### Stephanie Leiderman 5 Hale St, Apt 3

stephl@capd.org Worcester, MA

###  484-995-1528

Introduction:

Stephanie Leiderman is an evaluator and researcher with a particular interest in gender, race/ethnicity, labor rights and

fair and alternative models of production and trade. She has a background in both research and in the history and

economics of craft as an anti-poverty strategy, particularly for women in developing countries. She has significant

experience in Monitoring and Evaluation, having worked as a Project Director at Center for Assessment and Policy

Development since 2012, where she has focused leadership development and racial equity. She is also a trained fiber

and metal artist, with significant international experience in India, China and South America.

Highlights**:**

* M.A. from Clark University, Worcester, MA, in International Development & Social Change, with a concentration in Monitoring and Evaluation. Research focus on development via the artisan sector, particularly as a means of economic empowerment for women and other marginalized communities. Completed an evaluation project with Refugee Artisans of Worcester to co-create an emerging theory of change and associated interim and longer-term outcomes and indicators. Member of a student-led team that conducted field research to co-create a gender and climate focused Disaster Preparedness Plan for a community in Southern Haiti.
	+ Coursework including: Rural Livelihood Strategies; Women’s Economic Empowerment; Race in Development; Illicit Commodities; Disaster Preparedness and Recovery; and Quantitative and Qualitative Methods for Monitoring and Evaluation.
* B.A. in History, *magna cum laude*, from the University of North Carolina: Asheville, December 2009.

#### Received the 2009 North Carolina History Award for senior thesis on the Folk School Movement in Appalachia; research accepted and presented at the National Conference on Undergraduate Research, Spring 2010 at the University of Montana. Created a series of Oral Histories for a project on the Greek and Russian Orthodox communities, and helped create a website to showcase the research.

* Project Director at Center for Assessment and Policy Development (CAPD), 2012 to present, specializing in qualitative and mixed methods research in the areas of racial equity, systems change, leadership development, and evaluation.
* Lead author on [*Best & Promising Practices for Hispanic/Latino/a Inclusion in UMC Churches in North Carolina*](http://www.capd.org/s/September-2016-Inclusion-Best-and-Promising-Practices-gjr5.docx)*, a* set of recommended practices for multiethnic inclusion in traditionally Anglo spaces. The project was completed as part of the evaluation of the Duke Divinity School’s Hispanic House of Studies, and their work to support thriving Latin ministry. Recommendations are culled from a targeted literature review across United Methodist, other faith-based, social justice, and corporate applied and academic literature.
* Ongoing contributor to [www.racialequitytools.org](http://www.racialequitytools.org) and *Transforming White Privilege: A 21st Century Leadership Capacity* training modules.

Education:

**Master of Arts in International Development and Social Change, 2018**

Clark University, Worcester MA

**Bachelor of Arts in History, December 2009**

University of North Carolina, Asheville, NC

**Associates of Applied Science in Jewelry Making, May 2007**

Haywood Community College, Clyde, NC

Experience:

**Project Director*,* November 2012 to present**

**Center for Assessment and Policy Development, Philadelphia, PA**

* Currently serving as a research analyst on multi-year evaluations of the [Thriving Rural Communities](https://divinity.duke.edu/initiatives/trc) and [Thriving Hispanic/Latino Communities](http://dukeendowment.org/our-work/ministering-hispaniclatino-communities-our-strategy) Initiatives of the Duke Endowment and the Duke Divinity School. Major responsibility for the conduct and analysis of qualitative research, including in-depth interviews, surveys and site visits. As part of that evaluation, lead author on a compendium of best and promising practices for inclusion based on review of theological, social justice and business sources.
* Co-director of CAPD’s evaluation work with Encore.org’s Gen2Gen campaign, an effort to expand the use of adults fifty and older in support of youth, via intergenerational strategies and shifts in narrative.
* Co-director of a learning and documentation effort for an Equity Learning Partnership of 16 communities in Connecticut, funded by the William Caspar Graustein Memorial Fund.
* Lead researcher for a Documentation and Learning project for Third Sector New England’s [Inclusion Initiative](http://tsne.org/inclusion-initiative). Implemented participatory and community-led methods to research the work of 10 anti-poverty cross-sector networks in New England. Presented learnings on Trauma and Oppression Informed practices and the Solidarity Economy.
* Ongoing contributor to [Transforming White Privilege: A 21th Leadership Capacity](https://www.racialequitytools.org/module/overview/transforming-white-privilege) (TWP). This curriculum is designed to help current and emerging leaders from a variety of sectors better identify, talk about and intervene to address white privilege and its consequences. Helped design, pilot, evaluate, launch and maintain this online resource. Designed online presence for the curriculum, created marketing newsletters, and helped present on the material at various conferences, including the White Privilege Conferences in Philadelphia, 2016 and in Kansas City, 2017.
* Conducted qualitative data collection, analysis and helped write evaluation reports for the Barrie Fellows Leadership Program and other CAPD projects.

# Teacher of English as a Second Language*,* August 2010 to October 2011

# That Seed Education, Beijing China

* Designed, implemented and managed a curriculum for PSAT test preparation.
* Led classrooms of non-native speakers to improve their English understanding, reading comprehension, vocabulary, and essay writing skills. Responsible for liaison with parents, management and other teachers.

**Editorial Intern, September 2009 to January 2010**

### Lark Books, Asheville, North Carolina

* Created indices for a book on metalwork, and two other publications.
* Copy-edited and provided content for the company’s publications.

**Study Abroad Program in Dhrangadhra, Gujarat, India, May to July 2008**

**Temple University Anthropology Program**

* Apprenticed with a family of goldsmiths in a mid-sized village as part of an independent, anthropology-focused program of Temple University.
* Studied the role of caste, tradition and changing economic realities in Indian craft production. Worked in a hands-on role in a Gujarati metal studio.

**Volunteer, Women’s Alliance of Leh, Ladakh, India, August 2008**

* Assisted in daily activities, including leading information sessions and coordinating meetings with local members and volunteers.

**Work Study, John C. Campbell Folk School, May to August 2005**

* Engaged in archival work for the woodcarvings of the Brasstown Carvers Collection at the school, including sorting the items, creating a display for the school’s museum, and creating an inventory of the pieces.
* Completed courses in blacksmithing, jewelry making, fiber dyeing, enameling and glass work.

Other Key Information:

*Publications*:

* “Best Practices in Donor Programing and Key Considerations: Gender and Social Protection.” Report for the Gender-responsive and Climate-resilient Agriculture for Nutrition Initiative (GCAN). International Food Policy Research Institute: Washington, DC. With Sarah Maloney and Nicole le Roux.
* Master’s Thesis: An Analysis of Trade-offs: The Artisan Fair Trade Sector
* [Best & Promising Practices for Hispanic/Latino/a Inclusion in UMC Churches in North Carolina](http://www.capd.org/s/September-2016-Inclusion-Best-and-Promising-Practices-gjr5.docx)
* [Thriving Rural Communities 2.0 Dashboard Evaluation Report](http://www.capd.org/s/TRCI-Dashboard-Feb-17-2016.pdf)
* [Transforming White Privilege: A 21st Century Leadership Capacity](https://www.racialequitytools.org/module/overview/transforming-white-privilege)
* [The John C. Campbell Folk School: 1927 to 2009](http://toto.lib.unca.edu/sr_papers/history_sr/srhistory_2009/sleiderman.pdf)
* Created and responsible for maintaining current [CAPD website](http://www.capd.org/).

*Artisan training, skills and experiences:*

* A.A.S. in Jewelry Making, Haywood Community College, May 2007.
* Currently working in the areas of metalwork, fiber arts and mixed media. Created and marketed work through etsy.com, and at the Grovewood Gallery in Asheville, NC (Haywood Graduate Show).
* Completed work study programs at the John C Campbell Folk School and the Arrowmont School of Art and Craft, and studied under a family of goldsmiths in Dhrangadhra, India, as part of a program through Temple University’s Anthropology program.

*Other qualifications:*

* Completed an editorial internship at Lark Books, a preeminent publisher in the craft field.
* Significant international experience, having taught English as a Second Language in Beijing, China, studied Spanish at the University of Salamanca, Spain, studied in Dhrangadhra, India and volunteered at the Women’s Collective of Ladakh in Leh, India.

*Skills*:

* Data visualization and dashboard reporting
* Graphic design and web management
* Process, Outcome and Utilization-focused evaluation
* Particiaptory evaluation techniques, including meaning making of data and findings
* Conversational Spanish

*Affiliations and memberships:*

* American Evaluation Association
* Aspen Artisan Alliance
* Alliance for Nonprofit Management
* Center for Culturally Responsive Evaluation and Assessment
* Emerging Practioners in Philanthropy
* Phi Alpha Theta (National History Honor Society)