be exposed to or involved in trafficking situations.
- Developed partnership with northeast region of Wisconsin and the first anti-trafficking regional hub in Outagamie County. STREETS leader Lara Gerassi worked to strengthen service providers’ use of evidence-based practices for discussing sex trading and other stigmatized behaviors, as well create regionally relevant training to be disseminated and adapted by other regions in Wisconsin and beyond.

Providing education and mentoring for students:

- Created a new undergraduate field course for UW-Madison students on the transnational challenges of human trafficking in Spain and the Mediterranean, with a particular emphasis on the use of theater and art for healing and truth telling.
- Hosted 4W STREETS Project Assistant Lauren Vollinger, a visiting scholar from Michigan State University with a focus in gender-responsive programming and trauma-informed care for survivors of human trafficking.

NEXT STEPS:

1. Further develop educational content and training materials related to sex trafficking such as K-12 curricula and tools for trauma informed care.
2. Expand internship programs and create student networks at UW and throughout the Big 10 Academic Alliance.
3. Strengthen research to practice connections with government and nonprofits to combat sex trafficking locally and globally.
4. Deepen and expand the STREETS network through international meetings, digital media, and the arts.



UW-Madison students travel to Morocco and Spain for a course on human trafficking (June 2017).

The Women in Translation Project (WIT)

Leaders: Sarli E. Mercado and Lori DiPrete Brown
Funder: WIT is supported by the Center for Humanities Borghesi-Mellon Workshops Program.

PURPOSE:
The 4W International Women Collective Translation Project convenes scholars from across disciplines and institutions as part of a collaborative translation praxis. It aims to make texts and related ideas that are only available in Spanish also accessible in English – and vice versa – to benefit writers and readers around the world.

In 2018, with support from the Center for Humanities Borghesi-Mellon Workshops Program, project leaders began hosting regular workshops under the name, “Living Poetry: Women in Translation (WIT).” Together, readers, translators, and interpreters translate literary texts – particularly poetry – by writers from the Americas and Spain. Collaborators represent a range of interests and expertise, including translation studies, cultural anthropology, global education, public health, cancer biology, and gender studies. Readings and discussions of selected texts bring forth the unique linguistic experiences, knowledges, and cultural backgrounds that each collaborator adds to the praxis – from Mexico, Chile, Argentina, Ecuador, Colombia, Puerto Rico, Dominican Republic, Panamá, Nicaragua, England, France, Spain, Poland, and the United States. The project also engages a diverse group of graduate and undergraduate students

from academic units such as the Latin American and Caribbean Studies Program and the Department of Spanish and Portuguese.

WIT workshops explore subjects related to women and gender, health and wellbeing, urban and ecological thinking, and urban and non-urban sustainability. Readings and discussions of selected texts aim to illuminate the text’s multiple perspectives and question the cultural experiences they enable and the contextual and symbolic meanings they convey. Each of these elements are required for the creation of innovative versions of the texts either in English or Spanish. Workshops also explore research on the concept of translation from a theoretical perspective, as well methods for comparing and contrasting previous translations in order to create new, transformative versions.

This project is also part of an ongoing collaboration between UW-Madison and the Museum of Environmental Sciences (MCA) at the University of Guadalajara. Under the guidance of renowned research ecologist Eduardo Santana-Castellón, MCA founded the City and Nature José Emilio Pacheco Literary Award. WIT collaborators are currently translating texts by many of the award winners as part of an anthology to be published by Meninas Cartoneras, Spain’s most historic publishing house centered on cultural diversity and inclusion, environmental sustainability, and gender equity.



WIT members gather for a translation workshop (May 2018).

ACTIVITIES & IMPACTS:

- Created a sustainable program model to allow continuous engagement with international scholars.
- Hosted over 20 in-person and virtual translation workshops with students and scholars at UW and beyond.
- Expanded our community to include 20 collaborators, representing a diverse range of academic units across campus.
- Held workshops with over 20 different international poets and authors, representing much of the Americas and Spain.
- Translated 14 literary texts as of April 2020.
- Developed excerpts and translations for MCA Meninas Cartoneras Anthology in collaboration with the International Book Festival in Guadalajara.
- Collaborated with renowned Argentinian poet, novelist, and music scholar Luisa Futoransky to translate her recently authored poem, “Joan of Arc, the Gateway.” The translation was published by Poetry International Archives in April 2020.

NEXT STEPS:

- Collaborate with UW-Madison’s Latin American, Caribbean, and Iberian Studies Program to translate poetry related to COVID19 and other health crises. The project will be called “A Lantern, Radical Light: Poems on Conform and Consolation” and will incorporate different cultural responses to the pandemic as well as themes of mourning, hope, and rituals.
- Travel to Guadalajara to collaborate with leaders from Meninas Cartoneras and MCA. Together we will facilitate workshops with local artists and muralists to create artistic covers for the anthology of translated poems.
- Continue expanding our community to include more collaborators interested in translation praxis at UW and beyond.
- Continue international learning exchange to invite more writers to the UW-Madison campus to participate in our workshops.
- Complete a collection of translations for publication in an online e-book.



WIT members read poems from Silvia Goldman to translate to English.

Books by the award-winning writers of the “City and Nature José Emilio Pacheco Literary Prize” created by the Museum of Environmental Sciences (MCA) at the University of Guadalajara and the International Book Fair of Guadalajara.

Money + Relationships + Equality (MORE)

Leader: Christine Whalen

Funder: MORE is funded through the generous support of the late Lorna Jorgenson Wendt.

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.

PURPOSE:

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. Founded on principles of the Wisconsin Idea, MORE achieves its goals through an integrated program of research, outreach, and teaching.

Research: 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 marriages, the role of community in long-lasting partnerships, and the special challenges of women in non-traditional work and financial situations.

Outreach: Using this evidence, MORE produces outreach materials to be shared online and in press features and speaking engagements. Materials include diagnostic tools to help couples learn their money “types” prior to entering a marriage, as well as accessible workbooks on financial equality and philanthropy at various stages of the relationship.

Teaching: Finally, drawing on research and outreach materials, MORE teaches students valuable lessons on financial equality through specialized courses on the intersection of relationships, finances, consumption, and wellbeing in the UW-Madison School of Human Ecology.

ACTIVITIES & IMPACTS:

Workbook development: Building on the success of the 2015 “Equal from the Start” workbook, a free primer for couples who will be married or cohabiting in the near future, MORE has created “The Practical Guide to Making Wise Financial Decisions.” Based on the research of Dr. Dayana Kupisk, who served as the MORE Project Assistant for several years and is now a MORE Fellow, this workbook teaches a practical wisdom approach to finances, offering a framework to tailor financial advice to meet one’s individual needs and situational goals.



In addition to these workbooks, MORE has developed more than a dozen “checklists” with helpful tips on topics like decision-making related to merging money, money management for wellbeing, talking about money, making financial resolutions, and holiday spending.

Outreach and publicity: In 2019 alone, MORE received more than two dozen press mentions, including in TODAY.com and The Atlantic. MORE Director Christine Whalen has made regular appearances on TV and radio and presented her work in a widely-shared TEDx talk in 2019. She has done outreach and presentations on purpose and meaning-making throughout the life-course for thousands of individuals in a range of settings, from Kaiser-Permanente Medical Group conferences, to psychiatric and psychological association meetings, to Linkage Leadership seminars, to dozens of local organizations.

Course development: Since 2016, MORE has played a pivotal role in the development of three courses, now completed by over 2,000 students. In the future, MORE hopes to develop online versions of these courses to make them accessible for diverse groups of learners.

1. Offered every semester – and always with a waiting list – “Consumer Science 173: Consuming Happiness” explores the intersection of money and happiness throughout the life course.
2. Newly taught by MORE partner, Professor Meg Bea, “Consumer Science 273: Finances & Families” uses many of the MORE workbooks and materials to educate future professionals preparing for careers in counselling and financial advising.
3. “Interdisciplinary Human Ecology 201: Belonging, Purpose, and the Ecology of Human Happiness (EcoYou)” taught by MORE partner Kristy Burkholder, similarly uses MORE material to introduce concepts of financial equality to students in their first year on campus.

Malawi: Circle of Care and Tikuyendadi

Leaders: Nancy Kendall, Lori DiPrete Brown, Zikani Kaunda

Funders: Circle of Care is funded by a Baldwin Wisconsin Idea Endowment Grant. Tikuyendadi is funded by UW-Madison’s School of Education Grand Challenges grant program.

PURPOSE:

Engagement in Malawi focuses on strengthening community-based support and services for highly vulnerable households in rural Malawi. Led by Dr. Nancy Kendall, 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.

ACTIVITIES & IMPACTS:

Between 2018 and 2020, Nancy Kendall, Lori DiPrete Brown, Zikani Kaunda and others worked together, through exchange visits and ongoing collaboration, to develop research to action projects that provide support to communities through community-based research, implementation science, and building the capacity of intermediary organizations. These efforts led to the development of the two projects described below, both of which received funding from internal UW-Madison grant competitions.

NEXT STEPS:

The following projects will be implemented over the next 2-3 years.

Circle of Care: Care and Support for Grandmothers and Children

Circle of Care (COC) will apply UW-Madison expertise and build on long-standing partnerships with colleagues and communities in Malawi to break the spiral of deprivation and social isolation experienced by orphans and grandmother-headed households. COC responds to the harsh realities of Malawi’s 35-year AIDS pandemic. By 2010, 20 percent of Malawian children were orphaned; approximately half live in grandmother-headed households (GHHs). GHHs have faced increasing social and financial marginalization as extended family care systems crumble, AIDS infections continue, and food insecurity expands. The depth of poverty and isolation many GHHs experience undermines orphans’ wellbeing, fueling food insecurity and disproportionately high dropout rates in schools, as well as rising HIV infection rates among orphaned girls.

COC brings together key areas of UW-Madison expertise around orphans and vulnerable children, community-driven participatory development, and quality improvement. Specifically, COC utilizes three



Zikani Kaunda and Nancy Kendall in Machinga District, Malawi.

programmatic models developed at UW-Madison and field-tested in collaboration with colleagues in Malawi and around the world: a participatory action model, an orphan-care quality improvement model, and a participatory monitoring and evaluation model. Working in partnership with the Institute for Participatory Engagement and Quality Improvement (Malawi), COC aims to break the cycle of social, educational, and economic deprivation faced by 900 orphans and their 200 caregivers, the villages in which they live, and the 10 schools that they attend in one zone in Machinga District, Malawi.

Tikuyendadi: Educational Equity for Children Living with Disabilities

The goal of Tikuyendadi (“Let’s Go Together” in Malawi’s national language, Chichewa) is to address these key knowledge gaps in Malawi in order to learn from and contribute to government, school, family, community, and disability rights movement efforts to support students with disabilities and provide equal, inclusive, and transformative education for all.

Through community engaged approaches carried out in collaboration with Malawian researchers, Tikuyendadi will provide essential new knowledge on the educational experiences of children with disabilities in Malawi. Data will be geared towards translational practice. Our goal is to improve school access and retention for students with disabilities by deepening our collective understanding of these students’ common educational experiences. We will also support existing, effective, locally-supported and sustainable approaches. In Malawi, this requires a significant rethinking of what imported social environmental models assume about families, schools, and children; and space for local, culturally-relevant models to be recognized and incorporated into policy and practice. Such rethinking requires new forms of data, analysis, and advocacy.

Earth Science Women's Network (ESWN)



Leader: Erika Marin-Spiotta

PURPOSE:

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 6,000 members across more than 50 countries, registering as a 501c3 and joining the 4W project network in 2014.

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 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. Thus, ESWN's mission is to support the scientists of today and welcome the scientists of tomorrow.

ACTIVITIES AND IMPACTS:

- We have developed a robust portfolio of online and in-person activities to support the growing membership of scientists in a wide range of STEM disciplines.
- ESWN online communities continue to grow, reaching over 6,000 members as of April 2020.
- ESWN has organized several workshops, professional development meetings, and networking opportunities for young scientists, including:
 - Leadership Skills for Success in the Scientific Workforce Workshop in Boulder (2019);
 - Networking receptions at the American Geophysical Union (AGU) Meeting in San Francisco (2020) and the American Meteorological Society Meeting in Boston (2020); and



- Co-sponsorship of diversity and education sessions at several national meetings.
- With funding from the National Science Foundation, the ESWN peer-mentoring model has been extended to first-year undergraduate women in the Front Range (Colorado/Wyoming) and North and South Carolina.
- ESWN received a Presidential Award for Excellence in Science and Engineering Mentoring in 2018.
- We launched a new initiative, ScienceForward, which onboards students to engage in STEM through mentorship and empowerment, based on best practices from ESWN's experiences. ScienceForward runs ESWN's annual "Science-A-Thon" (#DayofScience) public outreach campaign, which celebrates science and scientists, and has raised funds for the Society of Women Engineers and Girls Who Code.
- ESWN established a \$150,000 endowment through the Madison Community Foundation Campaign in 2019, including a \$50,000 generous MCF matching grant.
- ESWN Director Erika Marin-Spiotta is leading an ADVANCEGeo Partnership with funding from the National Science Foundation. Her work will increase the participation and advancement of women and other marginalized groups in academic science by improving workplace climate conditions to reduce sexual harassment, bullying, and discrimination.

Latin America: Food, Indigeneity, and Gender (FIG)

Leaders: Claudia Irene Calderón, Mariaelena Haumbachano, Lori DiPrete Brown

PURPOSE:

Women's participation in agricultural systems can influence the choice of crops that are grown, the different uses and practices given to plants, and the way that food is prepared and distributed among the members of the household. As the knowledge keepers of local foodways, women's roles are instrumental in transferring knowledge related to agricultural productivity, family food security, and overall wellbeing from one generation to the next. But women are faced with underlying power relations and social structures that have simultaneous effects on the opportunities and resources available to them, negatively influencing the way they participate in agriculture. In looking for ways to empower girls and women in agriculture, we need to consider – among others – the ability of women to move freely, to have autonomy, to have access to markets, to negotiate deals, to have political representation, and ultimately to secure employment.

Previous 4W work has highlighted the limitations of programs that reduce empowerment and/or focus solely on market-based approaches. This work has also shed light on programs that have the potential to reconsider and reflect on existing gender norms. Women's empowerment programs that go beyond the economic dimension, and those that incorporate girls' empowerment in the educational system, can redefine the roles that women play in agriculture.

ACTIVITIES AND IMPACTS:

Work in Guatemala has shown that the adoption of agroecological practices by small-holder farmers

seems to permeate various aspects of rural life, notably gender dynamics and community organization.

Agroecology-adopting farming families seem to be moving towards more gender equitable scenarios, such as: shifting distribution of schooling opportunities between boys and girls; focusing on capacity-building opportunities for

women; and creating new agricultural spaces in which women have decision-making power. Agroecological farmers recognize the value of their evolving traditional knowledge, and are eager to embrace an agricultural production system that is not reduced to profit maximization. In turn, their production rationale is built upon concern for the common good and managing the ecological devastation caused by a sustainable fashion. Our strategy is to expand upon the multidisciplinary framework of 4W's historic "Women and One Health Initiative" to include more gender-sensitive approaches in agricultural systems, as means of eradicating poverty, increasing food security, ensuring healthy lives, and promoting wellbeing (Sustainable Development Goals 1, 2, & 3).



Maize harvest demonstration in a farm in San Raymundo, Guatemala (January 2019).



Pre-school garden revitalization and garden-based activity demonstration in Laguna, Guatemala (May 2018). Photo by Patricia Dorn.

More recently, we have begun to consider the role of Indigenous knowledge systems, practices, and philosophies on food systems and wellbeing. In collaboration with 4W Leader and Indigenous scholar Mariaelena and 4W Director Lori DiPrete Brown, we have heralded the initiative Food, Indigeneity, and Gender (FIG). FIG aims to extend and strengthen our local to global networks to develop partnerships focusing on transgenerational knowledge and practices to achieve holistic wellbeing.

NEXT STEPS:

Going forward, we anticipate more community-engaged research linking FIG with other modes of human sustenance to foster human thriving.

Ghana: Be in School Every Day

Leader: Mary Crave

Funders: This project is funded by Rotary International in partnership with the Rotary Clubs of Madison, West Towne-Middleton, Fort Atkinson, Lake Mills, Mt. Horeb, Waunakee, and Viroqua in Wisconsin; and Tema-Meridian and Koforidua-New Juaben in Ghana. Days for Girls International in Ghana and 4-H Ghana partnered with 4W to provide the hygiene kits and training, as well as coordinate logistics with Ghana Education Services. UW-Madison's International Internships Program has also supported this work.

PURPOSE:

In Ghana, the transition from primary school to junior high is a very vulnerable time for girls, and the onset of puberty can create barriers to school attendance. Without adequate menstrual hygiene supplies, girls can miss 3 to 5 days of school each month, leading to poor grades and slower progress to graduation when compared to their male peers. If they miss enough school, girls may eventually choose to drop out, often leading to early marriage and/or pregnancy. In addition to lack of supplies and facilities for managing menstruation, girls and boys often lack accurate, comprehensive knowledge about menstruation, resulting in stigma and poor choices.

To improve girls' school attendance and provide youth with effective reproductive health education, 4W partnered with Rotary International and Days for Girls to provide free, washable sanitary pads to more than 15,000 junior high school girls in Ghana through the "Be in School Every Day" project. Kits include washable pads, soap, panties, a washcloth, and a string back-pack to discretely transport the products. The project also supports enterprise development by training women in nearby communities to make the products locally. In addition to



Menstrual hygiene kits include a washcloth, reusable pads, liners, panties, and soap.

these kits, girls receive training on adolescent reproductive physiology, basic hygiene, menstruation, and self-defense. Meanwhile, the "Men Who Know" curriculum teaches boys about male and female physiology and how to support their female peers rather than shame them.

ACTIVITIES & IMPACTS:

Years 1 and 2:

- Provided training and kits for 4,629 girls and training for 3,774 boys in 19 junior high schools in Kpone Katamansu, a peri-urban district in an industrial area of Ghana.
- Provided kits for 6,000 girls and training for 5,219 boys and 670 parents in 121 schools in the Suhum, East Akim, Ayensuano, and Akuapem North districts in the Eastern Region of Ghana. Schools and communities in these areas are remote and impoverished, with little to no hygiene management alternatives available to girls.
- Trained two teams of four to five women each in kit enterprise development.



- 4W provided scholarships to two UW-Madison students to intern with Days for Girls Ghana for six weeks in the summers of 2018 and 2019. Among other tasks, interns provided ongoing support for teachers and developed educational content and games to supplement the Days for Girls training curriculum. Interns from Summer 2019, Samantha Lettenberger and Anusha Naik, received a Wisconsin Without Borders Award for their exceptional work supporting youth in Ghana.
- Project leader Mary Crave led three groups of Madison Rotarians to Ghana to observe the project and learn more about the barriers that girls face. This helped Rotary partners build capacity in program design, cultural appreciation, and partnership development, as well as advocate for the project with Rotary funders.



The Be in School Every Day project provides free, Ghana-made menstrual hygiene kits for junior high school girls that can last up to three years and beyond (June 2018). Photo by Mary Crave.

NEXT STEPS:

In Year 3 of the program, we hope to provide another 6,000 girls with kits and training in the Winneba area, Central Region of Ghana. As a coastal community, boys and girls are often tempted to leave school early, enticed by quick money in the fishing industry. This emphasizes the need for the Be in School Everyday Project.

With this initiative, the Rotary Club of Winneba is broadening their community reach and impact. Our project team will use a new training approach, working with School Health Education Program teachers from 90 schools over two days.



An important part of the Be in School Every Day program is training for both girls and boys on menstrual hygiene. Above, educators use board games, posters, and interactive activities to reinforce key messages about menstrual health (June 2018). Photo by Mary Crave

These teachers will adapt the Days for Girls curriculum and develop experiential activities for themselves and the schools' Girl Child Coordinators to teach boys and girls over the course of the school year and beyond. Additionally, local Ghana Health Services nurses will train parents. Each school will also receive a portable water tap, as the lack of handwashing facilities at many schools also hinders girls' hygiene.

Kenya: Health by All Means

Leader: Araceli Alonso

Funders: HbAM has been supported by UW-Madison's Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment, the Morgridge Center for Public Service, the Undergraduate Global Health Education Program, and the Global Health Institute.

BACKGROUND:

This project originated in 2009 as Health by Motorbike, an initiative to bring public health nurses and basic health services to remote villages in Kenya via motorbikes. The project expanded in 2010 to include a service-learning component for student internships. In 2013, its innovative work was recognized with a United Nations Public Service Award for Gender, Health and Development.

Now entitled “Health by All Means,” the project has garnered interest from all over UW-Madison’s campus, incorporating expertise from public health, gender studies, medical anthropology, history, peace studies, and many other academic fields. With its campus-wide network and local-to-global philosophy, 4W serves as the perfect home for Health by All Means operations.

PURPOSE:

Health by All Means (HbAM) is a multi-disciplinary project that creates change from within communities to improve health outcomes, particularly for the wellbeing of women and girls in the Global South. Our purpose is to:

- 1) Provide long-term health training and community health outreach for women and adolescent girls in rural and isolated geographical areas and at-risk communities.
- 2) Train women and adolescent girls as community health workers to collaborate with local governments.
- 3) Use academic knowledge, community engagement, and human capital to achieve health promotion and sustainable development from within.



UW students teach reproductive health (June 2012).



Students learning to use paper microscopes (called “foldsopes”) for STEM education (August 2019).

ACTIVITIES & IMPACTS:

Gender Equity in Health and STEM Education:

HbAM’s current work focuses on promoting gender equity in health and uplifting STEM education. In the summer of 2019, 4W scholar Mengyao Niu led a team of UW graduate and undergraduate students in developing a commercially available, affordable, and portable paper microscope (foldscope). Foldsopes were used to teach basic science education to women and girls in thirteen villages in Kwale County, Kenya: Lunga Lunga, Godo, Perani, Umoja, Maasailand, Jirani, Mpakani, Tsuini, Mgombesi, Juakali, Kidomaya, Ngweneni, and Pangani. HbAM is working to train secondary-school girls in community health and science to achieve the following objectives:

- Increase girls’ long-term interest in science and build their confidence in STEM subjects in school.
- Increase girls’ pursuit of science careers by teaching a simplified process of scientific discovery (studying soil with the foldscope, observing soil microorganisms, and isolating antibiotic-producing bacteria).
- Introduce healthcare careers and viable paths to pursue them.
- Deepen girls’ knowledge of community needs and basic barriers to obtaining quality health.

Student Learning:

In 2019, HbAM also began collaboration with engineering students at the University of Wisconsin-Madison as part of their course, “Interdisciplinary Engineering 170: Design Practicum,” led by Katie Kalscheur and Rebecca Alcock.

Students did in-depth research about the villages in Kwale County, Kenya, including reading Alonso’s co-authored book *Health by All Means: Women turning structural violence into peace and wellbeing*. Using the UW Makerspace, they then designed three types of ambulance carts (like stretchers) to transport sick people – particularly unconscious patients and hemorrhaging pregnant women – from their villages to a nearby clinic.

Though students were unable to finish constructing the medical stretchers due to COVID-19 working restrictions, they found innovative solutions to still help the women of Kwale County. Instead of sending physical stretchers, students are preparing detailed drawings and instructions that can be easily translated to Swahili so that community leaders in Kwale County may begin building these stretchers themselves. Additionally, in spring of 2020, Lennon Rodgers, Director of UW’s Grainger Engineering Design Innovation Lab, donated electric bicycles to HbAM. These e-bikes are made specifically for women to ride during emergency transportation, which is not customary in many villages where only boys and men own motorbikes.

As of April 2020, approximately 100 undergraduate and 10 graduate students at UW-Madison have participated in HbAM projects. Our current scope will allow even

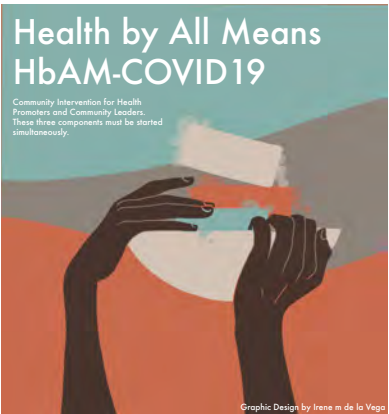


Women wait in line to use tippy taps for hands-free washing (April 2020).

more young scholars to engage engage in our work and build skills in leadership, communication, and public service. Following the Wisconsin Idea, our goal is that all participants in HbAM health and science projects — UW teams and local partners — become experts in their own health and science fields and use that expertise to improve education, health, and quality of life for communities locally and globally.

COVID19 Response Model:

In reaction to the coronavirus pandemic, HbAM Leader Araceli Alonso developed a simple, community-engaged surveillance and response model that could be effectively implemented in rural communities in Kenya by local HbAM leaders.



In less than two weeks after the model was created – and before the Kenyan government announced the first case of COVID19 in the country – the women of Kwale County had reached approximately 1,200 families with the HbAM response model; distributed thousands of medicated bars of soap; delivered large quantities of acetaminophen to those in need; and built hundreds of tippy taps (hands-free washing devices) for their communities. The women also conducted workshops to teach others how to safely and hygienically build and use the tippy taps. Additionally, through the Nikumbuke Tailoring School, a Health by All Means vocational training and health initiative, women began sewing masks to distribute throughout their communities.

Thanks to their rapid implementation of the Health by All Means model, villages in Kwale County, Kenya were better equipped to manage COVID19-related health issues and could share their methods with others via Facebook and WhatsApp.

LOCAL PARTNERS:

Lunga Lunga Health Center, Kwale County-Kenya
Kinondo Kwetu Hospital, Kwale County-Kenya
Nikumbuke Community Health Center, Lunga Lunga-Kwale County-Kenya

Wisconsin: Odyssey Project

Leader: Emily Auerbach

PURPOSE:

“The Odyssey Project helped me unwrap my gifts and rewrite the story of my life.” Education can be a springboard out of poverty, but barriers related to lack of financial stability, childcare, and/or mentoring and support can prevent access to this critical opportunity. Many Odyssey students are overcoming the obstacles of single parenthood, homelessness, drug and alcohol addiction, incarceration, depression, and domestic abuse. Since 2003, the award-winning Odyssey Project has provided families with free access to higher education, empowering them to overcome these challenges and break a cycle of generational poverty. Four key components help Odyssey students experience success:

1. Odyssey Course

Each year in South Madison, thirty new students embark on a free, two-semester journey with award-winning faculty in English literature, philosophy, American history, and art history. As they engage in lively discussions of Socrates, Shakespeare, Maya Angelou, and others, they not only gain six UW-Madison credits and improved critical thinking skills, but also a sense of empowerment and stronger voice. One student wrote, “Odyssey has already changed my life and the way I look at my world, my future, my kids, and my challenges. I feel more confident that I can achieve these once-forgotten dreams...and give back to my community.”

2. Odyssey Junior

While their parents are in class, 50 children and grandchildren of Odyssey students and alumni receive enrichment and intensive literacy lessons in one of our three Odyssey Junior classrooms: Jumpstart (ages 2.5-5), Explorers (grades 1-5), and Adventurers (grades 6-12).



Odyssey Explorers made winter hats with the help of the “Hat Ladies.” Photo by Emily Azad.



Dominique, Odyssey '09, graduates with her bachelor's degree.

Recognizing that breaking the cycle of generational poverty involves whole families, Odyssey Junior supports children in self-discovery, literacy, and expression through writing, speaking, visual arts, music, movement, and theatre. “I am strong, I have a story, I have a voice.”

3. Onward Odyssey

Graduates of Odyssey have moved from homelessness to bachelor's and master's degrees; over three-quarters take additional college courses after Odyssey. Onward Odyssey connects alumni with other UW-Madison courses taught on or off the UW campus while offering a supportive learning community and supplemental financial aid. Odyssey offers academic, career, financial, and personal counseling as well as one-on-one tutoring through the Odyssey Family Learning Center. “Once you graduate from Odyssey, you are part of the Odyssey family for life and can keep going toward your dreams!”

4. Odyssey Beyond Bars

Building on four years of Odyssey enrichment work in Wisconsin prisons, Odyssey Beyond Bars launched in the Fall of 2019 with the first-ever for-credit UW Odyssey composition course at Oakhill Correctional Institution. Every Thursday evening, fifteen men gathered to read essays and create their own. One student wrote, “I was born into cycles of violence, alcoholism, and drugs, and it wasn't until I came to prison that I learned how to read and write. I fell in love with the worlds that words built.” All fifteen students in this program graduated with three UW credits in English and a newfound sense of hope and self-awareness. Odyssey Beyond Bars plans to expand its reach into more of the state's prisons.

ACTIVITIES & 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.



Odyssey Director Emily Auerbach with student Hezouwe Walada (September 2020). Photo by Colleen Johnson.

NEXT STEPS:

- Expand course offerings, mentoring, counseling, and other services for our 400+ alumni.
- Build an endowment for all components of the program to ensure sustainability.
- Increase program visibility, 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.



The UW Odyssey Project Class of 2020 visiting the Chazen Museum (September 2019). Photo by David Giroux.

Women’s Knowledge Digital Library (WKDL)

Leader: Karla Strand

PURPOSE:

Created in 2015, the goal of Women’s Knowledge Digital Library (WKDL), formerly International Women’s Library, is to support the spread of applicable knowledge by and about women by providing a convenient digital portal of information about women, feminism, gender, and LGBTQ+, with a focus on justice, equality, and empowerment for women around the world. WKDL 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:

Curated by 4W Leader and Gender & Women’s Studies Librarian Karla Strand, WKDL provides users with quick and easy access to thousands of free resources vetted for authority, value, currency, and reliability. By offering these trustworthy materials in one place, WKDL takes the time and guesswork out of searching for useful sites on the internet. Resources include research reports, organization websites, toolkits, action and assessment plans, infographics, and more.

In addition to WKDL, the UW System GWS Librarian’s office also publishes Resources on Gender and Women’s Studies: A Feminist Review (RGWS), formerly known as “Feminist Collections,” a quarterly review of the latest print, electronic, and audiovisual resources for research and teaching in gender and women’s studies. This office also publishes research guides, a quarterly review of feminist periodicals, and a bibliography of new books on gender and feminism.

NEXT STEPS:

Women’s Knowledge Digital Library will be updating its digital portal with several new features, including the tag cloud, advanced search functionality, and improvements to user experience. Resources will also continue to be added as WKDL grows and evolves. Like UW-Madison’s UNESCO Chair on Gender, Wellbeing and a Culture of Peace, WKDL aims to provide access to evidenced-based resources that can empower women around the world. Moving forward, resources supporting work of the UNESCO Chair on Gender, Wellbeing and a Culture of Peace will be prioritized for inclusion.

Find more information about Women’s Knowledge Digital Library at: <https://womensdigitallibrary.org/>.



UW scholars share their publications at the 4W Conference (April 2018).

Women in Philanthropy: Expanding Horizons in Higher Education

Leader: Martha Taylor

PURPOSE:

Over the past 40 years, women’s philanthropy has emerged as an exceptional field for making change. Women from around the world have invested their intellectual, financial, social, and cultural capital in order to improve the quality of life for people and our planet. This project showcases the “new frontier” of women’s philanthropy and highlights a gendered approach to giving that is sensitive to the experiences of women and historically marginalized individuals. Through innovative collaborations, this project raises awareness within the field of Women’s Philanthropy, connecting women philanthropists from around the world to engage in relationship building, continued education, and leadership development.



ACTIVITIES & IMPACTS:

Recent efforts by the Women’s Leadership in Philanthropy program have focused on advancing women through gifts to higher education. To explore this phenomenon, we first conducted a literature review to summarize trends in the women’s philanthropy field. This led to the creation of an annotated bibliography of resources on women’s philanthropy in higher education. This literature review also became the basis for a series of interviews with women leaders at UW-Madison and beyond - faculty and researches, engaged philanthropists, and organizational and administrative leaders dedicated to improving life for women. The goal of these interviews was to better understand how women in the university:

- 1) perceive their own ability to impact women’s lives;
- 2) perceive the ability of higher education to impact women’s lives; and
- 3) recognize opportunities and challenges for investing in women through higher education.

Additionally, interviews explored issues of access, equity, and inclusion related to higher education, as well as areas in which higher education gifts could drive strategic impact.

Key takeaways from these interviews include:

- “Knowledge empowers women to see what they can do.” - Janet Hyde, Chair of the Department of Gender and Women’s Studies and Helen Thompson Woolley Professor of Psychology; University of Wisconsin-Madison.



- “Universities are the living laboratories that study intervention.” - Molly Carnes, Director of the Center for Women’s Health Research; University of Wisconsin-Madison.



- “We need to be asking, ‘How can we get more women into postgraduate programs?’” - Joan Johnson, Founder and Co-director of the Newberry Seminar on Women and Gender at the Newberry Library in Chicago; Office of the Provost at Northwestern University.



- “My main mission in academia is to level the playing field...More equitable spaces are more creative spaces.” - Susan Cook, Pamela O. Hamel Music Board of Advisors; Director of the School of Music; University of Wisconsin-Madison.



NEXT STEPS:

Results from these interviews will explore ways in which higher education giving can be a form of activism. Additionally, interview summaries will be disseminated via new PowerPoint and video presentations as resources to be used by students, faculty, and philanthropists.

Diversity in the Scientific Workforce

Leader: Molly Carnes

PURPOSE:

Throughout her career, Dr. Molly Carnes has worked to make STEMM (science, technology, engineering, mathematics, and medicine) fields more diverse and academic culture more inclusive. She and Dr. Jo Handelsman co-founded the Women in Science and Engineering Leadership Institute (WISELI) in the College of Engineering in 2001, and Dr. Carnes now co-directs WISELI with Dr. Amy Wendt. Since 2004, WISELI has administered the Wisconsin Louis Stokes Alliance for Minority Participation (WiscAMP), a National Science Foundation grant directed by Dr. Gail Coover. This project has doubled the number of racial/ethnic minority undergraduate students graduating with a STEMM major in a statewide consortium of Wisconsin colleges and universities.

ACTIVITIES & IMPACTS:

Dr. Carnes has been leading the Bias Reduction in Internal Medicine Initiative (BRIM) since 2017. Now well under way, this 19-site cluster randomized study, funded by the National Institute of Health, is testing whether a Breaking the Bias Habit workshop changes self-reported measures of bias-reducing behaviors and improves department climate. As of April 2020, Dr. Carnes and her WISELI colleagues, Drs. Jennifer Sheridan and Eve Fine, have traveled to 14 of the 19 participating medical schools to deliver this 3-hour workshop to sub-specialty divisions in the Departments of Medicine.

As part of BRIM, Dr. Carnes and her colleagues have developed a web-based course to train up to 12 faculty and staff at each of the 19 participating sites so that they may deliver the Breaking the Bias Habit workshop themselves. This work allows BRIM to have a broad and deep impact, enabling approximately 200 people in academic medicine around the country to help faculty overcome stereotype-based implicit biases in their judgment, decision-making, and interactions with colleagues, trainees, and patients.

Dr. Carnes has also worked with Anna Heffron and Kat Braun, two trainees in the Medical Scientist Training



Dr. Molly Carnes

Program at the UW School of Medicine and Public Health to study the impact of gender on how students experience training in this program. Results from this work will soon be published in the Journal of Women's Health.

Other published works include a report in the Journal of the National Medical Association (March 2020) on discrimination experienced by physicians of color in the United States, showing the negative personal and career consequences of such experiences; as well as a commentary in press in the journal Academic Medicine, cautioning that gender inequality – particularly society's deeming of women's lesser status – will adversely impact whole fields of medicine as their workforce becomes predominately female-led.

NEXT STEPS:

In addition to finishing the BRIM Initiative, Dr. Carnes will be working with WISELI colleagues to develop an anti-bias training for reviewers of scientific proposals.



Africa: Women and Peacebuilding

Leader: Aili Tripp

PURPOSE:

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

ACTIVITIES & IMPACTS:

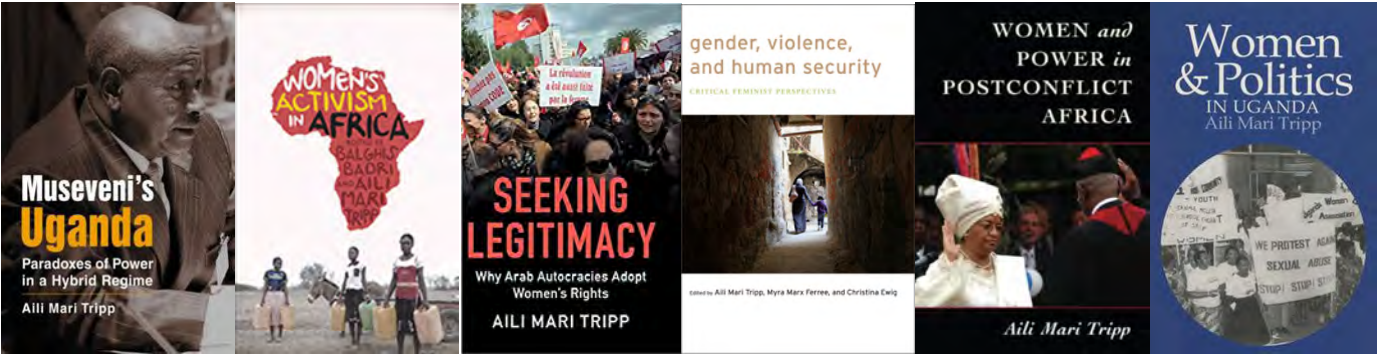
The research addresses three themes: inclusion and exclusion of women in post-conflict governance, women activists' informal peacebuilding strategies, and women's legal rights as a site of contestation in North Africa. In an interview, Dr. Tripp discussed the importance and purpose of the project: "Questions 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 into program-wide efforts.



Professor Aili Tripp with some of her many publications on women and peacebuilding in Africa.



Part III: 4W Coming Together for Change

The In Her Honor Gathering Space

In 2019, 4W launched the In Her Honor Chancellor’s Fund (IHH) to mark the 150th anniversary of women to receive bachelor’s degrees from the University of Wisconsin. The fund celebrates lives marked by scholarly achievement and public legacy, as well as extraordinary lives devoted to family and community. Individuals can honor a special woman in their life with a gift and optional tribute. Her name and story are then shared online at www.inherhonor.wisc.edu. Gifts are used to support campus programs that make life better for women and make the world better for all.

When a woman is recognized through the In Her Honor Fund, her name is also placed on a commemorative honor roll in the Hamel Family Browsing Library of UW-Madison’s historic Memorial Union. Thanks to gifts to the In Her Honor Fund – including an inaugural donation and continued support from UW alumna Doris Weisberg – this library has been transformed into an artistic gathering space that pays tribute to the courage and resilience of UW alumnae and women everywhere.

In addition to the honor roll, 4W worked with partners from across campus to develop several other

commemorative pieces for the Hamel Family Browsing Library. We coordinated with the 2019 Senior Class to commission a large steel sculpture called “The Monarch,” which invites reflection on the lived experiences of women. We curated two book collections that feature feminist classics, coming of age stories, and works by and about Wisconsin women. A portrait exhibit portrays contemporary images of some of UW’s early women graduates, and a large Gathering Table offers space to honor and unite women for years to come.

Since our official unveiling of the In Her Honor Gathering Space in December of 2019, the room has transformed from a “quiet space” to a place for students to gather and connect. A beautiful testament to the 150th anniversary of women graduating from UW, the room brings forth untold stories and overlooked identities, while also recognizing those who came “first” and helped make Wisconsin a place for all people to learn, grow, and thrive. It uses art to shed light on the lived experiences of women, thereby connecting us to one another, and to UW-Madison’s past, present, and future.



UW-Madison campus and community members explore the new Gathering Table in the Hamel Library in Memorial Union (December 2019).

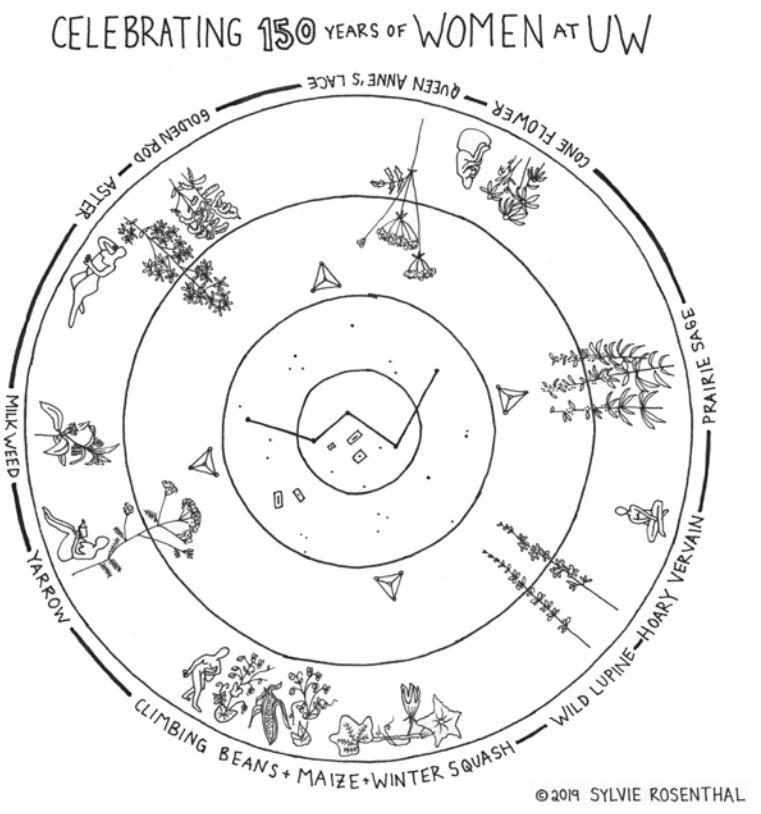


An honor roll features the names of women who have been honored through the fund. It will be updated regularly to reflect each new cycle of honorees.



Artist Sylvie Rosenthal (middle) with 4W Director Lori DiPrete Brown (right) and Assistant Director Olivia Dahlquist (left).

Constructed by local artist and educator Sylvie Rosenthal with collaboration from Wisconsin Union carpenters, the Gathering Table conveys messages of equity and inclusion for all, serving as a sacred space for members of the UW community to gather for years to come. This table was made possible by a generous gift from Doris Weisberg.



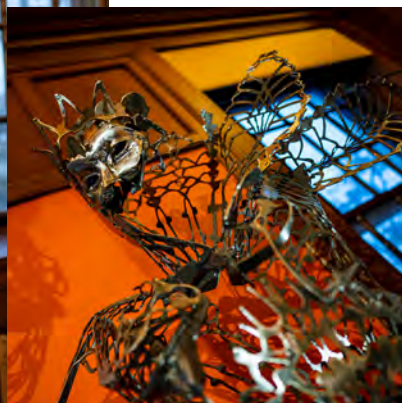
A “key” to the table, created by Sylvie Rosenthal.



Our “Feminist Classics” and “Wisconsin Women” book collections were made possible by a generous gift from Marlene and Robert Hartzman in honor of their mothers, Frieda Brier Hartzman and Annette Chemerinsky Tobe.



A portrait exhibit depicting six of UW’s earliest graduates was created by Amelia Faist, a student in Interior Architecture, and 4W Leader Carolyn Kallenborn. Portraits will be rendered in stitched painting like this “Helen in Thread” of UW-Madison Professor Helen Louise Allen.



The Monarch commemorates the 150th anniversary of women graduates and was sculpted by artist and alumna Victoria Reed (M.A. 2016). The statue invites reflection on the lived experiences of women, is a symbol of female empowerment, and represents being welcome and open to all.



UNESCO Chair on Gender, Wellbeing and a Culture of Peace

The United Nations Educational, Scientific, and Cultural Organization developed its UNESCO Chairs Programme to “promote international inter-university cooperation and networking to enhance institutional capacities.” UNESCO Chairs around the world act as both a creative incubator for new ideas and a platform for cutting-edge research and engagement.

The UNESCO Chair on Gender, Wellbeing and a Culture of Peace at UW-Madison is one of 21 Chairs in the United States, and one of the few to address gender and wellbeing, specifically. Awarded to UW in 2016, this campus-wide Chair is supported and administered by the 4W Initiative in partnership with the Department of Gender & Women Studies. It is directed by Dr. Araceli Alonso of the Department of Gender & Women’s Studies and Dr. Teresa Langle de Paz of Women’s Knowledge International Network.

Under the auspices of the UNESCO Chair, 4W influences research, education, policy, and practice.

- The UNESCO Chair cosponsors many 4W conferences, seminars, and fora to connect scholars and practitioners from around the world.
- 4W administers the UNESCO Chair Prize on Gender, Wellbeing and a Culture of Peace to recognize emerging leaders who are making life better for women in Wisconsin and around the world. The first prize was awarded in fall of 2019 to UW-Madison alumna and Native American rights activist Ada Deer for her lifelong commitment to social justice.
- The UNESCO Chair on Gender, Wellbeing and a Culture of Peace also produces a Working Papers Series to publish and disseminate research and scholarly articles around gender, wellbeing, and promoting a culture of peace for all through education and feminist leadership.



4W presents the inaugural UNESCO Chair Prize on Gender, Wellbeing, and a Culture of Peace to activist Ada Deer (November 2019).

Exchanges and Research to Practice Fora

STREETS of Hope I (2015) focused on envisioning wellbeing and promising practices for aftercare for survivors of sexual exploitation. The forum convened participants from Wisconsin, Washington D.C., Minnesota, Washington, Japan, Spain, Cambodia, and Brazil. Following the STREETS of Hope I forum, participants reconvened virtually to adapt the participatory wellbeing framework developed during the forum, and to publish a manuscript to share the results. (Lifelong Wellbeing for Survivors of Sex Trafficking)

STREETS of Hope II (2018) focused on sex trafficking in the context of migration. This forum compared sexual exploitation across settings at the United States/Mexico border and the Southern European border between Spain and Nigeria. This forum emphasized the healing abilities of art with a focus on theater arts and film.

Women and One Health (2016) was carried out in partnership with the UW-Madison Global Health Institute and the US Department of Agriculture. The consultative workshop developed recommendations for education, policy, and service delivery at the intersection of women’s empowerment and one health, as important efforts toward both gender equality and the sustainable health of humans, animals, and their shared ecosystems.

Gender and Climate Change (2019) fostered an international exchange with representation from experience in 10 countries. Scholars, practitioners, and students came together to explore frameworks for effective inclusion of women and youth in climate change response strategies. Discussions and case studies explored the intersections between climate change policy, the Sustainable Development Goals, and gender analysis, allowing participants to consider the essential role of women and youth in solving the climate crisis in Africa, Latin America, and the United States. The proceeds were summarized in a report and a 4W working group was formed to develop policy recommendations.



Gender and Climate Change workshop participants (September 2019).

Annual Conference on Women and Wellbeing

Every year, 4W collaborates with the Wisconsin Women’s & Gender Studies Consortium to host an annual conference around women and wellbeing. This conference brings together students, scholars, activists, and community members from across Wisconsin and around the world. Past themes and notable speakers are listed below.

2016: “Wellbeing and Empowerment: Wisconsin and the World” marked the first annual conference summit and featured two renowned women leaders: Donna Shalala, former UW-Madison Chancellor, President of the Clinton Foundation, and Secretary of Health and Human Services; and Dr. Terarai Trent, international humanitarian and scholar.

2017: “Transformative Education: Equity, Sustainability, Empowerment” explored challenges and triumphs related to women’s education and wellbeing, aiming to foster equitable teaching, research, and

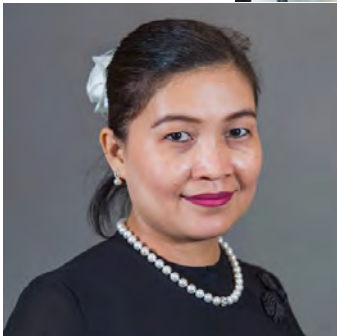
scholarship at the intersections of class, gender, race, sexuality, ability, age and other axes of identity.

2018: “Our Bodies, Our Earth: Voice, Violence, and Peacemaking” featured international, national, and regional scholarship addressing a range of local and global challenges to women’s lives, leadership, and wellbeing, such as intimate partner violence and exploitation of indigenous populations around the world.

2019: “Transformative Education: Then. When? Now!” celebrated the 150th anniversary of women to graduate from UW-Madison, recognizing the great achievements women have made in academia and addressing challenges and shortfalls that still remain.



2018 conference logo made by Helen Klebesadel.



Our keynote speakers have included (from left to right, top) Brigitte Baptiste, Vandana Shiva, (middle) May Sabe Phyu, Donna Shalala, Janine Latus (bottom) Janet Hyde, and Terarai Trent.

Partnerships for Diversity and Leadership: Making the Local to Global Connection

4W is privileged to have many community partnerships. From co-hosting campus events to sponsoring leadership training, we have worked for wellbeing and celebrated diversity through the following ongoing community and campus partnerships.



4W Leader Emilie Songolo presents at the 2019 International Women’s Day Celebration.

International Women’s Day

Celebrated each year on March 8th, International Women’s Day recognizes the social, economic, political, and cultural accomplishments of women from around the world, and serves as a global call to action for achieving gender equity. 4W partners with AFRICAide and the United Nations Dane County Association to host an annual International Women’s Day Celebration. Led by 4W Leader Emilie Songolo, our day-long celebrations include crafts, food, and song, and explore themes like “Better the Balance, Better the World” (2019) and “An Equal World is an Enabled World” (2020).



Committee members pose for a photo at the 2020 International Women’s Day Celebration.



Our 2020 International Women’s Day was cosponsored by 4W, AFRICAide, and the United Nations Dane County Association, featuring a keynote lecture from Madison Mayor Satya Rhodes-Conway.



4W-YALI Circle

The 4W-YALI (Young African Leadership Initiative) Circle is led by Kalkidan Lakew, a 2018 UW-Madison Mandela Washington Fellow, along with 4W Leader Rahel Desalegne. This network consists of over 40 young scholars from across Africa, all of whom engaged with 4W during their Mandela Washington Fellowship for Young African Leaders at UW-Madison.

The group hosts monthly webinars and Facebook discussions. Topics have included: the “#HearMeToo Movement” about harassment experienced by Mandela Ethiopian doctors; a “Culture of Safety” discussion on the 4 Es for addressing traffic and household accidents



2019 Mandela Washington Fellows. Photo by Meagan Doll.

(engineering, education, enforcement, and emergency response); and an exploration of *Stolen Paradise*, a book written by 2019 UW-Madison YALI Fellow Folajogun Akinlami about her journey through life, love, and living with a disability. Additionally we have discussed COVID-19 safety awareness in South Sudan, as well as efforts to combat sex trafficking in Nigeria.



Panelists discuss immigration's impacts on children and families at a November 2019 event on Immigration Awareness.

Immigration Awareness

4W Scholar Erika Rosales has led our efforts to create advocacy and curriculum materials around immigration and human rights. In fall of 2019, 4W hosted two panel discussions for campus and community members

entitled, “From Awareness to Action: Immigration’s Impacts on Children from Madison to the Northern Triangle of Central America.” The panel provided first-hand accounts and detailed information about the immigration that occurs between Madison, the US/Mexico Border, and the Northern Triangle of Central America, with a focus on children and their wellbeing. The events have sparked a larger discussion about how we can work together to address detrimental policies that affect those we call our neighbors, family, and friends. These panels were hosted with support from the Chican@ and Latin@

Studies Program, the Department of Civil Society and Community Studies, the Global Health Institute, the Human Rights Program, the Institute on Regional and International Studies, the School of Social Work, and One City School.

Hmong Leadership Training

In March of 2019, 4W and The Hmong Institute hosted a training for emerging leaders to develop gender sensitive, culturally relevant leadership skills. Hmong Institute Board President Mai Zong Vue and Consultant Yengyee Lor of Faithful Consulting addressed challenges to embracing one’s leadership potential, such as how

traditional roles for women in the Hmong culture can feel counter to conventional leadership traits. Participants discussed ways to overcome these challenges, as well as how to grow their leadership skills while staying true to their culture and giving back to their Hmong community.



Participants at the Hmong Leadership Training in March 2019, facilitated by Hmong Institute Board President Mai Zong Vue and Consultant Yengyee Lor of Faithful Consulting.

Wisconsin Womxn Lead Gala

UW-Madison undergraduate women prove that leadership can manifest itself in many unique ways – from athletics, to academics, to community engagement and public service. To celebrate the diverse ways that women lead, 4W hosted the Wisconsin Womxn Lead Gala. Over 50 undergraduate women were recognized as “leads” at UW-Madison, selected from peer nominations that considered qualities such as inclusion, self-expression, and authentic ways of giving back to one’s community.



Supporting Local Programs that Foster Youth Young Leadership

4W supports young leaders through networking opportunities, wellbeing-oriented workshops, leadership development training, and more. In the summer of 2018, 4W hosted workshops and a graduation ceremony for elementary-aged girls enrolled in **Maydm**, a STEM education program that prepares girls and youth of color with skills for the technology sector. In 2019, we used the Clifton StrengthsFinder Assessment to provide strengths-based leadership training for the **King Morgridge Scholars Program**, which recruits exceptional students from Africa, Asia, Latin America, and the Caribbean to study at UW-Madison and gain meaningful skills and resources to address inequities in their home countries. Additionally, we used our 4W wellbeing model to facilitate a lesson on equality and wellbeing for **UW-Madison’s LEAP Forward Program**, which administers internships for health sciences high school students in the Madison Metropolitan School District.



Girls in Maydm’s STEM program learning coding and other technology skills. (Photo taken by CapTimes, August 2018)

Madison for Malawi Symposia

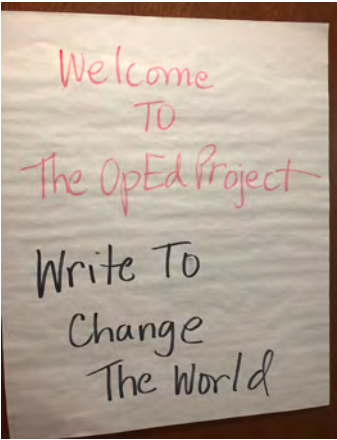
Led by King-Morgridge Scholar and Malawian Lusayo Mwakatika, student organizations are supporting Malawi’s Associated Center for Agro-based Development (ACADES) to promote health, equity, and economic growth through youth involvement in agriculture. 4W has provided mentorship and hosted multiple “Malawi Symposia,” convening campus and community scholars who are engaged in work in Malawi.



Lusayo Mwakatika

Voice for Us: 4W’s Op Ed Project

To increase public scholarship and highlight historically underrepresented voices in public media, 4W partnered with University Communications to bring the Op Ed Project to UW-Madison for a “Write to Change the World” workshop. Together we grew in our confidence to share our voices and ideas, and learned how to write timely, impactful opinion editorials.



UW WOMEN AT 150

Commemorating 150 Years of Women at UW

Throughout 2019, 4W facilitated a campus-wide effort to commemorate the 150th anniversary of women graduating from UW-Madison. Special activities included a gala for student leaders, participation in the Homecoming parade, and the creation of a new Babcock ice cream flavor, “150th Annivers-berry!”



4W leaders and Chancellor Blank celebrate 150 years of women at UW with “150th Annivers-berry” ice cream (June 2019).

PART IV: 4W Changemakers in Action

4W provides opportunities for learning and leadership to our undergraduate students, graduate students, faculty, and staff through an array of grants, awards, and internships; coupled with a commitment to build an intentional community that fosters leadership, growth, and creative collaborations.

4W’s ability to make positive, lasting change in Wisconsin and around the world stems from the exceptional leadership of these students and scholars. We are proud to play a role in supporting and amplifying their authentic leadership and commitment to addressing gender-based inequality and injustice. Learn more about our “change-makers in action” below.



4W Changemakers in Action

4W Grants for Innovators and Emerging Scholars

The 4W Innovators and Emerging Scholars grants program supports the work of UW-Madison faculty, staff, and graduate students. All people who are working to foster gender equity and wellbeing are eligible to apply. Each year 4W awards 3-5 Innovation Grants of \$5,000 to \$10,000 for UW-Madison faculty and staff, and 5-10 Emerging Scholar Engagement Grants of \$2,500 to \$3,500 for graduate and professional students. To date 4W has supported 15 Innovation grants for faculty and staff, 23 Emerging Scholar grants for graduate students, and 38 internships based in Madison and around the world.

Grants are based on an annual call and panel review, as well as scholar-initiated proposals that are awarded throughout the year. This dual approach makes our grants program accessible, highly selective, and responsive to emerging opportunities. 4W grants are made possible through annual support from the University of Wisconsin Women’s Philanthropy Council and gifts from our supporters. Grant recipients become part of

the 4W network, where they have access to mentorship, collaboration, leadership development, and resources to deepen their expertise related to gender analysis and wellbeing.

The 4W grants program not only provides financial resources, but fosters intellectual growth, increased social impact, and professional advancement for both faculty and students. Scholars have gone on to receive extramural grant support and employment opportunities related to work initiated through this program.



4W grantees are honored at a ceremony in 2017.

Innovator Grants for Faculty and Staff

Developing a Co-Design and Microenterprise Project in Nepal: A collaboration between UW-Madison students and women artisans around the world, this project helps to enhance the design, quality, productions, and sales



of artisan handicrafts, thereby increasing economic empowerment and wellbeing. It also prepares students to understand the cultural implications of design. **Jennifer Angus** is a professor in the Design Studies Department in the School of Human Ecology. (2018)

Collaborating with the African Women’s Studies Center in Kenya: This academic exchange with Wanjiku Kabira - a UW-Madison alumna, scholar of Kenyan Oral Literature, and Professor of Women’s

and Gender Studies at the African Women’s Studies Center in Nairobi, Kenya - will lay the groundwork for ongoing collaboration between 4W and the AWSC. **Fabu Carter** is a poet, columnist, storyteller, educator, and Senior Outreach Specialist with the Wisconsin Alzheimer’s Disease Research Center, as well as Madison’s former Poet Laureate. (2019)



Supporting Parenting Connections for Incarcerated Mothers:

Work with the Wisconsin Department of Corrections (DOC) introduces an evidence-based parenting program for mothers in the Women’s Correctional System. This initiative will build on existing collaborations, focus on enhancing gender equity for a highly vulnerable group, offer opportunities for student learning, and provide a unique pathway to translate research into practice in Wisconsin and – with adaptations – beyond. **Pajarita Charles**, Assistant Professor in the School of Social Work. (2020)

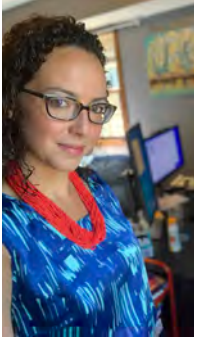


Sharing Practical and Spiritual Resources to Address Climate Change:

Support for a forthcoming book will provide practical, spiritual, and psychological resources to address eco-anxiety and climate distress, particularly among marginalized and climate-vulnerable groups such as women, youth, indigenous leaders, and communities of color. **Dekila Chungyalpa** is the Director of The Loka Initiative at the Center for Healthy Minds. (2020)

Identifying Barriers to Identifying Sex Trafficked Patients:

This case study at Planned Parenthood in Madison aimed to explore barriers to identification of sex trafficking from provider perspectives.



Preliminary findings suggested that providers experience role confusion related to whether it is their job to assess and intervene if a disclosure is made. Additionally, there are misconceptions of what sex trafficking is and therefore what to indicators to look for. **Lara Gerassi** is an Assistant Professor in the School of Social Work and co-leads the 4W STREETS Project. (2018)

Nurturing Local Design Leadership Capacity in Ghana:

This initiative supported employment opportunities for women craft practitioners in Kumasi, Ghana by helping them to increase product development for papermaking. It led to the first hand papermill in West Africa capable of producing high-quality papers entirely from local botanicals. **Mary Hark** is a professor in the Design Studies Department in the School of Human Ecology. (2018)



Strengthening Education and Global Development in Malawi: This ongoing project examines education - broadly defined to include school-based programs and the many non-formal education spaces in society - and its role in international development, particularly in creating equity and voice for women and girls. **Nancy Kendall** is the Chair of Educational Policy Studies Program, Director of the African Studies Program, and Director of the Development Studies Program. (2017)



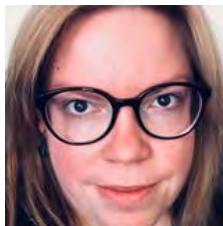
Developing a Wellness Program for Caregivers: This “5Minutes4Myself” wellness program was created to provide supportive services for caregivers of children with autism and develop performance-based assessments for children. **Elizabeth Larson** is an occupational therapist and scientist with over thirty years of clinical and research experience working with children with disabilities and their families. (2018)



Fostering Wellbeing through Nature: This pilot study explores how nature and green spaces can help UW employees – particularly women – manage stress and improve wellbeing. **Mary Michaud** is an instructor in the Center for Patient Partnerships at the UW Law School. She teaches courses on systems thinking in health care for UW’s Master of Public Health Program and focuses on increasing opportunities among low-income children and families to access nature and green space. (2019)



Exploring Gendered Embodiment at UW-Madison: This project uses the process of “body mapping,” to explore the ways in which gender inequities like sexual violence manifest in and on the body and mediate daily experiences of body consciousness for female/feminine identifying college students. **Katherine Phelps** is an Instructor in the Department of Gender and Women’s Studies. (2020)



Raising Awareness about the Impact of Immigration on Children: This ongoing project involves research, curriculum development, and educational programming on topics related to health and human rights of children in adversity around the world, with a focus on Latin American migration and the US-Mexico Border. The work has informed much of 4W’s efforts related to health and human rights, and particularly immigration’s impacts on children and families in Madison and beyond. **Erika Rosales** is a Human Resources Coordinator at WIDA in the Wisconsin Center for Education Research (WCER). (2019)



Producing an Oral History of Gender and Women’s Studies Instruction UW-Madison: This project tells stories of women from UW-Madison’s past and present through an archive of oral interviews with contributors to Women’s and Gender Studies across the UW System. **Stephanie Rytilahti** is the Director of the Wisconsin Women’s and Gender Studies Consortium where she facilitates the collaboration of research, pedagogical initiatives, and strategic planning of all gender and women’s studies programs and departments across the UW-system. (2019)



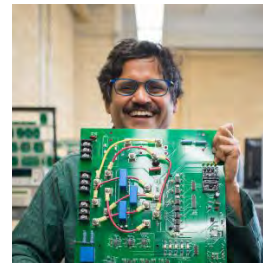
Building a Makerspace in Kenya: By creating a workspace for women to make hand-crafted baskets and engage in leadership and skill-building training, this project supports health and micro-enterprise efforts for women and children in Tharaka-Niki, Kenya. **Lesley Sager** is a Wisconsin-based interior designer and instructor in the School of Human Ecology, as well as a 4W faculty leader for the Global Artisans Initiative and founder of the nonprofit Merry-Go-Strong. (2019)



Supporting Bystander Intervention and Workplace Climate Training: This project is part of a National Science Foundation ADVANCEGeo Partnership that has developed a community-based model for interactive bystander intervention and workplace climate training, which responds to two needs identified by STEM leaders: 1) development of anti-harassment training that is relevant to STEM disciplines; and 2) research on the unique experiences of minoritized and underserved groups. **Erika Marin-Spiotta** is a Professor in the Department of Geography and leads the Earth Science Women’s Network. (2020)



Bringing Electricity to Rural India with Mahila Microgrids. This demonstration project will provide reliable energy for clean water supply, medical facilities, communications, and education at the community center. It 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. **Giri Venkataramanan** is a Professor in the School of Engineering. (2017)



Emerging Scholar Grants for Graduate and Professional Students

Using Design Thinking for Humanities Centered Innovation: This project guided undergraduate students through the design thinking process, helping them use design solutions to work through challenges that women face in Tharaka Nithi, Kenya. It emphasizes inclusive innovation and participation of those who have been historically excluded from design processes. **Rebecca Alcock** is a doctoral student in the College of Engineering studying Operations Research and Global Health. (2019)



Studying the Impact of School Punishment on Black Girls: This project supports much needed research and education scholarship on the impact of school punishment practices for Black girls in Madison at the intersections of race, gender, and class, expanding our knowledge of Black students’ sense-making processes and their academic experiences and outcomes. **Ruby Bafu** is a second-year PhD student in the Department of Sociology, a Mellon Mays Fellow, and a Graduate Research Fellow for the Institute for Research on Poverty. In April of 2020, Ruby was awarded a National Science Foundation Graduate Research Fellowship to continue this work. (2019)



Supporting Women Impacted by Incarceration: The FREE campaign organizes Wisconsin women who have experienced incarceration and identify housing as a major barrier to health, wellbeing, and continued freedom for themselves and their families. Using an intersectional approach that centers those most impacted, this project works to reconcile contradictions in current housing policies, improve re-entry policies, and advocate for additional funding for promising models of re-entry housing. **Molly Clark-Barol**, 4W Program Associate for Research, is a PhD student in the School of Human Ecology and Department of Sociology. (2017)



Strengthening Wellbeing for Adolescent Girls: This project supported 4W scholar Amy Bintliff’s development of an arts-based intervention called “The Wellbeing Club” for young girls with histories of family stressors. This program used art-based applications of the 4W Wellbeing Model to examine how girls define and experience wellbeing in the face of trauma. It is now administered at the University of California San Diego with plans to be scaled up in other areas of California as well as in Uganda. **Amy Bintliff** is an Assistant Teaching Professor in the Education Department at the University of California, San Diego. (2018)



Supporting Latin@ Mothers: This project uses a peer support model to aid Latin@ mothers as they develop new relationships with their babies. The aim is to reduce the observed and documented health disparities in the Latino population in the U.S. and abroad through community-based health and wellness educational opportunities fueled by the community. **Mariela Quesada Centeno** is



a PhD student in Human Development and Family Studies, a Maternal and Child Health Research Fellow at Centro Hispano of Dane County, and the manager of Roots4Change Cooperative, the first woman and immigrant-owned cooperative in Wisconsin. (2018)

Exploring Agroecological Perspectives Connecting Women, Farming, and Faith: In collaboration with a community of Dominican sisters at the Sinsinawa Mound, this project supports pre-thesis research on how faith, gender, and place inform socio-ecological relationships and guide decision-making. **Margaux Crider** is a master's student in Agroecology and a Graduate Associate at the Center for Culture, History, and Environment in the Nelson Institute for Environmental Studies. (2020)



Unmasking Inequities Related to COVID-19 and Gender: This research uses gender analysis to explore the direct and indirect impacts of the COVID-19 pandemic on women and girls. Research will guide policy recommendations to elected officials related to alleviating disparities exacerbated by the pandemic. **Samantha Crowley**, 4W Project Assistant, is a Master of Public Health student and studying reproductive health policy. (2020)



Gathering Narratives to Foster Native Food Sovereignty

This research involves the collection of oral histories from food sovereignty leaders in the US and Canada and growing food with the Fort Peck community in Northeastern Montana.

It involves First Nations and Native food sovereignty initiatives across Turtle Island (North America).

Rebecca Dower is a graduate student in the department of Civil Society and Community Studies in the School of Human Ecology. (2017)



Supporting International Transitional Justice for Women

This project supported research at the Gender Justice Program at the International Centre for Transitional Justice in New York City. As a public interest law student, **Alisha Esselstein** studied regional conflict

and gender in Nairobi, Kenya and Cuernavaca, Mexico. She formerly served as a Research Assistant at the Law and Society Trust, a human rights organization based in Colombo, Sri Lanka, where she worked on women's rights, transitional justice mechanisms, and constitutional reform. (2017)



Experiencing Black Girlhood Together: This work examines the experiences of Black girls currently attending high school in predominantly white Wisconsin school districts. It will inform our understanding of Black girls' meaning-making about the messages they and other Black girls receive in schools, as well as whether they utilize peer groups to navigate these messages. **Khrysta Evans** is a

PhD student in Educational Policy Studies. She founded Black Girl Magic, a student-centered elective that creates a space for self-identified Black girls to define Black girlhood and create community to affirm each other socially, academically, and spiritually. (2020)



Measuring Strategies for Women's Empowerment in Ghana

This work examined gendered constraints to economic and social empowerment for vulnerable youth and women. It has led to two recently published articles, *Gender analysis for One Health: theoretical perspectives and recommendations for practice* (2019) and *The Limitation of market-based approaches to empowerment: lessons from a case study in Northern Ghana*. **Sophia Friedson Ridenour** is currently a Social Development Specialist at the



World Bank's Africa Gender Innovation Lab. She completed her PhD in Educational Policy Studies at UW-Madison, where she worked as a graduate assistant for the 4W Initiative and a postdoctoral research associate in the Center for Research on Gender and Women. (2015)

Promoting Sexual Education and Adolescent Reproductive Health

This project supported 4W scholar Regina Fuller's work with the United Nations Population Fund (UNFPA), where she reviewed contraceptives procurement and work plan data for 46 countries and made recommendations for increasing programming among youth and women to increase their contraceptive uptake.

Regina Fuller is a PhD student in Educational Policy Studies and Comparative International Education, as well as a recipient of the Robert Wood Johnson Foundation Health Policy Research Scholars Fellowship and the Ford Foundation Doctoral Fellowship. (2019)



Journeying through Art and Song in Black Brown and Tan

4W provided support for scholar, poet and performer Quanda Johnson for her concert, *Verisimilitudes: A Journey Through Art Song in Black, Brown, and Tan*. This work is centered on ancestry, voice and truth through a vast array of strategies, including the arts, as well as championing gender equity and celebrating women of color. **Quanda Johnson** is a PhD



candidate in Interdisciplinary Theatre Studies at UW-Madison, with a focus in African Diaspora Studies and Performance as Activism. (2019)

Sharing Women's Stories: To highlight women's contributions at UW and beyond, this project supported the curation of two women's book collections in the In

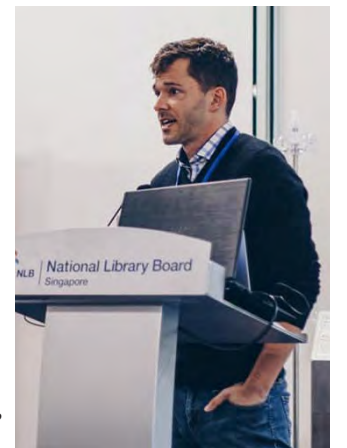


Her Honor Gathering Space in Memorial Union's Hamel Library. **Laura Killingsworth, 4W Collections and Special Projects Manager**, is a recent graduate of UW-Madison's Information School with a master's degree in Library and Information Studies. (2019)

Studying "Social Distancing" of Domestic Workers in Singapore: This project examines how state-designated "male" and "female"

migrant populations in Singapore are forced into gendered employment configurations—including distinct forms of social boundary-making, debt financing models, employment legislation, and labor dispute systems.

Kurt Kuehne is a Sociology PhD candidate focusing on international labor migration, urban sociology, and social marginalization. (2018)



Teaching Science to Girls and Women in Kenya

Through portable, affordable, and high-resolution paper microscopes called "foldscopes," girls and women in rural Kenya are learning about science and STEM-related



careers. The project also trains science teachers on how to use foldscopes in their teaching. As of March 2020, four primary schools in Kenya have formed science clubs for girls and are using foldscopes for STEM activities. **Mengyao Niu** is a PhD candidate in the Microbiology Doctoral Training Program (MDTP). (2019)

Enriching Theater with Accessibility, Sustainability and Feminism: With a focus on community wellness and transformation, this interactive play teaches audiences about various systems of oppression that influence how we contextualize our world through theatre. **Cyra Polizzi** is a performing artist and graduate student affiliated with the Department of Gender & Women's Studies and the Center for Culture, History, and Environment in the Nelson Institute for Environmental Studies. (2019)



Uncovering Gendered Barriers to Agroecological Practices: Through studies in Rabinal, Guatemala, this work explores how women's knowledge shapes - and is shaped by - agroecology, the study of ecological processes applied to agricultural production systems. **Anika Rice** is a master's student in the Geography Department whose research focuses on agrarian change, gender, agroecology, feminist political ecology, transnational migration, and farmer-to-farmer pedagogy. (2019)



Improving Humanity Through Edible Insects: In collaboration with the MIGHTi Project, this research assesses ways to optimize the use of edible insects for human nutrition, smart economic development, recycling, and agroecosystem sustainability. **Valarie Stull** is a PhD research associate in the Global Health Institute investigating issues at the intersection of agriculture, the environment, and global health. (2018)



Women learn about sustainable protein farming through the MIGHTi Project in the Department of Huehuetenango in 2019.

Synthesizing Lessons from the 4W STREETS Fora: 4W scholar Lauren Vollinger participated in a scholarly exchange with UW through the Big Ten Academic Alliance's Traveling Scholars Program. During her time at Madison, she worked with the 4W STREETS Project to document the 4W STREETS of Hope Fora, published under the UNESCO Chair on Gender, Wellbeing and a Culture of Peace. **Lauren Vollinger** is a PHD student in Ecological-Community Psychology at Michigan State University. (2019)



Assessing Women's Risks for Acquiring HCV: This in-depth literature review uncovered 10 key themes across 29 studies related to risks for acquiring hepatitis C virus (HCV) among young adult women in the United States: drug use as a coping strategy, transition to injection drug use, awareness of HCV, social norms of drug use, relationship between drug use and sexual activities, incarceration re-entry, housing instability, lack of community HCV resources, social constructs, and policies affecting drug markets. **Theresa Watts** graduated from UW-Madison in May 2019 and is currently an Assistant Professor at the University of Nevada, Reno-Orvis School of Nursing. (2018)



Studying Mindfulness-based Stress Reduction: This project supported professional training for 4W scholar Paris Wicker related to wellbeing conceptualization and agency in college access and preparation programs. It also informed Wicker's work on how Black and Indigenous women teach, learn, and embody wellbeing and self-care in educational spaces, and how it shapes student engagement and development. **Paris Wicker** is a Ph.D. student in the Department of Educational Leadership and Policy Analysis with a minor in Sociology studying the intersections of wellbeing praxis, racialized experiences and resilience, and college student engagement in higher education. (2019)



Understanding Gender and Environmental Justice in Pharping, Nepal: Through integrated research and community education, 4W scholar Pearly Wong studied how gender and caste impact women's notions of health, gender, disasters, and the environment. **Pearly Wong** is in a joint PhD program in Cultural Anthropology and Environment and Resources with the Nelson Institute for Environmental Studies. (2018)



Wisconsin Without Borders Awards
In addition to supporting faculty, staff, and graduate students, 4W collaborates with the Morgridge Center for Public Service to award an annual prize that recognizes outstanding examples of service learning and globally engaged scholarship. Awardees are selected based on their work to improve quality of life issues for women



and promote excellence in areas related to gender and wellbeing, both locally and globally. The following students have received Wisconsin Without Borders Awards:

- Anusha Naik and Samantha Lettenberger for their work with Days for Girls Ghana in Ghana (2020)
- Lusayo Mwakatika for his work with ACADES Agribusiness Project in Malawi (2019)
- Krystal Du, Kayla Hui, and Rose Lamensdorf for their work with the Women's Education Project (NYC) and Sudar Foundation in India (2018)
- Sydney Olson for her work with AFRIPads to provide reusable menstrual pads to girls in Uganda (2017)
- Jennifer Wagman for her work with the Wisconsin Without Borders Marketplace in Wisconsin (2017)
- Marjorie Kersten for her work with the MIGHTi Project (Mission to Improve Global Health Through Insects) (2016)



4W Interns Samantha Lettenberger and Anusha Naik (right and below) received a 2020 Wisconsin Without Borders Award for reproductive health work in Ghana.



4W Internships

4W internships complement students' curriculum by facilitating real world experiences related to gender equity and wellbeing, both on the UW campus and at our internship sites around the world. All of our internships receive an hourly wage or honorarium as compensation, along with mentoring and support from members of the 4W Leadership Circle. Our international summer internships are carried out in partnership with UW-Madison's International Internship Program (IIP). Made possible by private gifts and a partnership with the Women's Philanthropy Council, these internships allow students to work with 4W projects around the world to make a difference while developing important leadership and job skills. Eventually, we hope to support 20 undergraduate internships per year in alignment with our growing activities and partnerships.

India: Undergraduate interns worked with the Women's Education Project led by UW alumna Zoe Timms to interview, collect stories, and teach storytelling workshops to women in the "I am a Leader" workshop in Madurai, India.

- Krytal Du (in India) and Kayla Hui (in NYC) (2017)

Nepal: Internships in Nepal have been led by 4W Leader Jennifer Angus and have focused on promoting microenterprise among women artisans creating fair trade crafts in Kathmandu, Nepal. Interns have worked



"Before this internship I had an interest in the international market and wanted to explore sustainable design. The women at ACP showed me the strength in fundamentals and tradition, both of which have inspired me to further my studies and explore links in human geography and gender with the global fashion industry." - Corinn Ebel of her experience in Nepal working with women in the Kathmanu Valley.

with several local organizations including Sabah Nepal, Association for Craft Producers, Pia Nepal, and Tharu Cultural Museum to teach design and marketing skills to small, women-run craft producers.

- Ibtisam Ul Haq and Luisa Garcia-Gomez (2017)
- Autumn Brown, Corinn Ebel, Kat Eberley, Emily Lesch, Mitchell Rose, Jennifer Schlavensky, and Yenchen Xiong (2018)
- Sam Anglehart, Yuqi Jiang, Josie Madden, Jany Vang, and Salina Xiong (2019)



"I grew both as an individual as well as as a design professional" - Elsa Westain on her time in Mexico working at the art gallery, Andares del Arte Popular.

Mexico: Students in Mexico have worked under 4W Leader Carolyn Kallenborn as part of an artisan gallery team for the local gallery, Andares del Arte Popular.

- Dakota Mace and Elsa Wastian (2018)
- Sophia Downs (2019)

Ghana: Under the guidance of 4W Leader Mary Crave, students have assisted with community health outreach related to feminine menstrual hygiene for the organization Days for Girls Ghana.

- Anna Cash and Aberdeen Leary (2018)
- Samantha Lettenberger and Anusha Naik (2019)

Kenya: Interns in Kenya have worked with 4W Leader Araceli Alonso and her project, Health by All Means.

- Caitlin Attaway, Olivia Gonzalez, Vasuad Kapoor, and Emily Paltzer (2019)

Ecuador: Under 4W Leader Jennifer Angus, interns worked on artisan design and marketing for local partner Sumak Muyo.

- Jake Streeck and Patrick Rath (2019)

The Artisan Collective: Students engage with our artisan partners around the world from Madison through the undergraduate student organization, The Artisan Collective (formerly Wisconsin Without Borders Marketplace). Led by faculty advisor Janet Nieworld, this organization creates links between community members, UW-Madison students and educators, and artisan partners in Ecuador, Mexico, and Nepal. Student leaders focus on developing and supporting sustainable business plans and monitoring inventory and sales of products through the online store, <http://www.wwbmarketplace.org/>. Student Directors include:

- Hannah Miller and Ashley Summers (2018-19)
- Bridget Motiff and Anna Whisler (2019-20)
- Savannah Byers and Tailor Eilers (2020-21)



"Not only have I seen the inner-workings of a microbusiness and been able to develop solutions for the problems they face, but I've also improved my Spanish immensely." - Jake Streeck of his experience in Ecuador working with the artisan organization Sumak Muyo.

4W Directorate Internships: The 4W Initiative supports student hourly internships for UW-Madison undergraduates who are interested in gaining entry-level nonprofit experience and learning about gender equity and wellbeing. 4W Directorate Internships can be used for course credit and help students gain skills in communications, social media management, graphic design, administration, fundraising and development, and event planning. 4W Interns who have helped our work to thrive include:

- Brooke Wilczewski, 4W Communications and Administrative Intern (2020-21)
- Olivia Anderson, 4W Communications and Social Media Intern (2018-19 and 2019-20)
- Natalie Worcestor, 4W Development and Programming Intern (2019-20)
- Colleen Whitley, 4W Development and Program Support Intern (2018-19)
- Caroline Matkom, 4W Administrative Intern (2018-19)



UW-Madison students meet with women from Sumak Muyo during their course, "Wellbeing Through Microenterprise and Environmental Stewardship in Ecuador," initiated in January 2019 and co-led by GAI leader Jennifer Angus.

PART V: 4W Leadership Circle

The 4W Leadership Circle is a collective of UW scholars and practitioners representing a range of departments across campus, including Human Ecology, Gender & Women's Studies, the Global Health Institute, Education, Nursing, Letters and Sciences, Medicine and Public Health, the Nelson Institute, the Division of Continuing Studies, Social Work, Law, and more. These individuals initiate new efforts and provide strategic leadership on 4W projects, events, internships, courses, and scholarly publications. Leadership Circle members are committed to individual and collective growth, and report a feeling of community, a sense of voice, and a validation of their work in their 4W connections. The 4W Leadership Circle provides a unique, affirmative network that supports leaders as they flourish and expand their work in new and meaningful ways.



The 4W Leadership Circle is a welcoming, inclusive community that fosters growth, encourages shared work, and supports research to action initiatives in Wisconsin and around the world.



4W leaders celebrate Director Lori DiPrete Brown for receiving the Global Citizen of the Year Award from the United Nations Dane County Association (February 2019).

4W Directorate



Lori DiPrete Brown, 4W Director, focuses her interdisciplinary scholarship on innovation and social change as it relates to the wellbeing of women and children around the world. She is affiliated with the School of Human Ecology and the School of Medicine and Public Health and is an Associate Director of the Global Health Institute. DiPrete Brown's participatory and rights-based work has included collaboration in Honduras, Chile, Costa Rica, Nicaragua, Ecuador, Mexico, Ethiopia, Cameroon, India, Nepal, and Malawi.

Leadership Circle Members



Sandra Adell, 4W Director of Arts and Wellbeing, is a literature professor in the Department of Afro-American Studies. Her African American literature scholarship includes *Contemporary Plays by African American Women: Ten Complete Plays* (University of Illinois Press, December 2015). Her memoir, *Confessions of a Slot Machine Queen*, offers a personal examination of the devastating effects of casino gambling on women.



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



Jennifer Angus, 4W Director of Design and Visual Communication, is a professor in Design Studies and a renowned artist who has exhibited her work nationally and internationally. Her art arranges insects in unique patterns and installations, highlighting the important role that insects play in our ecosystems. She co-leads the 4W Global Artisans initiative and has established a co-design practice and pedagogy that is used in her undergraduate teaching and 4W internships.



Olivia Dahlquist, 4W Assistant Director, is a masters student in UW-Madison's Bolz Center for Arts Administration with a focus in Arts and Creative Enterprise Leadership. She earned her undergraduate degree in Community and Nonprofit Leadership, as well as certificates in Global Health and Gender and Women's Studies. She is passionate about collaborative, arts-oriented practices that uplift girls and women.



Sumudu Atapattu, 4W Director of Human Rights, Gender and Climate Change, is the Director of Research Centers and a Senior Lecturer at the UW Law School. She teaches at the intersection of international environmental law, climate change, and human rights. She is an award-winning scholar, and an important global voice for the environmental rights and small island nations within the United Nations and in other global fora.



Emily Auerbach, 4W Director of the Odyssey Project, is an award-winning English Professor at UW-Madison and co-host of University of the Air on Wisconsin Public Radio. She created the "Courage to Write" series of radio documentaries and has written guides on women writers. Emily has received numerous teaching, broadcasting, arts, and humanitarian awards for her work, including a national award for promoting campus access and diversity.



Claudia Irene Calderón, 4W Director of Gender and Agroecology, is a Faculty Associate in the Department of Horticulture. Her research is focused on the intersection of agroecology, sustainability, climatic resilience, and food security. Her work uses participatory approaches that empower women in rural areas of Central America. She also supports inclusive agriculture growth that is respectful toward the environment, where food production and exchange occur for reasons beyond capital accumulation.



Fabu Carter, 4W Director of Community Outreach, is a Senior Outreach Specialist with the Wisconsin Alzheimer's Disease Research Center where she advocates for African American and Native American communities. She is also a PhD student in the African Women's Studies Centre at the University of Nairobi. Under her professional name of Fabu, she has written 7 books and several other columns and stories. She is an award winning poet and was Madison's former Poet Laureate from 2008 to 2012.



Dekila Chungyalpa, 4W Director of Faith, Ecology, and Resilience, directs the Loka Initiative, an education program for faith leaders and religious institutions that supports faith-led environmental efforts locally and around the world. A former recipient of the McCluskey Fellowship at the Yale School of Forestry & Environmental Studies, Dekila founded and directed Sacred Earth, an acclaimed faith-based conservation program at the World Wildlife Fund from 2009 to 2014.



Mary Crave, 4W Director of Youth and Women in International Agriculture and Food Security, employs participatory outreach education methods for program development, training, and evaluation. Her 40-year career in Wisconsin and world-wide has focused on equity and empowerment for women farmers, girls, and youth. She leads multiple programs in Africa related to menstrual hygiene management, agriculture, and positive youth development.



Rahel Desalegne, 4W Co-Director of 4W-YALI Circle is an Adjunct Professor in the College of Engineering, a Professorial Engineer, and a Certified Traffic Operations Engineer with a focus on transportation engineering, planning, and safety. Rahel founded her own nonprofit, Safe Roads for Health, which connects colleagues, policymakers, engineers, and other professionals in Wisconsin, the US, and her home country of Ethiopia, to create and implement safe transportation systems and policy guidelines. Additionally, she is the lead representative for Bahir Dar, Ethiopia for the Madison Sister City Collaboration.



Larissa Duncan, 4W Director for Healthy Minds, Children, and Families, holds the Elizabeth C. Davies Chair in Child & Family WellBeing in the School of Human Ecology, and is an Associate Professor of Human Development and Family Studies and Family Medicine and Community Health. She is the Director of the Center for Child and Family WellBeing, a faculty affiliate of the Center for Healthy Minds, and a Specialist on Healthy Minds, Children, and Families for UW-Extension.



Deborah Ehrental, 4W Director of Women, Wellbeing, and the Life Course, holds the Life Course Initiative for Healthy Families Endowed Chair at the 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.



Connie Flanagan, 4W Director of the Environmental Commons, is a Professor Emerita of the School of Human Ecology. Her scholarship focuses on adolescents' political theories and on factors in communities that foster identification with and action for the common good in young people.



Jean Geran, 4W Director for Human Rights, Child Protection, and Global Policy, is a Co-Director of the 4W STREETS Project. She has extensive professional foreign policy experience working on human rights, trafficking in persons, child protection, and related issues at the U.S. Department of State, the National Security Council, and various international organizations.



Lara Gerassi, 4W Director of Sex Trafficking and Exploitation Research and Practice, is also a Co-Director of 4W STREETS and focuses on enhancing the health and wellbeing of people at risk of sex trafficking. She uses community-engaged approaches to increase the methodological rigor of her studies and translate knowledge into practice.



Mariaelena Huambachano, 4W Director of Biodiversity Protection and Indigeneity, is an Indigenous scholar and an Assistant Professor in the Department of Civil Society and Community Studies at the School of Human Ecology, as well as a member of the United Nations Permanent Forum on Indigenous Issues. Her research employs the "Khipu Model," an Indigenous, community-based participatory framework, to study the intersections of food sovereignty, agrobiodiversity, sustainability, and climate justice.



Janet Hyde, 4W Director of Feminist Biology, is Chair of the Department of Gender and Women's Studies and the Helen Thompson Woolley Professor of Psychology at the University of Wisconsin-Madison, where she also directs the Center for Research on Gender & Women. Her research specialty is the psychology of women and she is the author of the undergraduate textbook, *The Psychology of women and gender: Half the human experience*



Carolyn Kallenborn, 4W Director of Design, is a Professor of Design Studies who has been working with indigenous artisans in Oaxaca, Mexico since 2004. Inspired by her own experiences and the work of artisans in Oaxaca, she has created numerous gallery exhibitions and two documentary films about Oaxaca. Kallenborn is a Co-Director of the 4W project, Global Artisans Initiative.



Nancy Kendall, 4W Director of Education for Global Change, is the Chair of Educational Policy Studies Program and Director of the African Studies Program and the Development Studies Program. She is also affiliated with the Department of Gender and Women's Studies and on the Advisory Council for the Global Health Institute. Her research examines the consequences of national and international policies and funding streams directed at improving marginalized children's, communities' and states' wellbeing.



Erika Marín-Spiotta, 4W Director of the Earth Science Women's Network, is a Professor of Geography and leads UW's Biogeochemistry and Biogeography Lab. She also leads ADVANCEGeo, a program funded by the National Science Foundation to transform workplace climate in the geosciences and other scientific fields through the development of bystander intervention and research ethics training in partnership with professional societies. Marín-Spiotta is passionate about broadening participation and removing barriers to the retention and advancement of underserved communities in STEM disciplines.



Sarli E. Mercado, 4W Director of Latin American Urban Cultural Connections on Women, Landscapes, and the Arts, is the Co-Director of the 4W-International Women Collective Translation Project. As a literary critic, her work focuses on contemporary Spanish American poetry in the United States, Latin America, and Europe. She is also part of ongoing interdisciplinary collaborations between UW-Madison and the Museum of Environmental Sciences (MCA) at the University of Guadalajara.



Jan Miyasaki, 4W Director of Legal Advocacy and Support, is the Director of Project Respect, a Dane County social service agency that provides services to adults and juveniles victimized by sex trafficking and prostitution. Miyasaki's efforts to expand specialized services to victims of human trafficking have received funding from the U.S. Department of Justice, State of Wisconsin Department of Justice, and Dane County. Her work has led much of the discussion in Wisconsin to promote an understanding of issues faced by sexually exploited women.



Stephanie Rytlahti, 4W Director for Gender and Women's Studies Pedagogy and Research, is the Director of the Wisconsin Women's and Gender Studies Consortium. She facilitates programmatic collaboration across the UW-system and directs the planning and development of the annual Wisconsin Women's and Gender Studies Conference, a joint initiative between the Consortium and the 4W Initiative.



Lesley Sager, 4W Director of Design Thinking, is a Co-Director of the 4W project Global Artisans Initiative and the founder of Merry-Go-Strong, a nonprofit organization that works in partnership with the village of Gatunga, Kenya, by supporting women and children to expand their craft, mind, and resources. Lesley holds degrees in both Social Work and Design and her teaching and practice aim to improve the quality of life for all people.



Sami Schalk, 4W Director of Disability, Race, and Gender Studies, is an associate professor in the Department of Gender & Women's Studies. Her research and teaching focus especially on African American and women's texts. Her work includes *Bodyminds Reimagined: (Dis)ability, Race, and Gender in Black Women's Speculative Fiction* (Duke University Press, 2018) and publications in journals of Literary and Cultural Disability Studies, Modern Literature, Popular Culture, Girlhood Studies, and the African American Review.



Karen Solheim, 4W Director of Nursing, coordinates 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. She is the Co-Founder and Board Director for International Partners for Education, Inc., a nonprofit organization supporting students - primarily girls - as they obtain secondary education in Malawi.



Emilie Songolo, 4W Director of Information Science for Global Empowerment, is a Senior Librarian for African, Global, and Francophone Studies and Social Sciences. She is also UW's coordinator of International and Area Studies for Libraries. Emilie currently chairs the Africana Librarians Council Title 6 group and is the curator of a large collection of African commemorative fabrics. Additionally, Emilie directs the local nonprofit AFRICAide, which works to alleviate poverty in Cameroon.



Karla Strand, 4W Director of Knowledge Empowerment for Women and Girls, is the Gender and Women's Studies Librarian for the UW 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. Dr. Strand oversees projects such as Wisconsin Women Making History and the Women's Knowledge Digital Library.



Martha Taylor, 4W Director of Women's Leadership and Philanthropy, was the former Vice President of Development at the University of Wisconsin Foundation and Alumni Association, where she pioneered the field of women's philanthropy. She was the first woman Vice President in Development in the Big Ten.



Aili Tripp, 4W Director for Women, Peace Building and Transnational Feminism, is UW-Madison's Wangari Maathai Professor of Political Science and Gender and Women's Studies. Tripp collaborates with scholars from Nigeria, Uganda, Somalia, Sudan, and South Sudan. She has been President of the African Studies Association and Vice President of the American Political Science Association and is an editor of the American Political Science Review.



Earlise Ward, 4W Director of Mental Health for African American Women, conducts community-based clinical research focused on older African American women's beliefs, barriers, and coping mechanisms related to mental health. Earlise is also the Faculty Director of the Morgridge Center for Public Service where she oversees public service, community-based research, and service-learning activities.



Cynthia Wautlet, 4W Director of Reproductive Health and Family Planning, is Conference Chair of the Bi-Annual Wisconsin Contraceptive Care Summit, a cross-disciplinary effort to remove contraceptive barriers and advance reproductive justice in Wisconsin. Her research focuses on immediate post-partum access to long-acting reversible contraceptive methods and healthcare provider perceptions of abortion services, abortion providers, and reproductive justice.



Christine Whalen, 4W Director of Purposeful Living, is a faculty associate in the Department of Consumer Science and the Director of MORE: Money + Relationships + Equality. In partnership with the Center for Financial Security, Dr. Whelan specializes in topics related to self-improvement, gender, relationship formation, and purpose throughout the life course. A sought after speaker and workshop leader, her media presence and public scholarship further amplify her work.



In 2014, the UW Women's Philanthropy Council celebrated 25 years of giving. More than 100 philanthropists from across the country gathered in Madison to commemorate this anniversary and learn more about the 4W Initiative. Attendees wrote their hopes for change on these stones. We continue to collect stones of inspiration from our 4W friends and colleagues today. Their messages guide our efforts to make life better for women and make the world better for all.

4W Conveners



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

“From the very beginning, 4W’s leadership saw how women’s wellbeing intimately influenced the wellbeing of children, families, marketplaces, and communities the world over. They saw that human ecology nexus and invested in it wholeheartedly. I am proud that SoHE provided fertile ground to seed the 4W Initiative several years ago and that it has since gone on, thanks to the generous support of donors and grantmakers, to flower into such an impactful organization today.”

Janet Hyde, PhD
Chair, Department of Gender & Women’s Studies, University of Wisconsin-Madison

“The Department of Gender and Women’s Studies is united with the 4W Initiative in working toward the wellbeing of women in Wisconsin, the nation, and around the world. Gender and Women’s Studies does its part by offering dozens of relevant courses for undergraduates, such as our gender and women’s health course. Our faculty conduct pathbreaking research on gender and women’s issues. We are proud to be a co-convenor of the 4W Initiative, which has ignited such excitement on campus.”



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

“Women are critical to addressing the crises facing us today: climate change, institutional racism, and the pandemic.”

Rebecca Blank, PhD
Chancellor, University of Wisconsin-Madison

“UW-Madison is fortunate to have many talented national researchers who study gender and wellbeing. By bringing these people together with other leaders from across campus, 4W is able to harness the power of the sciences, social sciences, humanities, and the arts to improve the lives of women around the world. This unique program aims to have a deep and lasting impact on women, their families, and their communities, drawing UW students into their work. 4W’s commitment to creating international leadership and service learning opportunities for our students is helping us to prepare the next generation of scholars dedicated to women’s health and wellbeing.”



4W Supporters

Thank you to all who have made contributions to 4W! Many of you have supported 4W from the beginning and encouraged friends to do the same. Because of your generosity, and this growing philanthropic circle, we can and will make life better for women and make the world better for all! Supporters of 4W through December 31, 2019:

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Jacquelyn M. and Gregory H. Zehner

Bold: Gifts to major initiatives, named funds, and endowments
*: Gifts made in honor or memory of another individual

4W Endowments
Diermeier 4W Social Transformations Graduate Fellowship; Lorna Jorgenson Wendt Professorship in Money + Relationships + Equality (MORE)

4W Named Funds
4W Initiative Fund; Julia Diermeier Social Transformations Fund; Lorna Jorgenson Wendt Legacy Fund; Madeline D Kanner Fund.

Your support is greatly appreciated!
Ongoing support of the 4W Initiative fosters sustainability of the projects and activities highlighted in this progress report. The 4W Initiative Fund (www.supportuw.org/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 Claire Mezick, Director of Development, School of Human Ecology (Claire.mezick@supportuw.org) or Lori DiPrete Brown, 4W Director (dipretebrown@wisc.edu) for assistance.



The 4W Women & 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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1300 Linden Drive • Madison, WI 53706 • 608/263-5459
4w@sohe.wisc.edu • 4W.wisc.edu