4W Initiative
Progress Report
2024

4W
Women & Wellbeing in
Wisconsin & the World
UNIVERSITY OF WISCONSIN–MADISON

Message from the Director

Dear Friends of 4W,

Lori DiPrete Brown, 4W Director

As 2024 begins, we can reflect back nearly 10 years to the initial 4W Women and Wellbeing gatherings. Over the decade, the initiative has developed in scale and depth of insight. The work of our leading scholars has grown to be even stronger, and 4W undergraduates and graduate students have gone on to become researchers, faculty members and leaders in society around the world. Further, in recent months we have been privileged to welcome new leaders who will enable the mission to evolve into our circle.

Over time our role has become clearer than ever, and 4W has become part of the fabric of UW-Madison. 4W is a vital network that enables individuals, departments and schools to realize their full potential to advance gender equity and human dignity through research, education and outreach at UW-Madison. We do this work through partnership, focusing on the place where education, research and action meet.

UW-Madison can should and must encourage all its members to make life better for women and make the world better for all. Our local to global efforts – whether focusing on health care, education, meeting basic needs, or literature and the arts – emphasize dignity, wellbeing, liberation, and thriving. Often, in the academy we define such terms with great rigor, as if envisioning them makes them so. 4W leaders go the extra mile, putting this clarity of purpose into action through public scholarship, applied research, and service. The signature of these 4W efforts has been perseverance and care – care for the work, care for our world, and care for each other.

On 4W and On Wisconsin!

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

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

4W Vision:
To make life better for women and make the world better for all.

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

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.

Gender Analysis

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. Gender analysis can guide change efforts toward regressive practices that keep women in stereotypical gender roles through transformative practices that enable all persons to realize their human potential, as individuals and in community. 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.

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. 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).

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.

Gender Equality and Sustainable Development

Our work is informed by the framework of the United Nations Sustainable Development Goals (SDG), especially Goal 5: Achieve gender equality and empower all. Employing the SDGs and complementary frameworks, we aim for a fully inclusive and equitable society.

The 4W LIFT Model of Wellbeing

The 4W LIFT (Lifelong Health, Interconnection, Freedom and Safety, and Thriving) model recognizes multiple dimensions of wellbeing, which enable people to sense and express more specific and contextualized understandings of their lived experiences. These dimensions have been shaped by the voices of women and children in a variety of contexts in multiple countries around the world. The model is unique in wellbeing literature because it considers socio-ecological influences, as well as contains dimensions regarding fairness, justice, care for the earth, and freedom from harm which were all issues identified as important to women and children within our partnership communities. Early on in the 4W effort, leaders realized that improved quality of life for women and other historically marginalized groups must begin with an understanding of wellbeing on their own terms. This involves a two-step process where they 1) identify quality of wellbeing from their own experiences through collective reflection without prompting, and 2) have the opportunity to reflect on their experiences with the help of a framework that itself is grounded in the lived experiences of women.

The initial participatory framework, developed in 2015 by Lori DiPrete Brown, Sophia Friedson-Ridenour, and Nancy Kendall, was a social-ecological approach that considered gender and wellbeing in the ecological commons. Soon after the model was applied and developed further in a range of community-engaged settings by DiPrete Brown and Dr. Amy Bintliff, a graduate student at the time, who used the model in her doctoral research. Often called "the Daisy Model," The 4W LIFT model of wellbeing identifies 11 dimensions of wellbeing (the petals) that are organized in 4 thematic quadrants: lifelong health, interconnection, freedom and safety, and thriving. These aspects of wellbeing can be further understood in relation to the social-ecological model, in which the various aspects of wellbeing are realized at different levels of society including family, peer groups, community, and society.

Consideration of the distinct dimensions of wellbeing, combined with community building, mindfulness and arts-based strategies, enables insight and growth, with participants reporting an increased sense of wellbeing.

DIMENSION	**DEFINITION**
Free from Harm	I am able to live, move from place-to-place, play, and learn free from harm, such as bullying, fear, or intimidation.
Personal Safety	I feel safe, protected, and free in my body, mind, and spirit. I have ownership over my own body.
Care for the Earth	I care for soil, water, plants, animals so that we all have what we need and so that the environment is protected in the future.
Basic Needs	I have food, shelter, health care, water, sanitation, a healthy and safe environment, and education that meets my personalized needs.
Fair and Just Community	I live with rules that are clear and fair. They allow me to be treated justly and to treat others justly.
Engagement	I actively participate within my community in various ways.
Belonging	People recognize and accept me for who I am. I feel like I belong.
Mutual Care	I have trusting relationships with people that care for each other.
Purpose	I participate in activities that feel significant and meaningful.
Voice and Expression	I feel free, able, and motivated to tell people about my identity, opinions, and beliefs.
Growth and Flourishing	My daily life offers ongoing opportunities to flourish and grow.

Preferred Citation: DiPrete Brown, Lori and Bintliff, Amy. The 4W Women and Wellbeing Progress Report. University of Wisconsin-Madison. Madison, Wisconsin, 2024.

At this writing, the 4W LIFT Model of Wellbeing has been used as a foundational framework in diverse programs around the world, and a theoretical paper featuring the work of 4W scholars is under development. Further, a research team, led by Dr. Amy Bintliff, now a professor at University of California, San Diego, plans on related publications, a workbook, and further dissemination around the world.

Part II: 4W Catalyst Projects

Building Stronger Programs

The 4W Initiative takes research to action in real time, serving as an evidence-based rapid response effort for timely challenges where UW-Madison scholars have the opportunity and expertise to make a difference. Catalyst projects can be term-limited or ongoing, and may be initiated by 4W, or build on past success. These projects benefit communities and enhance gender equity, provide 4W scholars with a chance to lead boldly, and provide UW students with practical experience in their areas of interest and study. Projects take place in Wisconsin and around the work. They represent great breadth, engaging with science, economics, health and the arts. The common elements that mark these projects with the 4W signature are their focus on enhancing wellbeing, their grounding in gender equity principles, and the participatory leadership approaches that center the lived experiences of women in the process of envisioning and making change.

Uganda Partnership with Makerere University: Changemakers for Women's Wellbeing in Higher Education

Leader: Deborah Kaddu-Serwadda

Funder: 4W

PURPOSE: Guided by its Africa strategy, 4W built a mutually reinforcing partnership for a Women & Wellbeing Leadership Circle with Makerere University, Uganda. This project is central to the 4W Africa Program to build a global movement of changemakers for women's wellbeing and gender equity in higher education. Makerere University, Kampala (MUK) is Uganda's largest and oldest institution of higher learning. It began admitting women in 1945 and since then, the population of female students has increased significantly.

4W and Makerere University are building a movement of global changemakers for women's wellbeing and gender equity in higher education.

In 1990, the university began a campaign to achieve gender equality and equity in all its operations. Over the next three decades, the university enacted policies to support women in higher education that are backed by budgetary allocations. Makerere is hailed as a trailblazer for African universities in implementing affirmative action policies to promote and support gender equity in higher education amid efforts to achieve intersectionality of human development.

ACTIVITIES & IMPACTS:

- Formed a 12-member advisory group for a Leadership Circle to guide the partnership and the process of adaptation of best practices from Makerere University and the UW-Madison 4W Initiative.
- Developed a road map to guide the partnership between the UW-Madison 4W Initiative and Makerere University.
- Convened quarterly advisory group meetings.
- Conducted a campus-wide, college-based consultative process on the implementation of the Makerere Gender Policy.

NEXT STEPS:

Makerere University and the UW-Madison 4W Initiative will conduct a rapid assessment study of the mutually reinforcing strengths, needs, and priorities for the partnership.

This first-ever partnership with an African university has become a trailblazer in gender transformative policy making and practice in African higher education.

Malawi: Circle of Care

Project Leaders: Nancy Kendall and Lori DiPrete Brown

Funder: Baldwin Ideas Grant

PURPOSE: The AIDS pandemic combined with other complex emergencies such as floods, outbreaks of other disease and chronic poverty, resulted in dramatic changes in Malawi. By 2010, 20 percent of children were orphaned and half of them lived in grandmother-headed households (GHHs). GHHs face social and financial marginalization as social supports crumble under the weight of a lost parental generation, the continuing AIDS epidemic, and increasing food insecurity fueled in part by climate change. GHHs now constitute the poorest households in Malawi, and face health, educational, and psychosocial struggles with little support.

Circle of Care (COC) recognizes the strengths of grandmother-headed households and works to eradicate the stigma and resource constraints that undermine their wellbeing.

Circle of Care (COC) is an innovative, community-led approach to working with the elderly, their families, and local governments in Machinga, Malawi. COC aims to break the spiral of deprivation by recognizing grandmothers' knowledge and the essential care they provide; by mobilizing, and building community assets to support GHHs' wellbeing; and by working in partnership to improve social services and security for GHHs.

Theater for development and action research training.

The Machinga Health Centre Facility In-Charge at the centre receiving start up support from Partners in Health representative after the training of NCD clinic management training supported by Circle of Care project.

ACTIVITIES: COC provides holistic support to grandparents and their wards by improving the responsiveness and resilience of four institutions that structure their daily lives: households, communities, local government, and schools.

Individual elders and youth say Circle of Care has improved their sense of belonging, dignity, and ability to thrive in their own communities.

Grandmother-Headed Households

- Providing basic needs (maize, blankets, money), tree seedlings and chickens.
- Establishing grandmother and orphan psychosocial support groups.
- Holding public events to honor grandmothers' knowledge, work, responsibilities, and voices.

Community-Based Interventions

- Sensitizing and mobilizing leaders to establish assets-based action plans to support GHHs.

- Training Theater for development groups to support community sensitization, mobilization, and action in support of GHHs.

Local Government Interventions

- Partnering with extension officers and district officials to expand elder-responsive services such as a monthly non-communicable diseases clinic.
- Developing new protocols for identification and support for the most vulnerable GHHs.

School-Based Interventions (current development)

- Training teachers and school leaders to develop trauma-informed, orphan-responsive action plans and pedagogies.
- Developing performance tracking systems with 10 schools to support orphans and vulnerable children.
- Planning at district-level to scale orphan-responsive policies and pedagogies.

Nkula village has taken the Circle of Care model, made it fully their own, and moved forward their own initiative that is spreading to other communities.

Some of the 200 project beneficiaries supported with cash transfers posing for a photo at Muhara Community

IMPACT:

- Supporting 200 GHHs directly.
- Improving quality of household identification and resource distribution models shared with district officials.

A picture showing the Quality Assurance Officer during the teacher's workshop.

- Organizing community assistance efforts for GHHs.
- Having Nkula village take full ownership of the project, leading to new initiatives, new relationships, and long-lasting changes in community support.
- Mobilizing district officials, leading to the new clinic.

NEXT STEPS:

Next steps include securing funding to continue and expand the program; documenting best practices and lessons learned to support program scalability; and forging additional district partnerships.

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

Project Leaders: Araceli Alonso, Jean Geran, Lara Gerassi, Lori DiPrete Brown

Funder: Diermeier Family Foundation

PURPOSE: 4W-STREETS is a research-to-action collaborative that confronts sex trafficking locally and globally. It has become a vibrant platform of exchange between UW-Madison and civil society including survivors, service providers, students and advocates. 4W STREETS takes an innovative approach to the care and wellbeing of survivors that permeates our work in research, education, and engagement. We encourage and promote the work of younger scholars and advocates focused on improving the wellbeing of trafficking survivors. In the last two years we have celebrated some impressive achievements in all three action areas.

STREETS confronts human trafficking through education, action research, and collaborative engagement grounded in the perspectives of survivors.

Our research agenda continues to be led by Lara Gerassi, whose work has earned her three prestigious awards: An Exceptional Mentoring Award, an Influential Scholar Award from the International Human Trafficking and Social Justice Conference and being named a BIRCWH Scholar (Building Interdisciplinary Research Careers in Women's Health) through an NIH- supported program. Esperanza Jorge, a collaborator at University Pablo de Olavide, in Seville, Spain, received a prestigious post-doctoral fellowship from the European Commission to expand her work with STREETS and is currently exploring the trafficking of women migrating from Central America to the United States via Mexico.

In our education area, Araceli Alonso worked with Jorge to transition a study-abroad program into a virtual study-abroad course that was uniquely successful in creating connections between Nigerian survivors and our students to achieve maximum learning outcomes. A student in that course, Justine Hill, became a STREETS intern. Hill recently published a working paper on the health impacts of

criminalization on survivors in our UNESCO Chair Working Paper Series along with Kelsey Mullins, another UW alumna.

In 2020, we moved all of our engagement work online by launching our new website and an online webinar series called "Two-Way STREETS" that curates videos on timely topics related to survivor wellbeing.

STREETS now reaches more people online through a new website than with in person events, tripling the number of people who benefit from webinars and online resources.

NEXT STEPS:

STREETS is transitioning to a sustainable platform through the development of a new introductory course on human trafficking for the School of Human Ecology, with our website serving as a public syllabus and resource archive. We plan to expand our training curricula for healthcare workers by partnering with a former STREETS intern, Dr. Jagpreet Sekhon, a family medicine resident at UW Health's Northport Drive Clinic.

The Women in Translation Project (WIT)

Project Leaders: Sarli Mercado and Lori DiPrete Brown

Funders: 4W, Center for the Humanities' Borghesi-Mellom Workshop Grant, UW-Madison Latin American Iberian and Caribbean Studies Program, Institute for Regional and International Studies National Resource Center.

PURPOSE: Women in Translation (WIT) convenes scholars from across disciplines and institutions as part of a collaborative translation practice. 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.

WIT collaborators translated and published Montañas and Three or Four Rivers.

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 aim to illuminate the text's multiple perspectives and question the cultural experiences they enable and the contextual and symbolic meanings they convey. Each element is required for the creation of innovative translations. 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.

WIT is 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.

ACTIVITIES & IMPACT:

- Translated and published Montañas and Three or Four Rivers by the award-winning writers of the City and Nature José Emilio Pacheco Literary Award.
- Published the bilingual anthology A Lantern Radical Light/ Linterna Luz Radical by Ultramarina Cartonera.
- Created a sustainable program model to allow continuous engagement with international scholars.
- Hosted over 50 in-person and virtual translation workshops with students and scholars at UW and beyond.
- Grew our community to include 20 collaborators, representing a diverse range of academic units across campus.
- Held workshops with more than 20 international poets and authors, representing much of the Americas and Spain.
- Translated around 60 literary texts as of November 2023.
- 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 poem, "Joan of Arc, the Gateway." The translation was published by Poetry International Archives in April 2020.
- Featured the work of well-known Latin American writers and scholars Alicia Borinsky (Argentina) and Nadia Lopez Garcia (Mexico) at the WIT Panel of the 2021 4W & WGSC Conference, "Resistance and Reimagination: Gender, Change, and the Arts."
- Translated into Spanish materials on COVID-19 guidelines for the University of Wisconsin Communication Task Force for COVID-19 (UCCC19).
- Presented at the book launch of Montañas and Three or Four Rivers, published by the University of Guadalajara Press at the Guadalajara International Book Festival (FIL). November 2022.
- Held Cartonera Workshops at UW-Madison and at the Museo Cabañas in Guadalajara, México linked to the presentation of the bilingual anthology. Fall 2022.
- Published 4W-WIT Anthology, "A Lantern, Radical Light: Poems on Comfort and Consolation" in collaboration with Ivan Vergara Held public events with

Uruguayan writer Silvia Guerra and her translators Jesse Lee Kercheval (USA) and Jeannine Pitas (USA).

- Prepared English to Spanish translations for exposition at the University of Guadalajara Museum of Environmental Science. The "Into the chalice of your thoughts" show featured the photography of Willfried Raussert and the poetry of Ann Fisher-Wirth. November 2023.

NEXT STEPS:

- Continue to curate and translate literature and poetry from the Americas.
- Explore establishing a summer translation program at UW-Madison.

WIT members gather for a translation workshop.

Sample Poem Translation from Montañas and Three or Four Rivers (2022) by the award-winning writers of the City and Nature José Emilio Pacheco Literary Prize in 2016 (León Plascencia Ñol) and 2020 (Marco Antonio Murillo).

FOTOGRAFÍA SATURADA DE COLOR

Caminamos en futuro.

El lenguaje es una huella de arenas movedizas.
El árbol que vimos es una representación o un
pequeño trazo hecho con movimientos leves. El
poema, dices, es un urogallo asustado, tu cuerpo
en la bañera, tu boca detenida en un objeto y el
agua hirviendo.

¿Recuerdas los colores estridentes de la iglesia,
los mayordomos con chalecos de pelibuey, los
cohetes minúsculos de los niños minúsculos?

Hay esperanza y óxido en el abrazo.

PHOTOGRAPH SATURATED IN COLOR

We walk in future tense.

Language is a trail of quicksand.
The tree we saw is a representation or a
small stroke made with slight movements. The
poem, you say, is a startled grouse, your body
in the bath, your mouth frozen on some object and the
water boiling.

Do you remember the strident colors of the church,
the butlers in sheepskin vests, the
small rockets from small children?

There is hope and rust in the embrace.

Poet: León Plascencia Ñol (Jalisco, Mexico, 1968). Poet, storyteller, visual artist and editor. His most recent books are Animales extranjeros (Ediciones Era, 2021, poetry) and La música del fin del mundo (Salto de página, 2020, novel). Among his awards include the 2019 Jaime Sabines International Poetry Prize. He is a member of the Sistema Nacional de Creadores de Arte de México and is partially translated into English, French, Swedish, Korean and Portuguese.

Global Artisans Initiative

Leaders: Jennifer Angus, Carolyn Kallenborn, Lesley Sager

Funders: Baldwin Grant, 4W Grants, Philanthropic Gift from Nancy and David Borghesi

GAI leader, Jennifer Angus, with summer interns in Nepal.

PURPOSE: After being paused by the COVID-19 pandemic, Global Artisans Initiative (GAI) summer interns returned to Mexico and Nepal during the summer of 2022. Jennifer Angus traveled to Nepal to meet with interns, internship partners, and to begin a new project facilitating an exchange between feltmakers in Nepal and Ecuador. She filmed at the Association of Craft Producers, creating a profile of six makers, as well as recording them making products. Later she traveled to Ecuador going through the same process with the women of Unay Muchiku, a microenterprise that supplies traditional felt hats to Andean communities. After editing, the videos were shared and participants were asked to create felt works inspired by their colleagues on the other side of the globe. Angus also traveled to Vietnam to investigate the potential of working with a Hmong community near the town of Sapa who work with indigo and hemp.

The women who are a part of this project have been reporting less household violence because they are bringing money into the household.
- Lesley Sager shares about the Kiondo Project in Kenya

The Kiondo project in Kenya continues to grow despite the pandemic. Our community leader, Aniceta Kiriga had her daughter Aseneth take the reins on the project. Aseneth has made the project stronger, excelling in buying the baskets as well as assisting the women with color combinations. In addition, she reports that sales have economically empowered the women, creating greater independence and garnering more respect in the home. The result is there are fewer

An artisan being supported by the Kiondo project in Kenya weaving a basket.

episodes of domestic violence. Lesley Sager was able to return to the community and visited the women in their homes. This provided the opportunity to see the impact of the project and also revealed where improvements are needed.

Founding GAI member, Carolyn Kallenborn retired from the university to take on new art challenges and full time residence in Oaxaca, Mexico. Carolyn's highly successful pilot project between students and lacemakers in Presa de Barajas, Mexico jump started GAI. Her knowledge, her tireless energy, innovative thinking, and generosity of spirit are the pillars of an initiative that now has sites in five countries. While Carolyn has left the university, she will continue to work with GAI, artisans, and UW Madison interns.

Food, Indigeneity and Gender (FIG)

Project Leader: Claudia Irene Calderón

Funders: 4W Engagement Grant for Emerging Scholars; Latin American, Caribbean and Iberian Studies Program; Krishna Ella GARDEN Grant; Center for Culture, History and Environment Scholarship; National Science Foundation, Center for Integrated Agricultural Systems.

PURPOSE: Food, Indigeneity and Gender (FIG) aims to foster local-to-global networks to revitalize and share Indigenous knowledge around food, sustainability, and holistic well-being.

Indigenous small holder farmers are a reservoir for traditional knowledge on natural biodiversity, soil management, water cycle regulation, and native plant species use and conservation. A growing number of these producers are adopting agroecological practices promoting agrobiodiversity, the reduction in use of external inputs, the rescue of ancestral agricultural practices and aiming towards food sovereignty.

Women play key roles in biodiversity management and food security. Ironically, women are often the most vulnerable to food insecurity and shocks in the food systems. Women may not be taking part in important decision-making processes in the household and there is a lack of recognition of women's leadership in building climate resilience.

FIG is working towards a decolonial and inclusive reframing of our conversations about resilient food systems, seed and food sovereignty and planetary well-being.

FIG uses the Campesino a Campesino (CaC) methodology as a horizontal skills transfer approach. Farmers lead field schools to disseminate agroecological knowledge.This methodology gives voice to and amplifies the culturally grounded knowledge of campesinos/as. FIG facilitates farmer's exchanges with explicit gender considerations to ensure women's participation: safe transportation, safe lodging, and opportunities to be farmer-leaders.

ACTIVITIES & IMPACT:

- Facilitated a pilot CaC (farmer-to-farmer) exchange between Indigenous participants from the western highlands of Guatemala who visited their counterparts in the dry lands of eastern Guatemala. Local producers shared knowledge while visiting an integrated farm to learn about agroforestry practices and products.
- Held a reciprocal exchange, in which eastern producers visited their counterparts in the western highlands of Guatemala. This included hands-on demonstrations of organic fertilizers, of added-value products from women agricultural entrepreneurs, of agroforestry nurseries and apiculture.
- Evaluated the exchanges to gather feedback to improve and scale the program to include other groups and other regions.

The Campesino a Campesino methodology in action in Guatemala. Photos by Meg Baker, 2022.

NEXT STEPS:

- Expanding pilot CaC to include other agroecological groups from different regions, which may lead to further collaboration between CALS students, faculty, and staff and agroecology producers in Latin America.
- Securing funds for the exchange of experiences between maize seed keepers from Oaxaca, Mexico and the Oneida and Menominee Nations in Wisconsin to support seed sovereignty efforts.

Gender and Transportation

Project Leaders: Carolyn McAndrews & Lori DiPrete Brown

Funders: U.S. Department of Transportation Center for Transportation, Equity, Decisions and Dollars (CTEDD); UW–Madison Global Health Institute; Wisconsin Alumni Research Foundation.

PURPOSE: People are rethinking their streets. Many want healthy, green, vibrant, safe, and inclusive streets that provide at least as much access for pedestrians, cyclists, and transit riders as for cars. This transportation framework has been called Complete Streets. Communities can increase gender equity through Complete Streets. For example, they can collect, analyze, and report transportation data disaggregated by gender; include gender-specific questions on transportation surveys, on topics such as caregiving and security; and include women and gender minorities in transportation leadership and decision-making processes.

Complete Streets can help remove cisgender and heteronormative conventions in community design.

Applying principles of gender analysis and gender mainstreaming can also serve to remove cisgender and heteronormative conventions in the practice and study of transportation planning, policy, and design. Improving gender equity also enhances the efficiency of transportation systems overall, benefiting everyone.

ACTIVITIES & IMPACT:
We have learned what concepts and practices of gender analysis are most pertinent to creating safe, accessible, and inclusive streets and transportation systems. We have also created practice-ready tools, which we are piloting, formalizing, and sharing with practitioners and advocates who can advance gender equity in transportation and sustainable development. These include:

- Identifying the concepts, data, and methods needed to support a gender-aware Complete Streets movement.
- Demonstrating the use of these concepts and practices through pilot analyses and workshops
- Publishing our findings as Strategic Reflection on Mobility, Gender, and Sustainable Development in Complete Streets: Here's How.
- Conducting interactive seminars with community organizations and the city of Madison relate to gender and transportation and the SDGs.

NEXT STEPS:

- Recommending revised policy guidance and evaluation practices for Complete Streets and their implementation.
- Formalizing the workshop materials and method.
- Expanding our community of practice, building relationships, and changing the transportation system.

Central and Supporting Sustainable Development Goals for Complete Streets.

FREE

4W Project Liason: Molly Clark-Barol

Funder: Wisconsin Partnership Program; Population Health Initiative MATCH program; Wheaton Franciscan Sisters

PURPOSE: FREE is a project led by criminal-legal system-impacted women in Wisconsin. FREE focuses on the gender-specific experiences and collateral consequences of interacting with the criminal legal system. Nationally, women's rates of incarceration are growing at twice the rate of men's. Around 3,000 women and girls are in state and local facilities in Wisconsin, and 13,061 women are under the supervision of the state on parole or probation. Incarcerated women have disproportionate experiences of lifelong trauma, abuse, and co-occurring disorders. FREE works closely with EXPO (EX-incarcerated People Organizing), a statewide network that works to end mass incarceration, eliminate all forms of structural discrimination against formerly incarcerated people, and restore formerly incarcerated people to full participation in the life of our communities.

FREE project leaders at the FREE Beyond Bars Conference, 2022.

ACTIVITIES & IMPACT:

FREE creates space for justice-involved people to heal through solidarity with others. As they organize, they build skills in the interpersonal and professional spheres, and learn from each other about civic engagement and community organizing. FREE helps them develop a sense of critical consciousness, self-efficacy, and empowerment in taking collective action to make their voices heard on conditions affecting their lives. FREE builds community power by leading public education campaigns to create changes in policies and systems for women and women-identifying individuals and families impacted by the justice system. Recent FREE activities include:

- Adding two chapters, in Fond Du Lac and Madison, in addition to existing chapters in Milwaukee and the Chippewa Valley.
- Launching a reproductive justice campaign.
- Receiving a $1 million grant from the Wisconsin Partnership Program to support our housing campaign, with 4W as our academic partners.
- Focusing FREE's educational activities on housing and reproductive justice for system-impacted women as community health issues.

NEXT STEPS:

- Creating policies and strategies to expand quality transitional living placements that are responsive to the needs of impacted women.
- Working to eliminate private sector housing discrimination; and making systems less impossible to navigate.
- Challenging the way that incarceration and supervision create profound reproductive injustice for women. Reproductive justice is the human right to maintain personal bodily autonomy, have children, not have children, and parent the children we have in safe and sustainable communities. For us, this means everything from women's dignity and health while incarcerated to maternal and infant health and family reunification.

Mapping Embodiment

Project Leader: Katherine Phelps

Funder: 4W Initiative

PURPOSE: Mapping Embodiment conducts body mapping workshops with students to help them examine and critically reflect on embodied experiences related to gender, sexuality, race, ability, and other modes of embodiment within the university setting. Body mapping as a research method helps illuminate spatially wrought inequities, disparities, and violences that live in and through the body.

Mapping Embodiment shows how the personal is political by making embodied experiences visible through an arts-based practice.

The body-mapping process is intended to be therapeutic and seeks to create a space to explore issues that may be difficult to discuss, and to bear witness to experiences that may be obscured or hidden, such as experiences of gender-based oppression in the university setting. The workshops enhance understanding of embodied experiences, develop skill in critical thought surrounding how bodies exist within systems of power, and generate new and shared knowledge in community, promoting deeper recognition of how social, cultural, political, and economic processes influence embodied experiences.

ACTIVITIES & IMPACT:

The two-part workshops include a session on body mapping as arts-based methodology, a two-week break for participants to create their maps, and a focus group with conversation and discussion of the body mapping practice and key themes. The process renders visible that which often goes unseen or unspoken. Participants across workshops have reported feelings of catharsis, recognition, growth, and healing through this process.The Mapping Embodiment project has:

- Conducted many workshops facilitated by Dr. Kate Phelps since the fall of 2020 with dozens of undergraduate and graduate university students.
- Created a digital exhibit of the body maps for the Women's and Gender Studies Consortium conference in 2021.
- Produced an educational video on body mapping as practice.
- Facilitated a body mapping workshop with members of the 4W Leadership Circle and other 4W affiliates.
- Supervised a peer-facilitated body mapping workshop with transgender and gender nonconforming student participants which took place in 2021.
- Presented findings from the body mapping workshops at the annual meeting of the National Women's Studies Association in November 2022.

Examples of body maps created by participants during workshops

NEXT STEPS:

- Conceptualizing and drafting a body mapping facilitation guide and corresponding curriculum for those interested in replicating this work.
- Writing an article for publication situating body mapping as a pedagogical tool in critical identity studies classrooms.

The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)

Project Leaders: Mary Rathbun and Lori DiPrete Brown

Funders: SOHE and 4W In-Kind Resources

PURPOSE: 4W and the United Nations Association of Dane County (UNA Dane) collaborated to draft an ordinance for Madison, Wisconsin to enact the United Nations Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

UNA Dane had successfully worked with the Madison Common Council to pass a resolution in April 2019, adopting the principles of CEDAW.

By 2021, both UNA Dane and 4W felt it was time to build on this success with a CEDAW ordinance, a law that can create an oversight body to monitor implementation of the principles of CEDAW and provide funding to support implementation. A CEDAW ordinance may also require action in specific areas where discrimination is occurring. Beginning in the summer of 2021, Mary Yeater Rathbun of UNA Dane began mentoring several of Lori Diprete Brown's students to create an ordinance specifically designed for Madison. Initial progress was made during those eight weeks, and the work was continued in the following fall when the UNA Dane CEDAW committee joined with a team of students in Civil Science & Community Studies 460: Leadership for the Social Good class.

The Convention on Elimination of Discrimination Against Women (CEDAW) is important as an international bill of rights for women. The Cities for CEDAW Movement is a local call for action.

On December 9, 2021, the students presented the draft ordinance they had developed to City of Madison staff at a meeting in the Madison Municipal Building organized by 4W, UniverCITY Year, and the city's human resources department. After that meeting, 4W staff, a supporting city alder, and UNA Dane's CEDAW team polished the draft ordinance the students had developed.

Local CEDAW resolutions and ordinances not only increase the safety of women, girls and others who identify as female, but also bring more perpetrators of gender-based violence to justice, while addressing the underlying causes of discrimination and gender inequality.

On Jan. 24, 2022 Rathbun presented the proposed ordinance to Madison Mayor Satya Rhodes Conway. While the ordinance did not advance, Rhodes Conway authorized the city's Women's Initiatives Committee (WIC) to work with 4W and UNA Dane to develop policies to cover issues that were not already being addressed. 4W and UNA Dane continue to monitor opportunities for CEDAW to be the basis of action in our city, county and state.

Health by All Means

Project Leader: Araceli Alonso

Funder: Private funds

PURPOSE: Health by All Means (HbAM) creates change from within communities to improve health outcomes and wellbeing for women and girls in the Global South by: providing long-term health training for women in rural and isolated areas and using academic knowledge and human capital to achieve health promotion and sustainable development. The HbAM model draws on knowledge from feminist and eco-feminist theory, medical anthropology, public health, microenterprise, and even athletics, with the potential for much more collaboration. The structure is flexible to support the interests of communities, and the institutional partner needs to have access to these different arenas and facilitate communication.

The Health by All Means model uses a feminist conceptual framework to address gender issues and gender inequalities using a comprehensive notion of health as general wellbeing.

The HbAM model uses a gender transformative approach, through strategies that critically examine gender norms and seek to strengthen or create equitable gender dynamics in all activities. It also supports non-hierarchical relationships, looking to break traditional vertical power structures, and those which consistently value knowledge over the lived experiences of the community. The model is always evolving, using feedback from community members to spur new initiatives and adapt implementation to reflect cultural realities.

ACTIVITIES & IMPACT:

Since 2009, HbAM has promoted gender equity in health by:

- Teaching STEM education for women and high school girls in rural Kenya.
- Launching "Maji ya Uwindaji" (Hunting Water) Community Research Project in Kenya to understand women's needs for water and sanitation, and evaluate those water programs.
- Creating new virtual spaces for community health knowledge exchange and the democratization of knowledge with four summer health camps (two in Kenya, and two in Mozambique).

Project leader, Araceli Alonso, with community members at the project site. Photo by HbAM team.

NEXT STEPS:

- Expanding the HbAM Kenyan model actions to other African countries, starting with Mozambique.
- Conducting health promotion Train-the-Trainers sessions for a larger number of women in the province of Inhambane.
- Continuing the Train-the-Trainers model for health promotion and disease prevention in Kenya.
- Expanding our collaboration with new organizations in Kenya, starting with Beyond Fistula, to send our Community Health Workers from southeast Kenya to the northwest part of the country to train fistula survivors to become health promoters.

It was a proud moment to watch the women being interviewed on National Kenya TV about their playing soccer. Instead of spending 5 hours a day fetching water, the women have time to play soccer instead.

- Araceli Alonso shares a memorable moment from the project

Money, Relationships and Equality (MORE)

Project Leader: Christine B. Whelan

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

PURPOSE: The MORE (Money, Relationships and Equality) Initiative was created to establish equality for women and men in relationships, family life, and financial decision making, while embracing the central questions of self-worth, purpose and meaning-making throughout the life course. MORE educates women and men of all ages, in classroom settings and beyond, with the understanding that full equality for women cannot be accomplished without education and behavior change of the men with whom they partner.

MORE integrates 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 into its outreach materials. Diagnostic tools 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. 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.

The MORE Initiative won the 2020 Wisconsin Governor's Award for Financial Literacy for outreach and teaching through workbooks, media and course development.

ACTIVITIES & IMPACT:

- Won the 2020 Governor's Award for Financial Literacy for outreach and teaching through workbooks, media and course development.
- Created new workbooks and one-page information sheets to respond to the challenges of the COVID-19 pandemic titled "What Now? A Couples' Planning Guide for Uncertain Times."
- Expanded the media reach of MORE with more than two dozen press mentions, including in the New York Times, the Boston Globe, TODAY.com and The Atlantic.
- Made regular appearances on TV and in two widely-shared TEDx talks.
- Taught thousands of individuals in settings including JP Morgan Chase, Kaiser Permanente Medical Group events, psychiatric and psychological association meetings, Linkage Leadership seminars, and dozens of other organizations in Wisconsin and beyond.
- Developed in-person and online courses completed by more than 4,000 students.

Cover of one of the workbooks developed under the MORE project.

People crave this practical information for purposeful conversations about money, relationships and equality. One June 2020 live event on BadgerTalks, the University of Wisconsin's community outreach, was viewed 1,500 times.

- Project leader, Christine Whelan shares about the impact of the project.

Change HERstory

Project Leader: Mary Crave

Funder: Rotary International and Rotary clubs in Wisconsin and Ghana

PURPOSE: Lack of affordable menstrual hygiene supplies impacts girls' school attendance. 4W partnered with Rotary International and Days for Girls to address this by distributing kits of washable pads to 19,000 girls in 230 junior high schools over five years. These girls, 15,000 boys, hundreds of parents, and dozens of teachers were trained in menstrual health. Adolescent girls in low-income countries face many barriers to success in school, including lack of affordable sanitary supplies and accurate information on managing reproductive health and menstruation. When interested in addressing this problem, the Rotary Club of Madison came to 4W for partnerships and guidance. 4W partnered with Rotary clubs in Ghana and Wisconsin, Days for Girls International, Ghana Education Services, and 4-H Ghana, led by a 4W program manager.

One of the adolescent girls holding up a kit of menstrual hygiene materials that included 2 leak-proof shields that fastened to their panties, 8 flannel pads, 2 pairs of panties, a washcloth, a bar of soap, a small chart for tracking their menstrual cycle, and a zippered plastic bag for soaking and washing used pads.

ACTIVITIES & IMPACT: Over five years, Change HERstory:

- Provided menstrual hygiene kits of washable pads and materials to almost 19,000 junior high school girls in 230 schools in three regions of Ghana.
- Trained 15,000 boys, 19,000 girls, and 100s of teachers on body literacy, menstrual hygiene, personal safety, and adolescent growth and development.
- Developed games, lessons, and training tools on menstrual hygiene and trained 90 health teachers how to use them.
- Distributed hand-washing stations to 90 schools during the COVID epidemic.
- Trained women-owned enterprises to make and market washable kit components.
- Taught girls about personal hygiene, the menstrual cycle, and how to use the washable pads.
- Allowed girls to take part in school and play activities and saved them money that had been spent on buying disposable pads.
- Dispelled myths about menstruation that keep girls from fully participating in school and society as well as pregnancy prevention.

The teachers making training plans to train School Health Education Program representatives from each of the 90 participating schools. The project manager worked with Days for Girls Ghana staff on developing these lessons and interactive approaches that applied proven pedagogy.

NEXT STEPS:

Lack of adequate water, sanitation, and privacy at schools as well as cultural and religious beliefs still keep girls from attending school when menstruating. Girls who take their kits to senior high boarding school are often mocked for being "poor" and using washable rather than disposable pads. As the project is completed, 4W will publish a long-term evaluation report and share best-practices for academic and non-profit communities.

Odyssey Project

Leader: Emily Auerbach

PURPOSE: Education can be a springboard out of poverty, but barriers 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:

- Odyssey Course: Each year in South Madison, 30 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 earn UW-Madison credit, and gain critical thinking skills, empowerment, and a stronger voice.
- Odyssey Junior: While their parents are in class, 60 children and grandchildren of Odyssey students and alumni receive enrichment and intensive literacy lessons in one of our four Odyssey Junior classrooms.
- Onward Odyssey: Odyssey graduates have moved from homelessness to bachelor's and master's degrees; most take further college courses.. Onward Odyssey connects alumni with other UW-Madison courses 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.
- Odyssey Beyond Bars: Building on six years of Odyssey enrichment work in Wisconsin prisons, Odyssey Beyond Bars launched in 2019 with a for-credit UW Odyssey composition course at Oakhill Correctional Institution. Every Thursday evening, 15 men gathered to read essays and create their own. Odyssey Beyond Bars has now expanded into three additional prisons (Racine, Columbia, Green Bay) with hopes of continued expansions into more of the state's prisons.

ACTIVITIES & IMPACTS:

- More than 500 students have completed the Odyssey Program; two-thirds go on to enroll in further higher education.
- Participants report that they read more to their children, 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 education and/or seek job training.

NEXT STEPS:

- Launch a new Odyssey Beyond Wars initiative offering a two-semester humanities course to veterans.
- Launch a new Odyssey Senior program using oral history and memoir writing to capture the stories of elders.
- Expand our Family Learning Center in South Madison to offer more services for our alumni.
- Build on new endowments, grants, and donations to make all parts of our program sustainable in the future.
- Raise Odyssey's visibility as a replicable model for providing a groundbreaking approach to breaking cycles of generational poverty.

AdvanceGEO Partnership

Project Leader: Erika Marin-Spiotta

PURPOSE: The ADVANCEGeo Partnership was established in 2007 with a collaborative award from the National Science Foundation (NSF) to address sexual harassment in the geosciences, which has some of the lowest gender and racial diversity across all scientific disciplines. ADVANCEGeo started as a partnership among the Earth Science Women's Network (ESWN), which 4W previously supported, the Association for Women Geoscientists, and the American Geophysical Union, the world's largest earth and space science professional association. The project expanded to address other types of identity-based harassment that creates hostile workplaces across science, technology, engineering, and mathematics (STEM) fields. Currently funded by a second NSF ADVANCE award, the network has grown to encompass groups supporting historically excluded scientists across STEM disciplines.

ADVANCEGeo PARTNERSHIP

ACTIVITIES AND IMPACTS:

The work aims to generate systemic change for gender equity in the sciences through a multi-level approach to transform workplace climate:

- Created an interactive bystander intervention education program tailored to faculty and researchers.
- Delivered hundreds of workshops and presentations on bystander intervention, fieldwork safety, implicit bias and developing codes of conduct to audiences across STEM in universities, research and funding agencies, non-profit organizations, and professional associations.
- Developed a curated resource webcenter on evidence-based strategies to respond to hostile climates in STEM disciplines.
- Conducted and published quantitative and qualitative research on workplace climate in the earth, space and ecological sciences.
- Developed a train-the-trainers program to build a national team of workshop trainers from the STEM fields.
- Engaged with campus and national efforts to improve workplace climate for historically excluded faculty, staff, and students.
- Developed field safety best practices.
- Disseminated best practices via the media, press, professional organizations, agencies and higher ed institutions, including the White House Office of Science Technology and Policy.
- Provided feedback to NSF on proposed policies on field safety plan requirements and sexual harassment for grantees.
- Contributed to other national efforts at the National Academies of Sciences Action Collaborative and the Societies Consortium for Addressing Harassment in Science.

Women's Knowledge Digital Library

Project Leader: Karla Strand

PURPOSE: Created in 2015 as the International Women's Library, the goal of Women's Knowledge Digital Library (WKDL), is to support the spread of applicable knowledge by and about women. The library created 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.

Women's Knowledge Digital Library

connecting women and information around the world

ACTIVITIES & IMPACT:

Curated by 4W Leader and Gender & Women's Studies (GWS) Librarian Karla Strand, WKDL provides users with 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), 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.

In 2022, the GWS Librarian's office hired a student employee to regularly add new materials to WKDL and ensure they are tagged appropriately for easy location.

NEXT STEPS:

An independent contractor will be hired by the Office of the GWS Librarian to create a brand-new interface for the site. This new website will enhance the look and feel as well as the usability of WKDL. Resources will 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. As always, resources supporting work of the UNESCO Chair on Gender, Wellbeing and a Culture of Peace will be prioritized for inclusion.

Part III: 4W Coming Together for Change

The 4W Women and Wellbeing Initiative plays a vital role on campus in creating community and making connections so that people can come together around matters related to gender equity and wellbeing. This is done through annual events like the 4W Forum, the Women's Studies and Gender Consortium Conference, and the community-led International Women's Day celebration. 4W also hosts ad hoc fora on vital topics related to our projects, and convenes circles related to various specific areas of action as well. Overall, we aim to create circles of deep sharing, and a robust network of activities, so that our community is vital and welcoming, with both long-term engagement, and robust engagement of new members.

The Annual 4W Forum

The 2023 4W Forum welcomed presentations from faculty members who have joined UW in the past 2-3 years. Uchita Vaid, assistant professor in design studies, talked about her urban design efforts, where she works to make housing developments more responsive to community needs. Gisella Kagy, assistant professor in consumer science, presented her research related to gender, labor markets, and related metrics. Lola Loustaunau, assistant professor in the School for Workers, talked about women migrant workers in the food processing industry, and the chronic and acute wellbeing challenges they face. Finally, Leigh Senderowicz, assistant professor in gender and women's studies and obstetrics and gynecology, reflected critically on the history (and present) of global sexual and reproductive health efforts, with a focus on contraceptive autonomy.

In 2022, the 4W Fall Forum was held virtually, focusing on the critical role of higher education in building partnerships to address all forms of gender-based violence. This 4W forum brought together researchers, students, activists, practitioners, and service providers to share emerging best practices to overcome this barrier to the well-being of girls and women. The Forum introduced "16 Days of Activism against Gender-Based Violence, " a 4W student-led global campaign that ran from Nov. 28 to Dec. 10, 2022. Speakers included Zoe Heitzinger, prevention outreach coordinator at Domestic Abuse Intervention Services; and Darshana Sreedhar Mini, assistant professor of communication arts.

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. Due to the COVID 19 pandemic, the celebrations in 2021 and 2022 were held online, making the event accessible to a global audience. In 2023, the in-person program resumed, and the international engagement continued with a hybrid format. Led by 4W Leader Emilie Songolo, and a circle of community leaders, our celebrations included crafts, song, and dance, and explored themes such as "Women in Leadership: Achieving an Equal Future in a COVID-19 World" (2021) and "Break the Bias" (2022).

International Women's Day celebration, 2023 was held in person after several years of virtual celebrations due to COVID 19.

4W at the Wisconsin Women's & Gender Studies Consortium Conference

4W participates in, amplifies,and supports the annual Wisconsin Women's & Gender Studies Consortium (WGSC) co-convened by the Women's and Gender Studies Consortium and the Gender and Women's Studies Librarian. An in-person gathering space for gender scholars and activists for decades, the conference adapted to the virtual environment during COVID, providing a highly-subscribed virtual conference that embraced participatory online programming and best practices related to diversity and inclusion during this period. As plans are made to return to in-person conference in 2024, the lessons and possibilities from virtual connection around the state and world carry forward to sustain this vital space for engagement. During this period, 4W leaders have presented at the conference on a range of themes, from addressing human trafficking, to feminist leadership, to literature from Africa and Latin America.

In 2023, the conference theme was "Sustaining Hope: Feminisms, Freedom and the Future." In 2022, the theme of the fully virtual conference was "Centering Resistance: Imaginings of a New Feminist Future." In 2021, the theme for the conference was "Resistance and Reimagination: Gender, Change, and The Arts" and focused on resistance, resilience and reimagination in the midst of a global pandemic and the Black Lives Matter movement for racial justice.

4W makes Inaugural Presentation at the 67th Meeting of Commission on the Status of Women

In 2023, the 4W Initiative partnered with the Gender Mainstreaming Directorate at Makerere University, Uganda to host its inaugural presentation of a virtual event at the 67th Commission on the Status of Women (CSW). Co-conveners of the event included Higher Education Resource Services-East Africa, Uganda; and the United Nations Association of the USA) Dane County.

The CSW is the principal global policy review mechanism and intergovernmental body dedicated to the promotion of gender equality and the empowerment of women. Established in 1946 by an Economic and Social Council (ECOSOC) resolution, CSW convenes an annual session at UN headquarters in New York to discuss the implementation of the 1995 Beijing Declaration and Platform for Action on gender equity and to highlight emerging issues that affect gender equality and the empowerment of women. The outcomes and recommendations of each session are forwarded to ECOSOC for follow-up.

The priority theme for CSW 2023 was "Innovation and technological change, and education in the digital age for achieving gender equality and the empowerment of all women and girls." 4W co-hosted the parallel event titled "Higher Education & Civil Society Collaboration for the Technological Advancement of Girls and Women." The goal was to leverage the power of higher education and civil society partnerships for the technological advancement of girls and women.

The keynote speaker for the event was Dr. Dorothy Okello from Makerere University. 4W Leaders Deborah Kaddu-Serwadda faciliated a panel discussion with panelists from Uganda as well as Wisconsin.

The event presented cases of successful partnerships between institutions of higher education and civil society organizations, and the ways in which such partnerships have contributed to the well-being of women and girls. Dean Dorothy Okello, of the School of Engineering at Makerere University, gave the keynote. After a panel discussion facilitated by 4W Leader Deborah Kaddu-Serwadda, participants engaged in an interactive session to draft their recommendations and call to action based on their life experiences and learnings. In closing remarks, the Hon. Milly Babirye Babalanda, the Minister of the Presidency in the Cabinet of the Republic of Uganda, reiterated the imperative for the mobilization of rural women to participate in the money and digital economy. She applauded the synergies between civil society and higher education, and

reiterated the support of the Government of Uganda for such collaborations.

4W YALI Virtual Networking Circle

The 4W-YALI (Young African Leadership Initiative) Circle was established to foster leadership development, collaboration and community among African alumni of the UW-Madison Mandela Washington Fellows program. 4W YALI fellows use a Facebook platform to engage in joint-learning, networking, and storytelling of their personal and professional journeys. The 4W-YALI

2019 Mandela Washington Fellows. Photo by Meagan Doll.

Circle is led by Kalkidan Lakew, a 2018 YALI fellow from Ethiopia, along with 4W Leader Rahel Desalegne. This network comprises over 40 young leaders from across Africa, all of whom engaged with 4W during their Mandela Washington Fellowship for Young African Leaders at UW-Madison. The group hosts regular webinars and discussions to engage members, and hosts a small grants program.

UNESCO Chair on Gender, Wellbeing and a Culture of Peace

The United Nations Educational, Scientific, and Cultural Organization developed its UNESCO Chairs Program to "promote international inter-university cooperation and networking to enhance institutional capacities." UNESCO Chairs around the world act as both creative incubators for new ideas and platforms 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 the only one to specifically address gender and wellbeing. 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 (GWS). It is directed by Dr. Araceli Alonso of GWS and Dr. Teresa Langle de Paz of the Women for Africa Foundation.
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.
- The UNESCO Chair also sponsors the 4W-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 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.

The UW-Madison Office of Gender and Women's Studies Librarian has created a unique UNESCO Chair Special Collection with more than 3,000 titles that address UNESCO programmes and plans for action.

UNESCO Chair Prize for Leadership Related to Gender, Wellbeing and a Culture of Peace

The first UNESCO Chair 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. In 2022, the prize was jointly awarded to Jensine Larsen and Bendettah Muthina Thomas for their global work around gender justice. Jensine Larsen is the founder of The World Pulse, a global digital network connecting millions of women from more than 200 countries, bringing them a greater global voice. Bendettah Muthina Thomas is leading a very active movement that comprises more than 2000 women from 20 villages working together for sustainable wellbeing. Bendettah has collaborated very closely with UW-Madison

UNESCO Chair prize winners of 2022, Jensine Larsen and Bendettah Muthina Thomas, at a UW Madison ceremony celebrating their exemplary work and achievements.

since 2009; she has been the local leader behind the United Nations awarded UW program "Health by Motorbike" and is currently leading the 4W "Health by All Means" programs on global health and sustainable wellbeing. The awardees were commemorated in an in-person ceremony at the School of Human Ecology.

In Her Honor: The Gathering Table

In 2019, 4W launched the In Her Honor Chancellor's Fund (IHH) to mark the 150th anniversary of women earning 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.

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. These awards are part of 4W's 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 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 21 Innovation grants for faculty and staff, 32 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.

Wellbeing Clubs for girls: from Wisconsin to Uganda to Southern California

The 4W Engagement Grant Amy Bintliff received as an Emerging Scholar in Educational Psychology has created programs for at-risk girls from San Diego to Uganda.

Bintliff received the grant as a doctoral student at UW–Madison in 2018, using it to create a model "Well-Being Club" for middle school girls with histories of family stress. Today Bintliff is on the faculty at the University of California-San Diego, where she recently won a $10,000 "Change-maker Faculty Fellowship" for her community-engaged programs.

"The work is going forward quickly," said Bintliff, who has created an online training in trauma-informed art therapy for teachers who want to start well-being clubs at their own schools.

> *"One of the things I learned from Lori (DiPrete Brown) was the importance of community-based work. Asking, 'How do we engage with the community in a way that is reciprocal?' The way 4W works has been the foundation of everything I do."*
>
> *- Amy Bintliff*

Bintliff took foundational well-being concepts and created a feminist perspective on issues such as bodily sovereignty, voice, and the capacity for mutual care. Bintliff and her lab of 12 undergraduates, piloted the project in 2019 at a Wisconsin middle school. Afterwards, guidance counselors shared stories of the girls advocating on their own behalf with parents and teachers. At the end of the pilot, the girls asked to invite their families in to show them what they had learned.

"They presented their art to their families and it was very powerful," Bintliff said. "There was not a dry eye in the room."

Bintliff has continued the work with a non-profit partner that runs a school for refugee children in Uganda, and in San Diego at a charter school for Latina youth. There her undergraduate students are running a "mini well-being recess club" for girls in grades 2 through 7. In Uganda, the girls made art about their daily risks, and their fears of HIV, pregnancy, and the loneliness of COVID. The girls cleaned the largest marketplace in Kampala, hanging educational signs about hand washing, and COVID prevention. Bintliff said the campaign helped them feel empowered and learn leadership skills.

Identifying sex-trafficked patients

Self portraits completed at The Wellbeing Club in Kampala, Uganda. Program provided by Dr. Amy Bintliff (University of CA, San Diego) in partnership with Africa ELI executive director, Zahrah Namanda, and board members Norah Nalutaaya, and Dr. Beinomugisha Peninah

Lara Gerassi, a co-leader of the 4W-STREETS (social transformations to end exploitation for sex) program, wants to see a world where the systematic issues such as racism, gender bias, and sexism that push people into sex work are dismantled. Thus, the assistant professor of social work translates her research into sex trafficking into action informed by the lived experiences of people who have traded sex to survive.

Her 4W small grant project from 2018 surveyed healthcare providers about barriers to identifying patients who may be sex trafficked. Those responses led to a statewide training program for Planned Parenthood on how to better serve these patients.

"This is not to blame providers, this is a population that is hidden and difficult to identify," Gerassi said. "And because this is very stigmatized and criminalized behavior, it's often in the patient's best interest not to disclose this information."

Similarly, Gerassi and her team are just completing a two-part professional development program for the Wisconsin Child Welfare Professional Development System with sessions on sex trafficking indicators and response and a second session on working with transgender and gender diverse young people.

These training sessions grew from a two-year study of the current practices, which revealed a significant gap in serving transgender youth.

Gerassi said that today's political climate makes transgender youth especially vulnerable to exploitation. While LGBTQ+ youth make up about 5 to 7 percent of the teen population, they make up 40 percent of homeless young people. Another new project looks at college students who trade sex to help pay for schooling. Gerassi is also studying people who have left sex work and become leaders in the movement to end trafficking, hoping to create leadership pathways for others to follow.

> *"A unique aspect of what we do at 4W is to turn research into action. It's important to facilitate avenues for their voice to be heard. How do we work together to dismantle these systems of oppression that are really at the root of everything we study?"*
>
> *- Lara Gerassi*

Latin@ moms supporting new parents

As important as a 4W emerging scholar grant was to Mariela Quesada Centeneo when she was a doctoral student in Human Development and Family Studies, she says the support was even more critical as she worked with a group of doulas who were launching Dane County's first immigrant-owned cooperative.

As a doctoral student working at Centro Hispano of Dane County in 2018, Quesada Centeno had a vision of a better way to support immigrant mothers and their new babies. She wrote a 4W grant proposal to create a peer support network to help improve birth disparities in the Latino immigrant community.

The idea was to hire doulas to train community health workers who would build a peer support network for Latina mothers and their new babies. The 4W project helped give birth to Roots4Change, a woman- and immigrant-owned cooperative. Quesada Centeneo documented the process of creating the cooperative, recording the voices of the doulas, as part of developing a theoretical framework for working with immigrant communities.

Today the cooperative is owned by five doulas and employs Quesada Centeno as a manager.

ROOTS4CHANGE
Raíces para el Cambio CO-OP

> *"The relationship with 4W and with Lori (DiPrete Brown) was more important than the $3,000. In our case, 4W helped amplify the voices of the women; it's a piece of how our voices echo backwards into our culture and forward into the people we are becoming. That support and those friendships are essential to this trajectory."*
>
> *- Mariela Quesada Centeneo*

So far, Roots4Change has worked with 102 women, offering support during pregnancy, birth and postpartum. The group also supports families seeking mental health coaching and counseling. In 2022, they provided multiple counseling sessions to 14 families, most of them with mothers during their postpartum period. Along the way, Roots4Change has broadened its wellness vision into helping immigrant families deal with housing and food insecurity. It helps with rental housing support applications and works with the REAP food group to serve more than 400 families a month who need help with food.

#MeToo: Tracking caste, abuse and soft porn in the Malayali film industry

Darshana Sreedhar Mini's research into gender and labor issues in the movie industry of southern India could not have come at a more historic time. As it did in the United States, the #MeToo era exploded in India in 2017, but the initial reaction to women coming forward with stories of sexual abuse and harassment in the film industry there has been, in Mini's words "tepid, if not hostile."

One issue, she said, is that sex outside of marriage is taboo and not talked about openly, so "society as a whole is still struggling with ideas of consent and liability."

Thanks to her 4W innovation grant, Mini spent the summer

> *"We had students interested in working on caste as an equity category in the United States,'' DiPrete Brown said, "and here we have a woman who is an expert in the role of caste in the Indian film industry. She joined us so recently and has already begun mentoring future leaders."*

of 2022 in Kerala state, interviewing people in the Malayali film industry, which has been rocked by a notorious scandal. Amidst several #MeToo complaints made by women against the Indian film industry, the cinema trade guilds responded largely in support of the men. This led to the formation in 2017 of the Women in Cinema Collective (WCC), which represents hairdressers, actresses, directors, cinematographers, editors and production personnel. The WCC supports women, and deplores victim shaming, using the hashtag #Avalkkoppam (with her). Mini, an assistant professor of communication arts, researches the movement and writes about the evolving government response, including a commentary for the Indian Express titled Justice in Slow Motion.

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, production, 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 of design studies. (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 (AWSC) 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 builds on existing collaborations, focuses on enhancing gender equity for a highly vulnerable group, offers opportunities for student learning, and provides a unique pathway to translate research into practice in Wisconsin and – with adaptations – beyond. **Pajarita Charles** is an assistant professor 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 explored barriers to the 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 about what sex trafficking is, and therefore what indicators to look for. **Lara Gerassi** is an assistant professor of social work and co-leads the 4W STREETS Project. (2018)

Developing Paper-Making Skills for Women in Rural Ghana: This initiative supported employment opportunities for women craft practitioners in Kumasi, Ghana by helping them to increase product development for paper making. 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 of design studies. (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 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 to 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 Well Being 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)

Gender Justice and Workplace Equity in Indian Cinema: This project examines how discussions of gender issues are addressed in the labor organizing in Indian film industries, with a particular focus on the response of institutional film bodies to the #MeToo movement in the entertainment sector. Mini plans to map how the crisis narrative around the events surrounding #MeToo shaped media discourses and public concerns about the need for institutional guarantees for survivors who seek legal redressal against sexual harassment. **Darshana Mini** is assistant professor of

communication arts. (2022)

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 to 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)

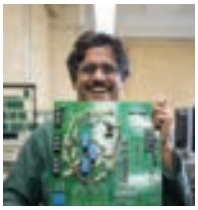
Raising Awareness about the Impact of Immigration on Children: This ongoing project involves research, curriculum development, and educational programming on topics related to the health and human rights of children in adversity around the world, with a focus on Latin American migration and the US-Mexico 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 in the Wisconsin Center for Education Research (WCER). (2019)

Producing an Oral History of Gender and Women's Studies Instruction at 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 Universities of Wisconsin. (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-Nithi, 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)

Examining and Empowering Gender Diversity in U.S. Cooperative Boards: By bringing a feminist lens to cooperative governance research at the UW Center for Cooperatives, Schlachter will develop educational materials about gender dynamics on cooperative boards. Materials will emphasize the relationship between gender diversity, cooperative performance, and community impacts. **Laura Schlachter** is a researcher at the UW Center for Cooperatives. (2021)

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 of geography and leads the Earth Science Women's Network. (2020)



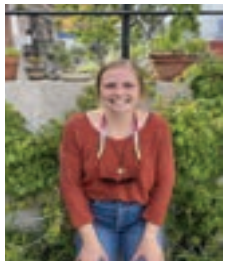
Bringing Electricity to Rural India with Mahila Microgrids: This demonstration project will provide reliable energy for clean water supply, medical facilities, communications, and education at the community center. It is organized to be managed by local women's cooperatives; the word "mahila" means "woman" 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)

Developing Gender-Informed Leadership Seminar Curriculum: This project aims to enhance the La Follette School curriculum for the Wisconsin Women in Government (WWIG) Leadership Seminar by developing interactive faculty lectures on gender, politics, diversity, equity, and inclusion in public sector agencies. Susan Webb Yackee is the director of the La Follette School of Public Affairs and a Collins-Bascom Professor of Public Affairs and Political Science. (2021)

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 doctoral student in the Department of Sociology, a Mellon Mays Fellow, and a Graduate Research Fellow for the Institute for Research on Poverty. In 2020, Bafu was awarded a National Science Foundation Graduate Research Fellowship to continue this work. (2019)



Traditional foodways and traditional use of medicinal plants in the Ch'orti' region of Guatemala: This project employs a participatory action research framework to gather data around traditional foodways and traditional use of medicinal plants in the Ch'orti' region of Guatemala. Using the transformative power of feminist leadership, Baker will employ a gender focus to seek the guidance and direction of women in the communities, especially curanderas or herbalists, to co-design this project and generate deliverables that will respectfully document their traditional knowledge. **Margaret Baker** is a master's student in agroecology. (2022)

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 assistant for research, is a doctoral student in the School of Human Ecology and Department of Sociology. (2017)

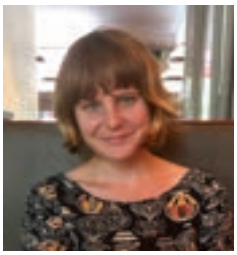
Strengthening Wellbeing for Adolescent Girls: This project supported 4W scholar Amy Bintliff's development of an arts-based intervention called "The Wellbeing Club" for young girls with histories of family stressors. This program used art-based applications of the 4W Wellbeing Model to examine how girls 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 of education at the University of California, San Diego. (2018)

Understanding Education and Migration for Indigenous Women in Guatemala: This project analyzes how international development education programs influence young indigenous women's decisions to study, work, or migrate. Borns will host semi-structured interviews with young indigenous women in Guatemala enrolled in technical training and alternative education programs, as well conduct an institutional ethnography of international development NGOs working in this field. **Ariel Borns** is a doctoral student in the Department of Educational Policy Studies. (2021)

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 doctoral 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)

Developing a Gender-Responsive Curriculum for Girls of Color in the Juvenile Justice System: Building on her self-published journal, Get L.I.T. (Learning Intentional Tools), Coker will develop a curriculum for Black and Brown teen girls in juvenile justice settings. The lessons will feature trauma-informed approaches that help girls better understand themselves through reflective journaling, self-regulation, mindfulness, and structured processes for making healthy decisions and reducing recidivism. **Evelyn Coker** is a licensed clinical social worker and doctoral student in social work. (2021)

Exploring Agro Ecological 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 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 on alleviating disparities exacerbated by the pandemic. **Samantha Crowley** received her MPH from UW-Madison, studying reproductive health policy and is currently a medical student in the UW-Madison School of Medicine and Public Health. (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 civil society and community studies. (2017)

Debuting Lina Mangiacapre's short and feature films at the UW-Cinematheque: This project involves the American debut of Lina Mangiacapre's Neapolitan feminist and transfeminist filmography. **Hilary Emerson** is working to translate, transcribe, and analyze the intersection of art, politics, and mythos in Mangiacapre's works, raising awareness around the nonbinary transfeminist artist's radical politics of peace and subversive philosophy of wellbeing. Emerson is a doctoral student in Italian Literature, Cinema, and Society with a minor in Critical Gender, Sexuality, and Screen Studies. (2021)

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. She is currently practicing law in Georgia. (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 doctoral 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 led to two 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** earned a Phd in Educational Policy Studies and Comparative International Education, and is a recipient of the Robert Wood Johnson Foundation Health Policy Research Scholars Fellowship and the Ford Foundation Doctoral Fellowship. She is now an educational research and evaluation consultant. (2019)

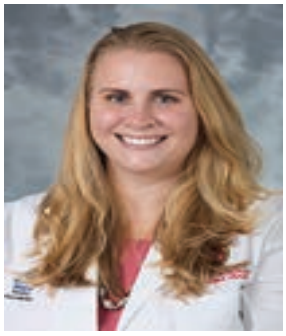
Collaborating for Participatory and Inclusive Sexual Violence Prevention Research in Wisconsin: In collaboration with partners from universities throughout Wisconsin, **Rose Hennessy Garza** will be engaging in participatory action research to develop an inclusive and stakeholder-driven research agenda to prevent campus sexual assault. Hennessy Garza is a visiting assistant professor at the Joseph J. Zilber College of Public Health UW-Milwaukee. (2021)

Advancing Safety for Black Queer Students: Chicago High School Students' visions for safe educational spaces: This project seeks to understand Black queer students' perspectives regarding safety in Chicago public schools. **LaShanda Harbin** plans to conduct individual interviews and focus groups where participants will engage in collective Freedom Dreaming, a process that involves the imagining of free and equitable futures. Harbin is a doctoral student in the Department of Educational Policy Studies. (2022)

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 Tans. 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. Johnson is a doctoral 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)

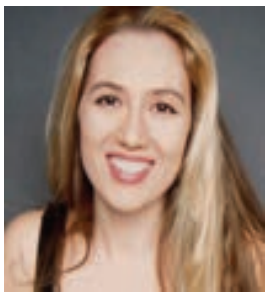
Exploring traditional birth attendant's roles in providing maternity care to displaced women in South Sudan: In settings affected by conflicts, displacement, and natural disasters, community health systems, including the support of community health workers and traditional birth attendants (TBAs), are often the only option for delivering life-saving services. This project aims to understand the roles TBAs play in providing maternal care and to examine how recent displacement secondary to flooding has affected the availability and utilization of maternal and reproductive health services in South Sudan. **Kristin Kohlmann** is a medical student at the UW School of Medicine and Public Health. (2022)



Studying "Social Distancing" of Domestic Workers in Singapore: Sociology doctoral candidate **Kurt Kuehne**'s project examined 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. Kuehne is a post-doctoral researcher at New York University Abu Dhabi. (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** was a doctoral candidate in the Microbiology Doctoral Training Program and earned her PhD in 2020. (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 theater. **Cyra Polizzi** is a performing artist and earned a master's degree from the Department of Gender & Women's Studies. (2019)



Understanding How Women's Groups Catalyze Food Justice in India: Engaging with women-led community groups in rural India can reveal nuanced understandings about the unique roles that women's groups play in promoting health and nutrition in their communities. Using a food justice lens, Rana will explore the ways that women drive conversations about nutritional wellbeing and use collective action to catalyze change in local institutions. **Prerna Rana** is a doctoral student in the Department of Civil Society and Community Research. (2021)

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 doctoral student in geography; her 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. **Valerie Stull**, PhD, is a faculty associate in the Global Health Institute investigating issues at the intersection of agriculture, the environment, and global health. (2018)

Synthesizing Lessons from the 4W STREETS Fora: 4W scholar Lauren Vollinger participated in a scholarly exchange through the Big Ten Academic Alliance's Traveling Scholars Program. During her time at UW-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** earned her doctoral degree in Ecological-Community Psychology from 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 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** was a doctoral candidate in the Department of Educational Leadership and Policy Analysis and is an assistant professor at the University of Buffalo. (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 doctoral program in Cultural Anthropology and Environment and Resources with the Nelson Institute for Environmental Studies. (2018)

Graduate students' experiences with mental health and disability access support at a large research University: This project explores how graduate students with mental health conditions or disabilities negotiate university policies for disability access and mental-health support while charting out unique pathways to finishing their degrees. **Emily Young** plans to conduct student interviews focused specifically on the intersection of gender, disability, and violence in female graduate students' experiences of policies and resources to support their mental health and disability access. Young is a doctoral candidate in the Department of Educational Policy Studies. (2022)

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 interns 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.

Kathmandu, Nepal: Interns worked directly with microenterprise groups to help them further develop their small businesses by providing technical assistance and support with product design and quality control. Some tasks included proposing new designs and creating standards for new designs.
Students: Sam Eklund, Grace Lashbrook, Abigail Sharp

"Working and living in Nepal is easily one of the most influential things I've ever had the chance to do. Not only did I learn about the way I work and accomplished the goals set for my internship, but found incredible community in the people I met through work and local culture."
- Sam Eklund, on his internship experience in Nepal.

Oaxaca, Mexico: Interns worked with the organization, Andares de Arte Popular. The focus of the internship was on collaboration in the design of a contemporary retail space which showcases from a wide range of artisans. The project areas included product design, graphic design, video and photography, and social media.
Students: Alice Farr, Larryn Smerling

"The IIP allowed me to complete my internship requirement in the most fulfilling and unique way. I am so thankful for all that I learned about my field of study will abroad" - Alice Farr on her time in Mexico interning with Andares de Arte Popular.

Lunga Lunga, Kenya: Interns worked on the project Health by All Means that works to create change and change agents from within communities to improve health outcomes and the general wellbeing of women and girls, especially in the global south. Interns in this program worked with health practitioners to meet the needs and wants of the women and girls in the villages and the staff.
Students: Madelynn Paulow (she/her), Amelia Taylor (she/her)

"The main things I learned from this internship were cross-cultural communication (because my supervisor and I's native languages are different), how to problem-solve and adapt to unexpected "culture shocks," and become more independent and confident in my skills and abilities."
- Madelynn Paulow

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 Niewold, 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)
- Isabelle Bubnick and Payton Kuenzi (2023-present)

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:

- Olivia Anderson, 4W Communications and Social Media Intern (2018-19 and 2019-20)
- Natalie Worcestor, 4W Development and Programming Intern (2019-20)
- Brooke Wilczewski, 4W Communications and Administrative Intern (2020-21)
- Hannah Reynolds, 4W Program Support and Communications Intern (2021-22)
- Olivia Coffey, 4W Program Support Intern (2022-23)
- Grace Norum-Tanahill, 4W Program Support Intern, (2022-present)

4W summer intern, Amelia Taylor, with community partners at Health by All Means in Lunga-Lunga, Kenya, involved in teaching life skills, health topics and empowering women.

4W YALI travel grants

4W- YALI Circle launched its first-ever Travel Grant Award initiative for its members in 2022 to enable collaboration on joint activities that aim to achieve the Circle's objectives and have an impact on the local community. The travel grant inaugural year recipients were Idris Ola and Folajogun Akinlami, 2019 Mandela Washington Fellows from Nigeria, and Rose Mary Nakame and Shaban Ssenyange, 2018 Mandela Washington Fellows.

Through the travel grant, Ola and Akinlami are leading "The Blue- Pink Optimal Health Project," a community and facility-based project to increase access to high-quality breast and cervical cancer prevention and screening services for women and girls in four local councils in Lagos, Nigeria, by utilizing the innovative Blue-Pink hybrid cancer control model. The Blue-Pink Optimal Health Project aims to provide free cancer education, breast self-examination training, breast and cervical cancer screening, and on-the-spot cryotherapy to women and girls in the community.

The second set of awardees, Nakame and Ssenyange, led "a conversation on breaking the gender bias and empowerment of women in the health, gender, and environment sectors." They are organizing an in-person gathering of all YALI alums in Uganda to create a space and networking platform for future collaboration on women empowerment projects. Through their travel grant, Rose Mary Nakame and Shaban Ssenyange aim to work on breaking gender bias and empower women to continue the conversation and map out areas of potential partnerships.

YALI alumni along with team members from the Blue Pink Optimal Health Project (left), and participants of the conversation on breaking gender bias that took place in Uganda (right).

4W Scholarship: Selected Publications

"A la orilla del lenguaje: traducir las transparencias poéticas / On the Edge of Language: Translating Poetic Transparencies (Bilingual piece published in) Montañas, and Three or Four Ríos: The City and Nature José Emilio Pacheco Literary Prize. Bilingual Anthology, The 4W-Women in Translation Project (4W-WIT). Virtual Version, Meninas Cartoneras Editorial, April 2022.

"De ombligo hacia adentro": asedios, ambivalencias y ventrilocuismos para una poética de la maternidad. / ["From the navel inward": sieges, ambivalences, and ventriloquisms for a poetics praxis of motherhood]. Sarli E. Mercado y Silvia Goldman. Forthcoming, Carátula

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Part V: 4W Leadership Circle

The 4W Leadership Circle is a collective of UW scholars and practitioners representing a broad range of Schools and Colleges, including Human Ecology, Education, Nursing, Letters and Sciences, Law, Medicine and Public Health, Engineering, Agriculture and Life Sciences, as well as many departments across campus representing the sciences, social sciences, humanities and arts. 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 engagement. The 4W Leadership Circle provides a unique, affirmative network that supports leaders as they flourish and expand their work in new and meaningful ways.

4W Team

Lori DiPrete Brown, *4W Director,* focuses her interdisciplinary scholarship on innovation and social changes 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. She is the Director for Global Health and Human Ecology and distinguished teaching faculty in the School of Human Ecology. 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.

Prerna Rana, *4W Project Assistant,* is a PhD student in the Civil Society and Community Studies department at the School of Human Ecology. Prerna received her Master's in rural management from India which prepared her to work with grassroots women's institutions in the country's rural regions. She has worked with women groups in areas of financial inclusion, sustainable agriculture, and community development. Her research interests focus on the intersections of community development, gender empowerment, and civic engagement while adopting a participatory approach to research that emphasizes collaboration with community members to create systemic change.

Grace Norum-Tannahill, *4W Program Support and Communications Intern,* is a junior at UW-Madison working towards her Bachelor of Science in Nursing and pursuing certificates in Global Health and Gender and Women's Studies. Grace is passionate about all women receiving quality healthcare regardless of race, socioeconomic status, or education level. After receiving her undergraduate degree, Grace plans on continuing her education to receive her Masters of Public Health and Doctor of Nursing Practice to open her own clinic for reproductive healthcare.

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 a Culture of Peace. She is also an Associate Faculty member in the Department of Gender and Women' 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.

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 environmental rights and small island nations within the United Nations and in other global fora.

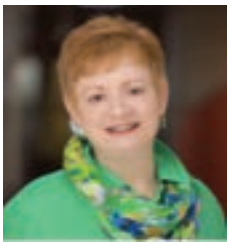
Emily Auerbach, ***4W Director of the Odyssey Project,*** is an award-winning English Professor at UW-Madison and co-host of "University of the Air" on Wisconsin Public Radio. She created the "Courage to Write" series of radio documentaries and has written guides on women writers. Emily has received 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. She conducts participatory action-research around gender, agroecology, crop evolution, and sustainable food systems as well as ethnographic work with small-holder farmers in rural areas of Mesoamerica. She also supports inclusive-agriculture growth that is respectful with 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.

Molly Clark-Barol, ***4W Director of Engaged Research for Community Change,*** is completing a Joint PhD in Sociology and Human Ecology. She received her BA from Yale University in 2008. In the interim, she worked on issues of gender equity in academia in the USA, sustainable development and environmental conservation in Nepal, nutrition policy in Liberia, and community development and rights in Nigeria. As a researcher, she is concerned with issues of epistemological (in)justice and uses participatory and community-based methods to explore how different kinds of knowledge inform policy, whose experience counts as knowledge, who gets to sit at the table to decide these things, and the policy consequences for individuals and communities.



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 Well-Being 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.

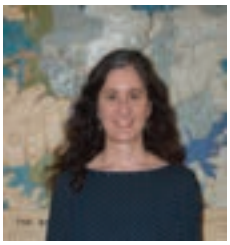
Jean Geran, *4W Director for Human Rights, Child Protection, and Global Policy,* is a Co-Director of the 4W STREETS Project. She has extensive professional foreign policy experience working on human rights, trafficking in persons, child protection, and related issues at the U.S. Department of State,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

Brenda Gonzalez, *4W Director for Community Connections,* is the Director of Community Relations at UW Madison and serves as the University's primary point of contact with local community and nonprofit organizations. She is responsible for developing strategies to ensure the university is engaged with these stakeholders and the broader Madison and Dane County community. In 2022, Brenda was named Madison365 Wisconsin Leadership Community Choice Awards Woman of Excellence and received the YWCA Women of Distinction Leadership Award. She is also one of the thirteen fellows selected in the fifth cohort of the UW Madison Morgridge Fellows Program.

Deborah Kaddu-Serwadda, *4W Director for Africa,* is a utilization-focused evaluator who specializes in using evaluation science in social movements and higher education to promote gender equality, the advancement of girls and women, and inclusive economic growth interventions for marginalized communities. She is a Women Leaders for the World (WLW) alumnae, a Global Women in Management (GWIM) alumnae of the Center for Development and Population Activities (CEDPA) and she is affiliated to the African Gender and Development Evaluation Network (AGDEN).

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 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.

Carolyn McAndrews, *4W Director of Sustainable Transportation and Inclusive Mobility,* is an Associate Professor in the Department of Planning and Landscape Architecture. Her fields of research are transportation planning, policy, and design. Her research seeks to understand how emerging health, safety, and environmental goals become part of mainstream transportation decision making. Equity is central to these goals, and her research analyzes the distribution of transportation's health impacts, as well as how people organize to influence transportation decision making.

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.

Mary Michaud, 4W Director for Public Policy, has worked for more than two decades in public health and social sector roles at the local, state, and national levels. Mary designs courses using a storehouse of applied experience. Her work has included roles in executive leadership with a local public health agency, qualitative research with the Veterans Administration, and product development for a health IT startup.

Darshana Sreedhar Mini, *4W Director for Media and Gender Justice,* is an Assistant Professor at the Department of Communication Arts, University of Wisconsin-Madison. Supported by the Social Science Research Council and American Institute of Indian Studies, her work explores gender justice, labor and activism in media industries based in India. Her research interests broadly include Global Media Cultures, Transnational Cinemas and Migration, South Asian Cinema, and Feminist Media and her work has been published in Feminist Media Histories, Bioscope: South Asian Screen Studies, South Asian Popular Culture, Journal for Ritual Studies and International Journal for Digital Television.

Kate Phelps, *4W Director of Creative Embodiment and Embodi-mentoring,* is a lecturer in the Gender and Women's Studies department at UW-Madison. Her research interests are at the nexus of body politics, gender, embodied experience, and feminist praxis. Her work leading and facilitating body mapping workshops creates space and opportunity for people to explore their embodiment in playful, powerful, and transformative ways.

Erika Rosales, *4W Director of Immigration and Human Rights,* is the Director of the new Center for Dreamers at UW. She also works at the Wisconsin Center for Education Research at WIDA as a Diversity and Inclusion Specialist and has done recent work at the Global Health Institute as a Human Rights Curriculum Coordinator focusing on migration, child health, and human rights.

Stephanie Rytilahti, *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.

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.

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.

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.

Christine Whelan, ***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.

4W Conveners

Soyeon Shim, PhD
Elizabeth Holloway Schar Dean, School of Human Ecology

"For nearly a decade, 4W has been a catalyst for connecting and empowering networks of people to make positive change possible - locally and globally. Human Ecology has proudly served as 'home base' for this tremendous, campus-wide initiative that is creating new possibilities for progress around the world. As human beings, we are nested in relationships and the quality of our lives is intrinsically intertwined with others. As such, we know that enhancing the well-being of women also enhances the lives of children, families, and communities. We are grateful for all who participate and invest in 4W's life-changing efforts. There is no limit to what we can accomplish together, and we look forward to the work ahead."

Frances Vavrus, PhD
Vice provost and Dean, International Division, University of Wisconsin-Madison

"4W provides a powerful example of the importance of gender, education, and human rights both locally and globally. Its commitment to ethical partnerships, leadership development, and women's wellbeing is a model for work across the UW-Madison campus, including in the International Division."

Judith A. Houck, PhD
Chair, Department of Gender and Women's Studies, University of Wisconsin-Madison

"The Department of Gender and Women's Studies has been excited to partner with 4W in its efforts to improve the lives of women around the globe. We admire the many projects sponsored by 4W that materially improve the lives of women and other people. 4W demonstrates the power of the Wisconsin Idea."

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 July 13, 2023:

Malina and Daniel J. Adler (IHH)
Sheelah A. and Charles R. Anderson
ARZU Inc
Association of Fundraising Professionals Southeastern WI Chapter
Susan A. Azar
Susan A. and James J. Bakke
Linda Baldwin and Vincent P. O'Hern
Nancy L. Ballsrud and James R. Nelson
Heather M. and James N. Basten
Susan J. and Ellis A. Bauman (IHH)
Linda W. and Niles Berman (IHH)
Donna M. Beyer
Annette Beyer-Mears (IHH)
Karen L. and Thomas R. Binder
Joyce E. Bisbee
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