



60
YEARS
JOINT PHD
SOCIAL WORK & SOCIAL SCIENCE

2017-2018 GRADUATES OF THE
Joint PhD Program in Social Work and Social Science

M | SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Dear Colleagues,

I am delighted to share information about our 2017-2018 graduates of the Joint PhD Program in Social Work and Social Science at the University of Michigan.

As this hallmark year commemorates our 60th anniversary of the Joint PhD Program, we are excited to introduce you to our graduates. We believe they will be the change agents ushering in the next wave of innovation in social work research, practice, and policy.



As you know, the Joint PhD Program in Social Work and Social Science prepares our doctoral students for teaching and research careers through the advancement of knowledge about social problems, social change, social interventions, and social welfare. Our curriculum integrates comprehensive graduate training in a specific social science discipline with advanced studies and research in various areas of social work. Therefore, we have a broad range of research areas and disciplinary specializations in which our students choose to receive expert training and experience.

This year, we have a promising group of joint program graduates who are eager to reach out, raise hope, and change society. Their training and commitment to social work and social welfare will be of particular interest to your institution.

As you review their curriculum vitae, research statements, and teaching statements, you will find that our graduates have published in both social work and social science journals, have presented at our national conferences such as the Council on Social Work Education (CSWE) and the Society for Social Work and Research (SSWR), and have even secured funding or show promise for doing so in the near future.

Please contact the Joint PhD Program Coordinator, Todd Huynh at (734) 763-5768 or via email (ssw.phd.info@umich.edu), if you would like more information about any of the doctoral candidates listed here or if we can help facilitate a meeting with them.

GO BLUE!

Daphne C. Watkins, PhD
Associate Professor and Director,
Joint Doctoral Program in Social Work and Social Science
University of Michigan

2017-2018 Joint PhD Program Graduates



Rachel
Burrage

Joint PhD in Social
Work and Psychology
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Min Hee
Kim

Joint PhD in Social
Work and Sociology
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John
Doering-White

Joint PhD in Social
Work and
Anthropology
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Patrick
Meehan

Joint PhD in Social
Work and Political
Science
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Charity
Hoffman

Joint PhD in Social
Work and Sociology
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Richard
Rodems

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Huiyun
Kim

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Rachel Burrage

PhD Candidate in Social Work and Psychology

Rachel L. Burrage

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Cell: (734) 747-0864
E-mail: rburrage@umich.edu

Office Address

University of Michigan
School of Social Work
1080 South University
Ann Arbor, MI 48103

Education

University of Michigan

Joint PhD in Social Work and Psychology

Dissertation: Trauma, Loss, Resilience, and Resistance in the
Indian Residential School System of Canada.
Co-Chairs: Dr. Joseph P. Gone and Dr. Sandra L. Momper

Ann Arbor, MI

August 2018

(Expected)

Masters of Science in Psychology

January 2016

Masters of Social Work

Interpersonal practice and mental health

May 2014

Bachelor of Arts in Sociology

Bard College at Simon's Rock

May 2006

Great Barrington, MA

Associate of Arts

April 2003

Awards and Honors

Center for Education of Women, University of Michigan

Joan P. Ireland Scholarship - \$4,500

Ann Arbor, MI

June 2017

Rackham Graduate School, University of Michigan

Rackham Debt Management Award (for public service) - \$10,000

Ann Arbor, MI

June 2017

School of Social Work, University of Michigan

W.K. Kellogg Family Fellow in Children and Families - \$15,000

Ann Arbor, MI

September 2015

School of Social Work, University of Michigan

Rackham Regents' Fellowship - \$28,000 + tuition

Ann Arbor, MI

May 2012

Publications

Peer Reviewed Publications

Burrage, R.L., Gone, J.P., & Momper, S.L. (2016). Urban American Indian community perspectives on resources and challenges for youth suicide prevention. *American Journal of Community Psychology*, 58(1-2), 136-149.

Pomerville, A., **Burrage, R.L.**, & Gone, J.P. (2016). Empirical findings from psychotherapy research with Indigenous populations: A systematic review. *Journal of Consulting and Clinical Psychology*, 84(12), 1023–1038.

Manuscripts under Review

Pomerville, A., **Burrage, R.L.**, Gladshetyn, M. & Gone, J.P. [Submitted June 2017]. Perceived coercion and its relationship to attitudes regarding mental health services. *Journal of Orthopsychiatry*.

Manuscripts in Progress

Burrage, R.L., Gagnon, M., & Graham-Bermann, S.A. [For Submission October 2017]. Predictors of social support among American Indian/Alaska Native and non-Native survivors of intimate partner violence.

Hartmann, W.E., Wendt, D.C., Gone, J.P., **Burrage, R.L.**, & Pomerville, A. [For submission October 2017, abstracted accepted for special issue]. American Indian historical trauma: Anti-colonial prescriptions for healing, resilience, & sovereignty. *American Psychologist*.

Gone, J.P., Hartmann, W.E., Pomerville, A., Wendt, D.C., Klem, S.H., & **Burrage, R.L.** [For submission October 2017, abstracted accepted for special issue]. Historical trauma in Indigenous populations in the United States and Canada: A systematic review of empirical findings. *American Psychologist*.

Pomerville, A., **Burrage, R.L.**, & Gone, J.P. [For submission November 2017]. Barriers and facilitators to participation in a pilot traditional spirituality program for American Indians in an urban setting.

Presentations

Burrage, R.L. (2017, October). *Secondary trauma among service providers*: Invited presentation to be presented to the International Refugee Assistance Project, University of Michigan Law School, Ann Arbor, MI.

Burrage, R.L., Gagnon, M., & Graham-Bermann, S.A. (November, 2017). *Trauma history and change in residence as predictors of social support among Alaska Native and non-Native survivors of intimate partner violence*. Poster to be presented at the annual meeting of the International Society for Traumatic Stress Studies, Chicago, IL.

Burrage C.V.

Pomerville, A., Levitt, H.M., Surace, F.I., **Burrage, R.L.** Grabowski, L.M. & Gone, J.P. (2017, August). *Are qualitative methods theoretically informed? Examining two psychotherapy literatures*. Paper presented at the annual conference of the American Psychological Association, Washington, D.C.

Burrage, R.L. & Momper, S.L. (2017, January). *A social-ecological approach to understanding urban American Indian youth suicide prevention*. Paper presented at the annual conference of the Society for Social Work and Research, New Orleans, LA.

Pomerville, A., **Burrage, R. L.**, & Gone, J. P. (2016, November). *Missing evidence on Indigenous psychotherapy clients in four countries: A systematic review*. Paper presented at the meeting of the North American Society for Psychotherapy Research, Berkeley, CA.

Momper, S.L. & **Burrage, R.L.** (2016, October). *Promoting healing: Trauma and resilience in Indian Country*. Invited Keynote address presented at the Bemidji Area Indian Health Service Regional Conference on Trauma Informed Care, Cass Lake, MN.

Carey, E., **Burrage, R.L.**, Gagnon, M., & Graham-Bermann, S.A. (2016, May). *Social support among children exposed to IPV in Alaska*. Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

Burrage, R.L. (2016, February). *Whose prevention? Urban American Indian perspectives on youth suicide prevention*. Brown Bag presented to the Clinical Science Area, Department of Psychology, University of Michigan, Ann Arbor, MI.

Burrage, R.L. (2015, September). *Collective and historical trauma*. Guest lecture for undergraduate course in Psychology of Trauma, University of Michigan, Ann Arbor, MI

Teaching Experience

University of Michigan School of Social Work

Ann Arbor, MI

Graduate Student Instructor

September 2017– December 2017

SW 504: Diversity and Social Justice [Fall 2018]. Currently teaching twenty-four MSW students for an introductory course on Human Behavior and the Social Environment, with a focus on intersectionality, theories of change, and social justice.

University of Michigan Department of Psychology

Ann Arbor, MI

Graduate Student Instructor

September 2014 – December 2016

PSYCH 112: Introduction to Psychology as a Natural Science [Winter 2016]. Taught sections 002, 010, and 011 of twenty students each; prepared lesson plans; presented course content; facilitated class activities; held office hours; conducted exam review; graded student assignments.

Burrage C.V.

PSYCH 303: Research Methods in Psychology [Fall 2015] Taught sections 002 and 007 of twenty students each; prepared lesson plans; presented course content; facilitated class activities; held office hours; helped students with academic writing and statistics; conducted exam review; graded student assignments.

PSYCH 614: Advanced Statics [Winter 2015] – Graded graduate student assignments and exams; held office hours; tutored MA and PhD students in advanced statistics.

PSYCH 317: Community Research [Fall 2014] – Co-taught community service learning course; prepared lesson plans; facilitated class activities; coordinated logistics for service learning internships; graded student assignments; prepared lesson plans.

Center for Exchange and Solidarity

San Salvador, El Salvador.

English Teacher

June 2007 – February 2010

English as a Second Language (ESL): Beginning, Intermediate, Conversational. Taught ESL classes for small groups of 4-12 adults; developed and implemented lesson plans based on women's rights, environmental studies, indigenous history, and globalization.

Mentorship Experience

University of Michigan Department of Psychology

Ann Arbor, MI

Undergraduate Research Opportunity Program Mentor September 2016 – Present

Mentored four undergraduate research assistants through the Culture and Mental Health Research Lab. Provided orientation to our work as a research lab; instructed mentees in professional development topics such as resume and curriculum vitae creation, professional associations and conferences, abstracts, posters, presentations, and research proposals.

Additional Research Experience

Indian Residential School Testimony Project

Ann Arbor, MI

Principal Investigator

January 2016 – Present

Lead investigator for a project to create a database of public testimonies on indigenous experiences of residential school abuse from the Truth and Reconciliation Commission of Canada. Recruited, trained, and coordinated activities for four research assistants to catalogue testimonies for use by future researchers, educators, and community members.

Burrage C.V.

Culture and Mental Health Laboratory
Research Assistant

Ann Arbor, MI
May 2014 - Present

PI: Joseph P. Gone, PhD. Doctoral research assistant for numerous projects including a pilot traditional spirituality program for American Indian Health and Family Services of Southeast Michigan and multiple systematic reviews related to indigenous mental health. Activities included interview design and survey instrument design, participant observation and interviews, and thematic analysis of interviews

Child Trauma and Violence Laboratory
Data Manager

Ann Arbor, MI
September 2014 – Present

PI: Sandra A. Graham-Bermann, PhD. Coordinated data entry for an evaluation of the Alaska Kids' Club, a trauma-focused intervention for women and children in domestic violence shelters in Alaska. Activities included cataloguing incoming data, database creation and maintenance, supervising research assistants, reporting to PI and partners, quantitative data analysis, and manuscript preparation.

School of Social Work
Graduate Student Research Assistant

Ann Arbor, MI
September 2013 – February 2015

PI: Sandra L. Momper, MSW, PhD. Assisted with multiple phases of a suicide project designed to improve suicide prevention and mental health services for American Indian and Alaska Native (AI/AN) youth, including a Community Readiness Assessment, survey instrument design for use with AI/AN and other ethnically diverse youth, translation of instruments from English to Spanish, conducting suicide screens, coding qualitative data, thematic analysis of qualitative data, and manuscript preparation.

SUsTAIn Working Group
Project Coordinator

Ann Arbor, MI
May 2014 – November 2014

PI: Joseph P. Gone, PhD. The Substance Use Treatment Among American Indians (SUsTAIn) group was formed from the AI/AN Scholars Workgroup of the National Institute on Drug Abuse which convened in 2012, to develop culturally relevant, evidence-based substance abuse treatment programs for AI/AN communities. Provided logistical support for meetings designed to improve collaboration and grant writing for research to improve substance-abuse services for AI/AN.

Honors Program in Sociology, University of Michigan
Principal Investigator

Ann Arbor, MI.
January 2005 – April 2006

Conducted a mixed-methods independent study on the relationship between professional identity and support for non-tenure-track faculty unions; surveyed one-hundred non-tenure track and conducted follow-up interviews.

Burrage C.V.

Social Science Data Analysis Network (SSDAN)
Research Assistant and Program Coordinator

Ann Arbor, MI
January 2004 – April 2006

Co-coordinated a team of students for projects related to social demography and analysis of U.S. census data; prepared census data for public consumption through the website censuscope.org; wrote and edited materials on American Indian and Latino populations for a demographic atlas of the United States.

Clinical and Community Experience

American Indian Health and Family Services
MSW/PhD Clinical Intern

Detroit, MI, USA
January 2013 – May 2014

Provided weekly individual therapy, crisis intervention, and case management for adult clients with issues of trauma, substance abuse, and other co-occurring disorders. Completed psychosocial assessments and case notes; participated in case management meetings and assisted in writing two grant applications to develop culturally appropriate services for trauma survivors.

U.S. Agency for International Development (USAID)
Information Assistant

San Salvador, El Salvador
February 2010 – June 2012

Drafted and edited public documents regarding USAID environmental, economic, disaster relief, democracy, health, and education programs in El Salvador and Central America; translated documents from Spanish to English and vice-versa; assisted in public event planning; provided press support to public officials; prepared materials for the USAID/El Salvador website.

Center for Exchange and Solidarity
English School and Promotions Coordinator

San Salvador, El Salvador
June 2007 – February 2010

Coordinated all aspects of an English school for adult learners that integrated English as a Second Language (ESL) learning and social justice topics; recruited, selected, and trained volunteers in popular education and ESL; received student applications, interviewed applicants, and selected students for admissions; coordinated educational trips to historical and cultural sites.

Montana Legal Services Association
Consumer Law Education AmeriCorps*VISTA

Billings, MT
June 2006 – June 2007

Assessed community need and began development of a community-based consumer rights education program with a focus on the city of Billings and the Northern Cheyenne and Crow reservations; met with potential partners to gauge interest and current resources; developed educational materials on bankruptcy and legal rights concerning payday and auto loans.

Additional Clinical Trainings

American Indian Health and Family Services Dialectical Behavior Therapy (DBT)	Detroit, MI August – October 2013
University of Michigan Mindfulness-Based Stress Reduction (MBSR)	Ann Arbor, MI April – May 2013
Medical University of South Carolina Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)	Online Webinar March 2013
American Indian Health and Family Services Applied Suicide Intervention Skills Training (ASIST)	Detroit, MI January 2013
American Indian Health and Family Services Cultural Competency	Detroit, MI November 2012

Grants

University of Michigan Amount: \$4500 Trauma, Loss, and Resilience in the Indian Residential School System of Canada	Ann Arbor, MI August 2016 – August 2018
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Role: Principal Investigator. Graduate student research grant to defray costs of dissertation research on trauma, loss, and resilience among First Nations Canadians who attended Indian Residential Schools, as well as the creation of a database of testimonies from the Truth and Reconciliation Commission of Canada.

The Department of Health and Human Services Substance Abuse and Mental Health Services Administration Garrett Lee Smith State & Tribal Youth Suicide Prevention Grant Manidookewigashkibjigan-Sacred Bundle: RESPECT Project 1 and 2 \$3,680,000 \$1,440,000, Completed	Detroit, MI Sept. 2014 – August 2019 August 2010 – August 2013
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Role: Research Assistant. PI: Ashley Tuomi, DrSc, MPHA, American Indian Health and Family Services, Inc. (AIHFS); CO-PI: Sandra L. Momper, MSW, PhD, University of Michigan School of Social Work. This project services primarily American Indian and Alaska Native (AI/AN) youth ages 10-24 in Detroit and Southeastern MI and partners with MI Tribes to provide evidence-based practice interventions and treatment strategies as well as culturally-infused practice-based evidence to expand the safety net of suicide prevention and intervention for urban AI/ANs.

Burrage C.V.

Center for Advancing Research and Solutions for Society
**Developing Culturally Relevant, Evidence-Based Substance
Abuse Treatment for American Indian Communities**
\$22,507, Completed

Ann Arbor, MI

January 2013 – Dec. 2014

Role: Project Coordinator. PI: Joe Gone, PhD, University of Michigan Department of Psychology This grant brought together mental health researchers with experience working in American Indian communities in order to examine available evidence-based treatments for substance abuse treatment and develop culturally relevant interventions for AI communities.

Ethel and James Flinn Foundation
**G'wiidanokiindimi ezhiminobimaadiziwaad –
All of Us Are Working Together so They Can Live Well”**
\$100,000, Completed

Detroit, MI

July 2013 – July 2014

Role: Grant writer. Project Director: Tina Louise, American Indian Health and Family Services of Southeast MI, Inc. Developed theoretical framework and acted as lead in writing project narrative. This project implemented culturally tailored trauma-focused substance abuse program for young adults in collaboration with county courts.

Office on Violence against Women of the Department of Justice
**“Bimaadizijig nagadaawendejig Project –
The Living People Looking Out for Each Other”**
\$150,000, Not funded

Detroit, MI

June 2013

Role: Grant writer. Project Director: Tina Louise, American Indian Health and Family Services of Southeast MI, Inc. Assisted in writing project narrative to improve culturally competent services for AI/AN survivors of sexual assault and domestic violence through training, coordinating with local response agencies, and providing traditional healing.

Professional Memberships

Member, International Society for Traumatic Stress Studies
Member, International Congress for Qualitative Inquiry Member,
American Psychological Association
Member, Society for Social Work and Research
Member, Trauma Psychology, APA Div. 56
Member, Society for Community Research and Action, APA Div. 27
Member, Alpha Kappa Delta International Sociology Honors Society

Burrage C.V.

Service

Peer Review

Mentored Ad-hoc Peer Reviewer, Psychological Services (2016)

Committees

Admissions Committee Representative (2017-2018), U of M Department of Psychology
Interim Job Club Coordinator (2017), U of M School of Social Work
Supervisory Committee Representative (2015 – 2016), U of M School of Social Work
Faculty Allies for Diversity Assistant (2014-2015), U of M School of Social Work
Diversity Committee Representative (2013 – 2014), U of M School of Social Work
Participant, International Social Work Student Organization (2012), U of M School of Social Work

Languages

English – First language

Spanish – Speak, read, and write fluently

References

Joseph P. Gone, PhD
Director, Native American Studies
Professor of Psychology and American Culture
Department of Psychology
University of Michigan
2239 East Hall, 530 Church Street
Ann Arbor, MI 48109-1043
(734) 255-1420
jgone@umich.edu

Sandra A. Graham-Bermann, PhD
Director, Child Violence and Trauma Lab
Professor of Psychology and Psychiatry
University of Michigan
530 Church Street
Ann Arbor, MI 48109-1043
(734) 615-7082
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Sandra L. Momper, MSW, PhD
Associate Professor
University of Michigan
School of Social Work-Room 2734
1080 South University Avenue
Ann Arbor, MI 48109
(412) 496-5591
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Abigail Eiler, LMSW
Lecturer
University of Michigan
48922 Woodson Way
Canton, MI 48187
(734) 845-1442
rowea@umich.edu

Rachel Louise Burrage – Research Statement

As an interdisciplinary scholar in Social Work and Psychology, I bring an ecological systems approach to the study of psychological trauma by focusing on how individuals navigate changing landscapes of social, community, and cultural resources stemming from experiences of widespread violence. In examining reactions to potentially traumatic events, clinical sciences have traditionally focused on individual factors related to the development of mental disorders such as Posttraumatic Stress Disorder. In recent years, however, researchers have placed increasing emphasis on the role of resilience in reactions to potentially traumatic events, as well as the effects of prolonged, repeated trauma on individuals, families, and communities, both throughout the life course and across generations.

Current Focus

The Indian Residential School System of Canada is an example of one such environment where widespread and ongoing trauma is thought to have had individual, family, community, and intergenerational effects. For over a century, large numbers of indigenous children were removed from their home communities in Canada and placed into government and church run boarding schools. Although experiences at the schools varied, it is now known that indigenous children were frequently exposed to psychological, physical, and sexual abuse. These experiences represent both prolonged, repeated trauma and collective trauma targeted at marginalized cultural groups. As such, examination of residential school experiences allows for exploration of the impacts of collective and prolonged trauma, along with the role of resilience for groups of people facing prolonged trauma.

For my dissertation, I use thematic analysis of testimonies given by residential school survivors to the Truth and Reconciliation Commission (TRC) of Canada between 2010 and 2014 to examine trauma, loss, resilience, and resistance in the experiences of 40 residential school survivors who attended the Beauval Indian Residential School in Saskatchewan. To my knowledge, this is the first academic study to examine residential school testimonies given to the TRC. I have already completed the first round of coding for this project and will defend the entire dissertation by June 31, 2018. While analysis is still ongoing, the results of this study will provide insight into differences in experiences of trauma and loss among individuals who attended the same residential school, strategies indigenous individuals used to remain resilient when removed from their families and communities, and potential mechanisms that explain the intergenerational, family, and community effects of prolonged and collective exposure to traumatic events.

Complimentary to my dissertation, I am the lead for a project to catalogue over 3000 TRC testimonies for use in future research, in communication with the National Centre for Truth and Reconciliation in Winnipeg, Manitoba. At the end of the current academic year, I anticipate having a complete database for the prairie provinces of Alberta, Manitoba, and Saskatchewan, which includes documentation of testimonies given by residential school survivors, their descendants, and church officials. This will allow for future sampling of these testimonies based on gender, role of survivor or descendent, school attended, and language used, among other factors. As such, I anticipate a subsequent project analyzing the testimonies of descendants of residential school attendees, with a focus on perceived intergenerational effects of the system.

I have also collaborated on multiple projects that use a variety of methods to study indigenous wellbeing and resilience. I conducted a thematic analysis of community testimonies

that explored themes of mutual support and cultural loss in relationship to barriers and resources for American Indian youth struggling with suicide in an urban environment. This first-authored paper was published in the *American Journal of Community Psychology*. Additionally, I am a collaborator on two systematic reviews, one on psychotherapy with indigenous clients that was published in the *Journal of Consulting and Clinical Psychology* and another on historical and racial trauma, the abstract of which has been accepted for a special edition of *American Psychologist*. Finally, I am the data manager for a quantitative study on the role of social support in resilience to trauma among Alaska Native and non-Native female survivors of intimate partner violence, and am currently preparing two manuscripts from this project.

Future Directions

Understanding residential school trauma and its impacts on indigenous people is crucial for bridging the divide between what is recognized as evidence in the research community and what indigenous community members have now been saying for decades. Moving forward, my goal is to develop a research agenda in partnership with local communities that addresses the needs of said communities. Such projects would need to fall in line with indigenous principals of research, such as the emphasis on indigenous Ownership, Control, Access, and Possession developed by the First Nations Information Governance Centre. As such, it is difficult to outline a specific line of research in this area, given that principles of indigenous and community-based research dictate that the entire research process be guided, from conceptualization to dissemination, by local communities. However, potential areas of mutual interest include a comparative community study of impacts and responses to the residential school experience, development and evaluation of culturally sensitive trauma-informed mental health interventions, or projects to document and strengthen traditional practices that promote resilience.

Finally, I would like to conduct one additional study to examine what social and environmental resources individuals draw on in environments where trauma exposure is frequent and ongoing. Specifically, I would draw on my strong ties country of El Salvador to examine what social and environmental factors lead to better outcomes among youth who are exposed to violence. El Salvador has one of the highest rates of violent crime in the Western Hemisphere, in addition to being in a post-war period and being the site of numerous natural disasters. As such, the country offers a unique environment in which to study resilience. Having lived in El Salvador for five years, maintained strong relationships there, and made contact with many social scientists, universities, and non-profit organizations, I am confident in my ability to engage resources in that country in order to direct a study that would fit both my needs as a researcher and those of community partners.

In sum, my research represents a novel approach to the study of trauma by focusing on the dynamic nature of social and cultural resources that promote resilience, especially in the face of prolonged and widespread trauma. By focusing on marginalized populations, such as indigenous peoples and in Latin America, my work furthers our understandings of trauma, which until now have largely been derived from homogenous populations in terms of nationality, ethnicity, and social class. Not only does such research provide the opportunity to search for solutions with communities that have largely been excluded from the benefits of mainstream research, but it creates the opportunity to expand our understandings of trauma and resilience in a way that is truly representative of the human experience.

Rachel Louise Burrage – Teaching Statement

My approach to teaching combines many years as a community educator and university instructor with a commitment to diversity and social justice. In all my classes, I use hands-on activities that help students build skills they can use beyond classroom, and emphasize diversity and social justice by incorporating perspectives that are often underrepresented in the academy into my course content. I also promote critical thinking about the topics presented in order to prepare students to be better consumers of information as they move forward in their academic and professional lives. At the undergraduate level, I have taught *Psych 112: Introduction to Psychology as a Natural Science*, *Psych 303: Introduction to Research Methods*, and *Psych 317: Community Research*. I was also a grader and tutor for master's and PhD level students in *Psych 614: Advanced Statistics*. This fall, I will teach *SW 504: Social Justice and Diversity*, which is an introductory course focused on human behavior in the social environment for social work master's degree students.

Regardless of course topic, underrepresented perspectives can be included through illustrative examples, readings, videos, and guest speakers. For example, when teaching a unit on schizophrenia and other psychotic disorders for Introduction to Psychology, I included a talk by a disability rights activist on the detrimental effects of stigma and isolation for individuals who are diagnosed with a severe mental illness. For the same course, I used media coverage of the protests in Ferguson, Missouri to teach students about heuristics. I highlighted how the availability of immediate examples, in this case of police violence against African American men, is related to individuals' perception of the frequency of occurrence of such phenomenon. This fall, I will present writing by an indigenous social work scholar on the removal of indigenous children from their homes to illustrate how social work as a discipline has been complicit with social injustice. I will also be bringing in several community practitioners to discuss psychotherapy for indigenous clients, the impact of issues of environmental social justice on minority populations, and diversity, equity, and inclusion policy at our own school. By bringing in local practitioners, I will compliment theoretical portions of the course by engaging students in critical analysis of issues of diversity and social justice in our own community.

I also promote critical thinking by having students analyze and question the underlying assumptions of texts and knowledge they engage with in class, so that they become better consumers of information in the future. For example, for a final project in Introduction to Psychology, I asked students to analyze a popular news media report of a scientific article, together with its original peer-reviewed source. In this way, students developed scientific literacy and a deeper understanding of how news media often incorrectly interprets and reports scientific findings. In Introduction to Research Methods and also in Community Research, I emphasized the different epistemologies, values, and assumptions that drive differences in approaches to research. For example, community-based, participatory approaches that are often qualitative in nature stand in contrast to approaches that use large datasets and representative sampling to draw inferential conclusions about larger populations. By understanding differences in assumptions about what counts as evidence, students are better able to understand the strengths and limitations of contrasting research methodologies.

Finally, I use hands-on activities in the classroom to help students build skills that they can use in the real world. For example, when teaching an English language course to community activists, I combined a unit on future tense (i.e. I will, they will, we will) with community organizing vocabulary and led students through a mock organizing campaign around a labor

Burrage – Teaching Statement

rights issue. When teaching about community needs assessment in a service learning course on community research, I had students draw maps of the communities surrounding their placement sites and identify assets and needs, thus giving them hands-on practice with needs assessment; in another activity for the same class, students conducted SWOT analyses of the service learning course itself, which doubled as a way of providing mid-semester feedback to the instructors on the strengths and weakness of the course. When teaching a writing-intensive research methods course, I had students workshop each other's essay drafts, using a copy of the grading rubric as a guide. This not only helped students practice their editing skills, but reduced the amount of personal feedback I had to give on that assignment.

This fall, I will combine these three foci of social justice, skill development, and critical thinking by requiring first semester social work students to write or perform critical autoethnographies. Students will spend several weeks learning material related to privilege, oppression, diversity, and social justice, and reading or watching performed autoethnographies that represent diverse personal experiences with topics such as race, ethnicity, gender, sexual orientation, nationality, and physical and mental ability, among others. Then, students will use social theory to examine their own journeys to becoming social workers, how they've been shaped by larger forces of privilege and oppression, and identify goals for professional development that will lead to a more socially just social work practice in the future. Students will also have the option to submit abstracts of their autoethnographies for a qualitative research conference taking place next year.

In summary, my teaching philosophy improves student skillsets and critical thinking, while focusing on diversity and social justice in topical course content. This, in turn, prepares students to be better consumers of information as they move forward in their professional lives, and prepares them to promote social justice both within and beyond the walls of the academy.



John Doering-White

PhD Candidate in Social Work and Anthropology

John Doering-White
Curriculum Vitae September
2017

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jadwhite@umich.edu

USA +1 (734) 417 4314

MEX +52 (241) 114 0764

EDUCATION

- Current** **PhD Candidate (expected July 2018)**
Joint Doctoral Program in Social Work and Anthropology
University of Michigan, Ann Arbor, MI
Dissertation Committee: Laura Lein (co-chair, social work), Jason De León (co-chair, anthropology), Andrew Shryock (anthropology), Jorge Delva (social work), Reuben J. Miller (social work)
- 2015** **Master of Social Work**
University of Michigan, Ann Arbor, MI
- 2015** **Master of Arts, Anthropology**
University of Michigan, Ann Arbor, MI
- 2010** **Bachelor of Arts, Human Development and Social Relations (Honors)**
Earlham College, Richmond, IN
- 2010** **Bachelor of Arts, Spanish and Hispanic Studies (Honors)**
Earlham College, Richmond, IN

RESEARCH INTERESTS

Undocumented Migration
Humanitarianism and Human Rights
Social Policy
Community-based Approaches to Ethnographic Practice
Materiality

TEACHING INTERESTS

Macro Practice Community
Organizing International
Social Work
Theories of Social Change and Social Inequality
Methods of Social Research

PEER-REVIEWED PUBLICATIONS

- 2016 Grabowska, S., **Doering-White, J.** “(Re)Collecting the Crossing: Material Memories of the Sonoran Borderlands” in *Excavating Memory: Material Culture Approaches to Sites of Remembering and Forgetting*. Starzmann, M. and Roby, J., Eds.
- 2014 **Doering-White, J.** Horner, P., Sanders, L., Martinez, R., Lopez, W.D., Delva, J. “Testimonial Engagement: Undocumented Latina mothers navigating a gendered deportation regime” *Journal of International Migration and Integration*. 17(2), 325-240.
- 2014 Horner, P., Sanders, L., Martinez, R., **Doering-White, J.**, Lopez, W., Delva, J. ““I Put a Mask On” The Human Side of Deportation Effects on Children” *Journal of Social Welfare and Human Rights*. 2(2), 33-47.
- 2013 Delva, J., Horner, P., Sanders, L., Martinez, R., Lopez, W.D., & **Doering-White, J.** (2013). Mental health problems of children of undocumented parents in the United States: A hidden crisis. *Journal of Community Positive Practices XIII*(3), 25-35.

PUBLICATIONS UNDER REVIEW / IN PREPARATION

- Revise and Resubmit Lopez, W.D., Horner, P., Sanders, L., Martinez, R., **Doering-White, J.** Delva, J. “Raising children amid the threat of deportation: Perspectives from undocumented Latina mothers” under review at the *Journal of Community Practice*.
- Under Review Horner, P., Delva, J., Sanders, L., Martinez, R., Lopez, W., **Doering-White, J.** “Community and Academic Research Partnerships: Working with Mixed Status Immigrant Families” under review at the *Journal of Ethnic & Cultural Diversity in Social Work*.
- In Preparation **Doering-White, J.** *Materialities of Violence and Care in Transit: Humanitarianism and Human Smuggling along Mexico’s Railways*. For submission to *Social Service Review* (To be submitted September 2017)
- In Preparation **Doering-White, J.** *Accompanying the Unaccompanied: Sheltering Minors in Transit along Mexico’s Freight Railways*. For Submission to Special Issue of *Children and Youth Services Review* (To be submitted October 2017)

OTHER PUBLICATIONS

- In Press **Doering-White, J.**, Frank-Vitale, A., De León, J. “Death and Disappearance along the Central American Migrant Trail” in *Fatal Journeys, Volume 3*. International Organization for Migration.
- In Press **Doering-White, J.** Review of the Book “Migrants Deaths in the Arizona Desert: La vida no vale nada” for *Medical Anthropology Quarterly*.

AWARDS AND HONORS

- 2017-18 Rackham Predoctoral Fellowship (\$32,000) 2017
Harold T. and Vivian B. Shapiro Prize (\$5,000)
- 2016 Rackham Graduate Student Research Award, University of Michigan (\$3,000) 2015
Rackham International Research Award, University of Michigan (\$3,000) 2015
Outstanding GSI Award, Department of Anthropology, University of Michigan
- 2014 Kellogg Fellowship, University of Michigan School of Social Work (\$16,000) 2014
Clara and Larry Davis Award, University of Michigan School of Social Work (\$8,000)
- 2014 Honorable Mention, National Science Foundation Predoctoral Fellowship
- 2012-16 Rackham Merit Fellow, University of Michigan (tuition and stipend) 2010
Phi Beta Kappa, Earlham College
- 2006-10 Presidential Scholar, Earlham College

FUNDING - EXTERNAL

- 2016 Wenner-Gren Foundation Dissertation Fieldwork Grant (\$7,000)
- 2015 Fulbright García-Robles U.S. Student Award for dissertation research (\$12,000)

FUNDING - INTERNAL

- 2016 School of Social Work Summer Funding, University of Michigan (\$2,000)
- 2016 International Conference Travel Grant, Office of Global Activities, University of Michigan School of Social Work (\$2,000)
- 2014 International Institute Conference Travel Grant, University of Michigan (\$300)
- 2014 Rackham Graduate Student Conference Travel Grant, University of Michigan (\$800)
- 2014 International Institute Conference Travel Grant, University of Michigan (\$300)
- 2013 Rackham Graduate Student Conference Travel Grant, University of Michigan (\$500)

CONFERENCE ACTIVITY

- 2017 *Ethnographic Approaches to Causal Explanation in Social Work*, Society for Social Work Research Annual Meeting, Washington DC
- 2017 *Matters of Contention: Materialities of Ethical Claim-Making*, American Anthropological Association Annual Meeting, Washington, DC (organized with John Mathias)
- 2017 *Infrastructures of Violence and Care: Undocumented Central American Migration and Mexico's "Humanitarian Visa,"* Latin American Studies Association Annual Conference, Lima, Peru
- 2017 "Gendered Assemblages of Solidarity and Security along the Central American Migrant Trail" Law and Society Annual Meeting, Mexico City, Mexico
- 2017 "Mexico's "Humanitarian Visa" and Undocumented Central American Families" Society for Social Work Research Annual Meeting, New Orleans, LA
- 2017 "Stuck in Transit: Humanitarian Infrastructures and Unaccompanied Minors Migrating through Mexico" Society for Social Work Research Annual Meeting, New Orleans, LA
- 2016 "The Crisis in Context: Central American Migration and Social Justice" University of Michigan School of Social Work, Office of Global Activities (Conference Co-Organizer)
- 2015 *Material Boundaries of Citizenship: Central American Clandestine Migration through Mexico*, Society for Historical Archaeology, Seattle, WA
- 2014 *Riding La Bestia: "Clandestine" Migration and the Materiality of Train Hopping through Mexico*, American Anthropological Association Annual Meeting, Washington DC
- 2014 *Violence and Care in Transit: Sheltering Migrants on the U.S.-Mexico Border*, Society for Applied Anthropology, Albuquerque, NM
- 2013 *Care Along the Tracks: Clandestine Migration, Humanitarian Care, and Railroad Infrastructure in Mexico*, American Anthropological Association Annual Meeting, Chicago, IL
- 2009 *Mixteco Migration and Transborder Subjectivities in the Rural Midwest*, Committee on Institutional Cooperation Summer Research Opportunities Conference, Ann Arbor, MI (Outstanding Oral Presentation Award)

INVITED TALKS

- 2017 “*Materialities of Violence and Care in Transit: Humanitarianism and Human Smuggling along Mexico’s Railways*, Social Work and Anthropology Workgroup
- 2016 “*Border South: Violence and Care along the Central American Migrant Trail*”
Delta College, Bay City, MI
- 2016 “*Border South: Violence and Care along the Central American Migrant Trail*”
Grandview College, Des Moines, IA

TEACHING EXPERIENCE

- 2017 *Instructor*
SW611, Social Change Theories
University of Michigan School of Social Work
- 2015 *Instructor*
Undocumented Migration Project Ethnographic Field School
Institute for Field Research (<http://ifrglobal.org/>)
Professor: Jason De León, PhD
- 2015 *Lead Graduate Student Instructor*
ANTH101, Introduction to Anthropology
University of Michigan – Ann Arbor, MI
Professor: Jason De León, PhD
- 2014 *Graduate Student Instructor*
ANTH101, Introduction to Anthropology
University of Michigan – Ann Arbor, MI
Professor: Thomas Chivens, PhD

RESEARCH EXPERIENCE

- 2014-16 *Violence and Care in Transit: Infrastructures of Central American Migration through Mexico* (Dissertation Fieldwork, 20 months)
Conducted ethnographic fieldwork in and around migrant shelters throughout Mexico that assist undocumented Central Americans in transit. Fieldwork included 150 “journey narrative” interviews, 50 interviews with shelter workers, and 2000 hours of participant observation as a shelter volunteer.
- 2015 *Undocumented Migration Project: Central American Transit Migration through Mexico* (Ethnographic Field School, 6 weeks)

Institute for Field Research – Advisor: Jason De León
Co-taught qualitative and community-based research methodologies to 30 undergraduate students from the United States and Mexico. Photo essay published February 2016: www.sapiens.org/culture/prevention-through-deterrence/

- 2013 *Impact of Immigration Enforcement on Children and Families in SE Michigan*
University of Michigan – Advisor: Jorge Delva
Analyzed interview and focus group transcripts with parents and children impacted by immigration enforcement to understand the mental health impact of immigration enforcement and deportation on families. Presented preliminary results to undocumented community members during a community feedback session.
- 2013 *Nonresidential Fathers in Four American Cities*
University of Michigan – Advisor: Laura Lein
Summarized, analyzed, and prepared brief summaries of transcripts from interviews with low-income, non-custodial fathers in four American cities to understand social welfare.
- 2013 *(Re)Collecting the Crossing: Material Memories of the Sonoran Borderlands*
University of Michigan – Advisor: Jason De León
Conducted, coded, and analyzed interviews with recently deported migrants along the U.S.-Mexico border and undocumented immigrants living in Detroit, MI, to compare understandings of the border crossing.

SERVICE AND CO-CURRICULAR EXPERIENCE

- 2017 *Co-Organizer*
Making Sensory Ethnography Workgroup
University of Michigan Rackham Interdisciplinary Workshop
Bi-monthly meetings to workshop scholarship that examines how sensory media, audio-visual technologies, and human sensation informs and guides ethnography.
- 2017 *Workshop Co-Coordinator*
Language Interpretation in Social Work Practice
University of Michigan School of Social Work
Helped to coordinate a workshop that considers the ethics, politics, and practicalities of language interpretation in social work practice settings.
- 2015-16 *Co-Producer, Field Consultant, and Sound Expert*
“Border South”, Documentary Film, with Raul Paz Pastrana, Director
Provided field and editorial consultation to film-maker Raul Paz Pastrana during the filming of “Border South,” a documentary about the shifting

landscape of immigration enforcement between Central America, Mexico, and the United States. www.bordersouthfilm.com

- 2013-14 *Student Representative*
Doctoral Committee
University of Michigan School of Social Work
Elected to represent doctoral student organization on faculty committee dedicated to doctoral student success.
- 2013-14 *Co-Coordinator*
Interdisciplinary Group on Poverty and Inequality
University of Michigan Rackham Interdisciplinary Workshop
Coordinated writing and reading workshops, and organized guest speakers with an interdisciplinary group of doctoral students interested in social welfare policy.

PRACTICE EXPERIENCE

- 2017 *Evaluation Consultant*
A Brighter Way
Ann Arbor, MI
Conducted evaluative interviews with mentors and mentees for a peer-mentorship program that assists individuals recently released from prison.
- 2014-17 *Shelter Worker*
Apizaco, Tlaxcala, Mexico
Coordinated humanitarian assistance within a migrant shelter that assists undocumented Central Americans in transit through Mexico.
Responsibilities included assisting with daily operations (cooking, cleaning, intake), meeting with officials, fundraising, and program evaluation.
- 2012-13 *Community Organizing Intern*
Chadsey-Condon Community Organization, Detroit, MI
Designed and coordinated community programming in Southwest Detroit as part of the Skillman Foundation's Good Neighborhoods Initiatives.
Responsibilities included grant-writing, family event planning, and program evaluation.
- 2010-12 *Intercultural Outreach Coordinator*
1st Street Armoury Community Action Agency, Monmouth, IL
Coordinated programming for immigrant community members at a small community center in rural Illinois. Provided interpretation services, counseling, grant-writing, and organized family events.

- 2010-12 *Volunteer English Language Instructor*
Regional Office of Education, Monmouth, IL
Designed and Conducted three six-week “Spanish for Beginners” classes for English-speaking community members.
- 2006-08 *Volunteer English Language Instructor*
AMIGOS Community Organization, Richmond, IN
Served as a weekly volunteer language tutor for Spanish-speaking community members.

PROFESSIONAL AFFILIATIONS

Society for Social Work Research, Council on Social Work Education, American Anthropological Association, Latin American Studies Association, Law and Society Association

LANGUAGES

English (Native), Spanish (Fluent), Italian (Beginner)

REFERENCES

Laura Lein
Professor
University of Michigan School of Social Work 1080
S. University Ave.
Ann Arbor, MI, 48109 (734)
763 3372
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Jorge Delva
Professor
University of Michigan School of Social Work 1080
S. University Ave.
Ann Arbor, MI, 48109 (734) 763
3372
jdelva@umich.edu

Jason De León Associate
Professor
University of Michigan Department of Anthropology 1085
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My research focuses on care in the context of immigration enforcement. I ask how undocumented people and those that assist them conceptualize and enact good care in the process of negotiating immigration enforcement, social service initiatives, and human smuggling networks. As a doctoral student, I have focused on a network of migrant shelters that provide humanitarian assistance to undocumented Central Americans as they journey through Mexico, often by hopping freight trains. I look forward to continuing this project as an assistant professor while also pursuing a new line of research that examines how organizations work with undocumented entrepreneurs amid politics of revitalization and removal in urban areas.

I am currently writing my dissertation, which traces shifting dynamics of protection and persecution along the Central American migrant trail. Extending beyond questions of departure, re-settlement, and integration, I consider how nongovernmental shelters have responded to increasingly aggressive immigration enforcement that leads many Central Americans to repeatedly cycle through periods of escape and forced return through Mexico and the United States. My research identifies the consequences of these shifts for migrants as well as how advocates approach caring for people on the move.

Through 20 months of fieldwork carried out since 2014, my dissertation research has combined long-term ethnographic collaboration with a shelter in Central Mexico, comparative visits to 10 other shelters across Mexico, and workplace ethnography on construction sites and in welding workshops where Central Americans labor while in transit. I have conducted 150 semi-structured “journey narrative” interviews with migrants who access shelters and 50 “practice logic” interviews with shelter workers, activists, immigration attorneys, and clergy. I have also closely followed a small group of men and women as they have recovered from violent abuses, petitioned for formal humanitarian recognition, and struggled to remake their lives.

Moving between organization-based ethnography and time spent working alongside migrants, my multi-sited approach mirrors the periods of mobility and immobility that are common along the migrant trail through Mexico. In addition to participant observation, in-depth interviewing, policy analysis, and conversation analysis, I also rely on participatory photography, social media, and the documentation of objects that those migrating carry, pick up, and leave behind during their journeys. Attending to materiality and visual representation informs my theoretical interest in how material contexts intersect with and transform social values. This approach also places social work’s commitment to human rights and social justice in conversation with anthropological interest in how humanitarian ethics are enacted in practice.

I argue that everyday practices of solidarity and security within migrant shelters make up what I call a ‘social infrastructure’ where the intersection of humanitarian ethics and moral economies of human smuggling intertwine along freight railways. First, I trace shifting hospitality dynamics as shelters increasingly focus not only on short-term bodily sustenance but also advocate long-term as migrants who suffer police brutality seek justice through state humanitarian bureaucracies. The second section explores how shelter workers and migrants rely on objects like battered cell phones and bullet wounds to evidence injustices committed against migrants while also implicitly accommodating human smuggling networks that the state uses to rationalize intensified policing along migration routes. I conclude the dissertation by following the reverberations of these tensions. Through workplace ethnography on construction sites and in welding workshops, I follow a small group of men and women as they navigate extended processes of recovery after receiving Mexico’s ‘humanitarian visa,’ which allows those who are victims of a crime to temporarily regularize their immigration status. Tracing how these ‘social infrastructures’ travel along railways and through working class neighborhoods in Mexico, I

contribute to scholarship in social work and anthropology that examines how ethics and values are transformed as people and things move through shifting socio-material contexts.

My dissertation research has been supported through a variety of internal and external awards and fellowships, including a Fulbright García-Robles fellowship and a Dissertation Fieldwork Grant from the Wenner-Gren Foundation for Anthropological Research. Within the University of Michigan School of Social Work, my work has been recognized through the Shapiro Prize, a Kellogg Fellowship, and the Davis Scholarship. I was also recently awarded a Rackham Pre-Doctoral Fellowship, a competitive university-wide award that supports dissertation write-up.

I am currently preparing two single-authored papers that draw on my dissertation fieldwork. One paper reconsiders theories of agency through the lens of materiality to examine how objects such as backpacks and donated clothing mediate presumably contradictory value frameworks of humanitarianism and human smuggling. Another paper examines how shelters, which increasingly serve as an ‘alternative to detention’ for unaccompanied minors who become stranded while migrating through Mexico, complicate state interpretations of “best interest standards,” which have constructed minors as passive victims to rationalize intensified policing along migration routes. I am also the lead author of a chapter in the annual “Fatal Journeys” report of the *International Organization for Migration*. The report details challenges associated with documenting the death and disappearance of Central Americans making their way through Mexico and proposes policy recommendations to address those challenges.

Beyond my dissertation, I have also contributed projects that examine the impact of immigration enforcement on Latino/a communities. Together with Dr. Jorge Delva, I helped analyze interviews with a multidisciplinary team to examine how undocumented mothers cope with the deportation of a spouse. The community-based project has resulted in several peer-reviewed journal publications. I am the lead author on one of these, which is published in the *Journal of International Migration and Integration*. Second, I have collaborated closely with Jason De León as a member of the Undocumented Migration Project (UMP), which combines ethnography, archaeology, and visual anthropology to examine the social process of undocumented migration between Central America, Mexico, and the United States. I have co-authored an edited volume chapter based on fieldwork conducted with the UMP that brings together analysis of migrant artifacts collected in the Sonoran Desert with migrants’ memories of the border crossing to understand how traumas perpetuate through material objects and environments. As a member of the UMP, I have also worked with the film-maker Raul Paz Pastrana, serving as producer and field consultant for his documentary of the Central American migrant trail, *Border South*, which is currently in post-production.

Currently, I am developing a second project that considers how social service organizations in urban areas work with undocumented entrepreneurs amid processes of development and displacement. I am currently establishing relationships with a variety of organizations throughout Southwest Detroit, a predominantly Latino area heavily impacted by tax foreclosure that is now experiencing gentrification. Alongside these organizations, I will seek funding to examine and evaluate how advocates and undocumented entrepreneurs navigate recent city policies that encourage small business development in immigrant communities. While Detroit is a particular case, these dynamics are not unique to the city. As an assistant professor, I will develop this project and publish a book from my dissertation research. Long-term, I hope to grow as a scholar who integrates anthropological tools to push social welfare policy and social work practice along transnational lines.

I am committed in my teaching to collaborative, community-engaged pedagogies that integrate research and practice. I strive for an educational experience that encourages students to act and reflect simultaneously as they move between classroom and community settings. Providing students with opportunities to enact social work knowledge and ethics in real-world settings is crucial. Equally important, however, is providing students with skills to critically assess evidence that may expose the gaps, limitations, and blind spots of established models and value frameworks. In my experience, achieving a balance between thoughtful application of learning and critical evaluation is best achieved when students are encouraged to integrate and build on their own interests and experiences.

My teaching philosophy has been greatly influenced by own experiences as an undergraduate student. For two years while at Earlham College, I worked once a week with a man named Balbino as part of an English-language tutoring program for immigrant community members. Balbino, like most tutees, were undocumented migrants from Mexico. He would stop by after work at a cattle ranch, the rich odor of the manure wafting off him, and end his day with a styrofoam cup of Folgers and English. I began by dragging Balbino through verb conjugations, which were tedious for both of us. Balbino's English flourished once I learned that he was hoping to move from hauling manure to working as a mechanic. As we began focusing on car parts and customer service, Balbino's English flourished. I realized that working with Balbino taught me important lessons when I began helping to coordinate the program and train new volunteers. I realized the value of shaping learning goals around students' interests, building on what students already know, and cultivating settings where new knowledge can be applied in practice. I came to understand how important it was for Balbino to be the driver of his own education.

I drew on these lessons while developing my syllabus for *Theories of Social Change* (SW611), a required upper level course that I taught over the summer of 2017. The course was an opportunity to synthesize previous teaching experiences and to meld adult education with research-informed knowledge about social work practice. I did this by pushing students to consider situations when marginalization and empowerment intertwine ambiguously within social work practice settings, relying on readings that integrate theories of social justice and the social reproduction of inequality. I divided class time into three sections: First, I delegated responsibility for lecture and discussion of weekly readings among the students, limiting my role to filling in gaps, raising alternative framings, and affirming innovative readings of the course materials. Second, I carved out time during each class session for peer review of group projects. These projects focused on pushing students to integrate theoretically informed interventions into the work that they were already doing as part of their social work internships or other community initiatives. Finally, I arranged for guest speakers on an almost weekly basis, inviting innovative social workers and activists I have come to know through my ongoing work on development and displacement in Southwest Detroit. This three-part structure kept students on their toes; many commented in evaluations how the four-hour class "flew by each week." It also allowed students to integrate multiple theoretical and practical perspectives into their group projects. For example, one group, which focused on developing an index of trans-affirming health care providers in Southeast Michigan, reformulated their analysis after being introduced to Foucault's notion of "biopower." Another group integrated a guest speaker's unconventional analysis of gentrification and abandonment in Detroit into their work with an equine-assisted therapy organization that sought to purchase presumably "vacant land" in the city. Students reflected in writing on these

course components throughout the semester, learning to both write about service and write as a form of service.

Students have responded positively to how I run a classroom. During a recent mid-term course evaluation, many reflected on “how difficult being pushed to think theoretically is” and “how we can make direct connections between the guest speakers and our own work.” I find this feedback encouraging. I have also had success teaching undergraduate students. I was awarded an “Outstanding Graduate Student Instructor” award by the Anthropology Department for my work leading Anthropology 101 discussion sections.

In addition to teaching stand-alone classes, I also have experience coordinating study abroad programs and integrating students into ongoing research projects. During the summer of 2015, together with professor Jason De León, I helped run a six-week ethnographic field school in Palenque, Chiapas. The field school, organized through the Institute for Field Research, brought together undergraduate students from the United States and Mexico to examine various issues related to undocumented migration. Organizing the field school in collaboration with a nongovernmental migrant shelter provided students with an opportunity to practice community-based methods and to work through the challenges of harmonizing research with the urgencies of direct practice. We also spent valuable time processing the ethics of collecting data amid trauma. Students reflected, for example, on pausing from taking field notes to hold the trembling hand of a 15-year-old from Honduras as Sister María, one of the nuns that runs that shelter, treated the silver-dollar-sized blisters that had emerged on the boy’s feet after dodging immigration agents along jungle roads for a week. Not only did I learn the logistical ins and outs of coordinating a study abroad program, I also gained valuable experience mentoring students through the challenging process of systematically documenting the traumas of the migrant trail. Our work during this time has resulted in several undergraduate honor’s theses, a photo essay published on sapiens.com, and a forthcoming chapter in the third “Fatal Journeys” report of the *International Organization for Migration*. I plan to continue involving students in team-based ethnographic fieldwork as an assistant professor. In collaboration with Jason De León and the UMP, I am currently organizing an ethnographic field school that will take place over the summer of 2018.

I have also worked to draw connections between my local and international research. In the fall of 2015, for example, I organized a conference at the University of Michigan that brought practitioners, researchers, and journalists from across the United States, Mexico, and Central America into dialogue with each other, which helped establish transnational relationships between academics, practitioners, and community members. The need for more robust interpretation services emerged as a key take-away from this conference. Over the summer of 2017, I participated in an “Interpretation for Social Justice” workshop attended by many of those who attended to fall 2015 conference. Out of this event, I have worked together with professor Rogerio Pinto to organize a training set for this fall that will provide social work students and community activists with interpretation skills.

As an Assistant Professor, I will strive to integrate research, practice, and service into my courses, involve students who are interested in international social work practice research, expand upon my existing lines of research, and seek out partnerships with new colleagues.



Charity Hoffman

PhD Candidate in Social Work and Sociology

Charity M. Hoffman
1080 S. University Avenue Ann
Arbor MI 48109-1106
charityh@umich.edu
734-531-8912

EDUCATION

- PhD Social Work & Sociology, University of Michigan, *Expected 2018*
Dissertation: *The 21st Century Mother: How New Moms Navigate Work, Family, and the Struggle to Have it All*
Committee: Karin Martin (Sociology); Katie Richards-Schuster (Social Work); Fatma Muge Gocek (Sociology); Mary Ruffolo (Social Work)
- MA Sociology, University of Michigan, 2013 MSW
Social Work, University of Michigan, 2012
- BA Macaulay Honors College at Queens College, City University of New York, 2006
Sociology, with Honors, *magna cum laude*

RESEARCH INTERESTS

Women & work • Qualitative methods • Culture • The family • Sexuality • Inequality • Race, class & gender • Motherhood • Service & engaged Learning

TEACHING INTERESTS

Introduction to sociology • Qualitative methods • Theory • Statistics • Gender • Race & ethnicity
Social justice • Intergroup dialogue

PUBLICATIONS

Refereed journal articles:

Hoffman, C. (2017). "I got lucky: Class reproduction across the transition to motherhood." *Affilia: Journal of Women and Social Work*.

Manuscripts under review:

Hoffman, C., Felsman, P., Ruffolo, M. "Values & aspirations of the 21st century social worker: A content analysis of social work students' philosophy statements." *Social Work Education*.

Manuscripts in preparation:

"Social media use among first-time mothers." In preparation for *Qualitative Sociology*.

"Sex, intimacy, and situationships: How women navigate being single at mid-adulthood." With Elizabeth Armstrong, Angela Perone, Spencer Garrison, and Kelly Giles. In preparation for *Gender & Society*.

“Balanced Mothering’: Race, class and conceptions of the good mother among first-time mothers.”
In preparation for *Journal of Family Issues*.

“Massive Open Online Course in a School of Social Work.” With Katie Richards-Schuster, Mary Ruffolo, and Changé Kwesele. In preparation for *The International Review of Research in Open and Distributed Learning*.

AWARDS & HONORS

2017 Riecker Graduate Student Research Fellowship, Center for the Education of Women

2016 John F. Longres Award in Sociology or Psychology, University of Michigan

2015 Departmental Nominee, Mary Malcomson Raphael Fellowship

COURSES TAUGHT

Instructor of Record

University of Michigan, School of Social Work
ï Diversity & Social Justice, graduate seminar

Institute for Social Work & Social Research (Petionville, Haiti)
ï Diversity & Oppression Dialogue
ï Introduction to Research Methods
ï Engaged Listening for Social Workers

Teaching Assistant

University of Michigan, Department of Sociology
ï Introduction to Sociology
ï Research Methods
ï Sociology of Sports in Society
ï Project Community: Sociology of Service Learning

RESEARCH EXPERIENCE

Transition to Parenthood Project, Principal investigator 2012- present
Dissertation Co-chairs: Karin Martin, PhD & Katie Richards-Schuster, PhD
Responsibilities include: Original data collection (50+ in-depth qualitative interviews); data management, writing and coding field notes; grant writing; manuscript preparation; recruiting, hiring, training and supervising research assistants

Intimate Inequalities: The Search for Love & Intimacy at Midlife 2014-present
Principal Investigator: Elizabeth Armstrong, PhD
Responsibilities include: In-depth qualitative interviews; data management; writing and coding field notes; regular group meetings; recruiting & training undergraduate research assistant; manuscript preparation

Teaching Intergroup Dialogue in Haiti 2012-2013
Supervision: Michael Spencer, PhD; Katie Richards-Schuster, PhD

Responsibilities include: Attending and co-facilitating weekly intergroup dialogue sessions with high school students; training and mentoring student peer facilitators; planning and debriefing with co-facilitators, writing fieldnotes, interviewing peer facilitators

Intergroup Dialogue with High School Students 2010-2012

Principal Investigator: Charles Garvin, PhD; Michael Spencer, PhD

Responsibilities include: Qualitative interviews with participants; survey implementation; data management; ethnographic observations and field notes

Marriage Project: An Oral History of Marriage in America 2006-2009

Independent research project

Responsibilities include: Recruiting and interviewing 80+ individuals across the U.S.; transcribing interviews; writing and submitting query letters to literary agents

GRANTS & FELLOWSHIPS

2017 Social Work Summer Research Partnership Funding, with Associate Dean Mary Ruffolo

2017 University of Michigan Library Mini-Grant for partnership with Espwa Berlancia
Malnutrition Clinic Parent Education Program in Haiti, 2017

2015 Rackham Interdisciplinary Workshop on Qualitative Methods, with Alford Young, Jr.

2015 Doctoral Dissertation Grant, University of Michigan, Sociology

2014 Kellogg Fellowship for research on children and families, University of Michigan School of
Social Work, 2014 (\$16,666)

2014 Engaged Pedagogy Initiative Fellow)

2014 Office of Global Activities/ Global Social Work Learning Community Grant for
International Research

CONFERENCE PRESENTATIONS

Hoffman, C. (2017) "I got lucky: Parental leave and the mechanisms of class reproduction across the transition to motherhood." American Sociological Association Conference, Montreal.

Armstrong, A., Garrison, S., Hoffman, C. and Giles, K. (2017) "Sex, intimacy, and situationships: How women navigate singleness at mid-adulthood." American Sociological Association Conference, Montreal.

Hoffman, C. (2017) "I got lucky: Class reproduction and the transition to motherhood." Chicago Ethnography Conference.

Garrison, S., and Hoffman, C. (2017) "Sex, singlehood, and situationships: Navigating the search for sex and intimacy at mid-life." Eastern Sociological Society, Philadelphia.

Hoffman, C. (2017). "'I got lucky': How the lack of universal parental leave reproduces class privilege among new mothers." Eastern Sociological Society, Philadelphia.

Hoffman, C. (2016). Panel on ethical issues in qualitative fieldwork. Mini-conference on the Craft of Ethnography. Ann Arbor, MI.

Hoffman, C. (2015). "Crossing the border into motherhood: Expectations & reality in the transition to parenthood." Eastern Sociological Society, New York.

Hoffman, C. (2014). "I didn't want to stare at my baby's face all day long': How images in advertising obscure the work of mothering." Eastern Sociological Society, Baltimore, MD.

Hoffman, C. (2013). "Not Separate but Not Equal: Race & Class in an Integrated Public High School." Eastern Sociological Society, Boston.

TEACHING AND MENTORING EXPERIENCE

Pedagogical Training

2016 Graduate Teaching Certificate, Center for Research on Learning and Teaching 2015-
2016 Facilitator, Practice teaching sessions for first time instructors
2015 Engaged Pedagogy Initiative
2014 Preparing Future Faculty, University of Michigan 2014
Arts of Citizenship Institute for Social Change

Mentorship/ Supervision Experience

2014-2017 Sociology Undergraduate Research Opportunity
2013-2017 Graduate student mentor to incoming doctoral students

MEDIA

2017 <<https://lsa.umich.edu/lsa/news-events/all-news/search-news/when-mom-s-luck-runs-out.html>>
2016 <<https://www.rackham.umich.edu/alumni/discover-rackham/student-spotlight-charity-hoffman>>

INVITED PRESENTATIONS

Hoffman, C. and Bellamy, M. (2017). "Parent Education Project: Supporting Parents of Malnourished Children in Haiti." University of Michigan Library Research Symposium.

Hoffman, C. (2015, 2016, 2017). "Entering Communities: A Guest, a Learner, and a Receiver (Not a Savior)." Global Social Work seminar, University of Michigan School of Social Work.

Fultz, K., Hoffman, C., and Yan, J. (2015). "Motivations for Doing Community-based Pedagogy." Engaged Pedagogy Initiative Symposium, University of Michigan. April 8, 2015.

SERVICE

2017-18 Professional Development Leader, University of Michigan
2017 Session Organizer, "To tell the truth: What constitutes validity-- and whose validity—in qualitative research." Eastern Sociological Society, Philadelphia
2016-17 Interim Co-Chair, Doctoral Student Organization
2015-17 Organizer & Coordinator, Rackham Interdisciplinary Workshop on Qualitative Methods
2015 Session Co-Organizer, with A. Das and A. M. Jones. "Beyond Description: A Workshop on Moving from Description to Analysis in Qualitative Social Work Research." Society for Social Work and Research, New Orleans, LA
2015-17 Social Chair, Doctoral Student Organization, Social Work
2013-14 Graduate Student Professionalization Chair, Sociology Department

2012-13 Graduate Student Liaison, Department of Sociology Faculty Meetings
2012-14 Doctoral Student Representative, Social Work Doctoral Committee

COMMUNITY ENGAGEMENT

Single Moms Night Out, Leadership Team 2012-2015
Co-organized and facilitated monthly events for a diverse group of single mothers. Planned and facilitated group for single mothers on using spirituality and the arts to manage stress.

Corner Health Center, PhotoVoice photography instructor 2011 Taught
photography as a tool for social justice to the Center's youth advisory board

Intergroup Dialogue with High School Students, intern 2010-2013
Co-facilitated dialogue groups at three local high schools in Washtenaw County. Worked closely with team of experienced dialogue facilitator to plan and implement dialogue workshops with high school students. Trained and debriefed student peer facilitators.

Telling It, community-based learning student volunteer 2010
Worked with at-risk youth in an integrative arts-based education program in an alternative high school in Ypsilanti, MI, as part of a graduate seminar on Community Empowerment through the arts

Covenant House Youth Homeless Shelter, resident advisor 2008-09
Worked with 15-21 year-old homeless and runaway mothers and babies in New York City, and with 15-21 year-old adolescent males in Ft. Lauderdale, FL. Served with AmeriCorps-affiliated full-time volunteer program.

Ear Say, Inc., Teaching-artist-in-training 2006
Interned at middle-school-based culture, arts and theater program in urban public schools; working with low income and immigrant youth on using the arts to explore identity

World of Children, public relations intern 2005
Wrote press releases and web content for international charity dedicated to honoring individuals who work to improve the lives of children around the world

LANGUAGES

Japanese (studied in Japan and New York City public schools) Spanish (in New York public schools & Quetzaltenango, Guatemala) Italian (at the Lorenzo de'Medici Art Institute of Florence, Italy) Haitian Creole (at the Enstiti pou Travay Sosyal, Petion-ville, Haiti)

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

American Sociological Association Society
for Social Work and Research Eastern
Sociological Society

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Research Statement

Charity Hoffman

My research examines gender, race and class, in the context of family, social relations and social welfare policy. I primarily use qualitative methodologies to study how social relationships are adapting to broad cultural shifts in the realms of work and family. My dissertation research focuses on the transition to motherhood as a site for the reproduction of inequality, based on interviews with new mothers. My central research questions are: (1) *What structural challenges confront 21st century American women when they become mothers?* And (2) *What factors may exacerbate or ease these challenges?* Other past and ongoing research projects explore additional aspects of women's experiences, including sex and dating, marriage, and childrearing.

The Transition to Motherhood

My dissertation research is a qualitative study of new mothers, who came of age in the 1990's and 2000's, as they navigate the evolving world of work and family in spaces that were typically created by and for men. Drawing on in-depth interviews I conducted with 46 first-time mothers from diverse racial, ethnic and socioeconomic backgrounds, I examine how American women confront competing personal and professional responsibilities when they become parents. I found that, while opportunities to combine paid work and parenting are expanding for highly educated women, they are stagnating for many others, reproducing both class- and gender-based inequalities. In my three-article dissertation, I explore several aspects of the transition to motherhood, including work and parental leave; social support and technology; and the inter-relationship between class and family formation.

My first dissertation article, recently published in *Affilia: the Journal of Women and Social Work*, examines how, in the absence of a federally mandated parental leave policy, an American woman's occupational group shapes her access to parental leave when she becomes a mother. This article argues that, surprisingly, disparities in access to formal benefits, including job security and paid or unpaid time off, are not the only dimension of inequality that shapes parental leave. Instead, these formal inequalities are exacerbated by inequitable access to informal benefits, such as flexible hours and accommodations offered by "understanding" bosses. These differences are further reinforced by women's ability to leverage cultural capital to access these informal benefits.

The second article explores first-time motherhood in the era of social media. I argue that social media can act as both an asset and a liability--helping women stay more connected to social, cultural and material resources on the one hand, but heightening anxiety, fear and a sense of surveillance on the other. I conclude that, despite its potential to help women create and maintain social support networks, social media also heightens the emotional burden of parenthood for new mothers, by inundating them with competing messages about the health and well-being of their babies. Many of the women I interviewed were advised by doctors and loved ones to simply "stop Googling;" but this advice was impractical and overly simplistic.

Instead, I argue that we need to be intentional about teaching information literacy in this new era of information overload. This article will be submitted for publication in Fall 2017.

In my third article, I examine changing ideas about what it means to be a “good mother.” I argue that for educated, middle-class women, the definition of a good mother is increasingly tied to a narrative of balance, or self-care, while for working-class women, it is more commonly tied to self-sacrifice. I explore what this means for women’s decision about work and mothering when they start a family, and for broader cultural assumptions about women and work. This article will be completed by Winter 2018.

Love, Sex & Intimacy

Motherhood is just one of many realms undergoing shifts in our rapidly changing socio-economic landscape. I am also part of an interdisciplinary team of qualitative scholars exploring changes in sex, dating, and relationship-seeking behavior among single women at midlife. Beginning in 2014, our core team of four has been meeting at least monthly as we move through the stages of research design, data collection, analysis and writing. I conducted roughly one-third of the interviews, and have also recruited, trained and mentored several undergraduate research assistants. In total, our team interviewed 55 women from diverse race and class backgrounds in an effort to understand how women who aren't stably partnered pursue love and intimacy.

We found that the deinstitutionalization of marriage brings new opportunities and new challenges for single adult women. Separating sexuality from marriage and motherhood means women have the opportunity to pursue relationships that satisfy different parts of their physical and emotional selves, without requiring them to compromise too much of their autonomy. At the same time, these new relationship configurations lead to a complex web of uncertainty and ambivalence, from which some women decide to opt out entirely. My collaborators and I are in the process of co-authoring an article about “situationships,” or non-traditional relationships that help women meet their physical and emotional needs without the burdens they associate with long-term commitments. We are in the early stages of drafting several other articles, and have been invited to submit a book proposal on our findings.

Other Collaborative Projects

While my work on motherhood and dating have been the primary focus of my research, I have also been a collaborator on a number of other collaborative projects. You can read more about my research on teaching and learning in my teaching statement. I also recently began a project with a colleague at the City University of New York, seeking to explore how women reconciled their values to make voting decisions in the 2016 U.S. presidential election.

Next Steps: Fatherhood

Among the women I interviewed about motherhood, the majority seemed to feel that their lives had changed more dramatically than their babies’ fathers had. In my next project, I would like to explore the transition to fatherhood from the perspective of first-time fathers. As traditional heteronormative family structures and gendered divisions of labor evolve, fathers’

roles in childrearing and caregiving are shifting, too. However, men's ability to be active participants in their children's lives is still constrained by socioeconomic status, as well as by dominant discourses, norms and structures shaping what it means to be a man. How are the boundaries of fatherhood shifting in response to changing family structures? How are men's abilities to be active participants in parenting shaped by broader structural factors, such as race, class and education? To create social change and challenge oppressive systems, we need to understand how power and privilege operate to maintain the status quo. A better understanding of men's involvement in parenting-- and the obstacles to their full participation-- can help disrupt traditional gendered hierarchies and reimagine new possibilities for our futures.

Teaching Statement

Charity Hoffman

I tell my students that they are all teachers and learners. Each of them has something to learn and something to teach, as do I. The first time I taught in Haiti, I was dissuaded from using that approach. “The students want to know that you’re the expert,” my supervisor told me. “They won’t respect you if you tell them that they too are teachers.” As it turned out, my Haitian social work students, many of them just a few years younger than I, seemed relieved to hear me say that their experiences mattered. While I, a middle-class, white American woman, may have more degrees than they did, they had much to share with me about their own culture, country and lives than they did. Instead of coming in as an expert social worker, there to force-fit American principles and values onto their society, I approached them as colleagues--people who came with knowledge and experience to share, and who, by applying the skills I could teach them, could co-create solutions to pressing social problems. Together, we discussed how salient social identity categories in Haiti differ from those in the United States. I taught them the skills of intergroup dialogue, and we conversed about the merits of various methods of communication, including discussion, dialogue and debate. In a building without electricity or running water, our conversations often continued until after class had ended and the sun was going down. Eagerly, they told me about how they applied the principles of dialogue to their interactions with friends, family members and neighbors. They took what I taught them and made it their own.

Research on teaching and learning

I bring that same approach into all my teaching work, in the classroom and out of it. In order to serve our students well, we need to understand their motivations and backgrounds, and also to provide the support and training they need to succeed. Whether my students are 18 or 48, they each have something to learn and something to teach. As Paolo Freire describes, my job is not to fill their empty vessels, but to equip my students with the skills they need to understand, analyze and ultimately improve the world around them. Together with the dean of educational programs at the University of Michigan’s School of Social Work’s, I am working on several articles about student motivation and learning. One article analyzes Masters’ philosophy statements to uncover factors motivating a new generation of social workers. A second article examines data from over 9,000 students worldwide who participated in our school’s (and social work’s) first massive open online course. Through this research, I hope to learn more about the changing needs of today’s students, and how our educational institutions can adapt to make education accessible and relevant.

Teaching in response to contemporary social issues

At times of deep civil unrest, education is necessary not just to increase our knowledge, but to build critical thinking, empathy and compassion. In the aftermath of the 2016 U.S. presidential election, I found myself struggling to help my students make sense of the growing polarization evident in our country. When we met the day after the election, emotions ran high. We pulled our chairs into a circle, and talked the divided state in which we found our country, and about what it would mean extend compassion to those whose viewpoints conflict with our own, be they family or friends or clients. At the end, a student quietly asked whether or not we

would have had this conversation if the election results had been different. I admitted that the tone would certainly have been different, although I had intended to confront the political tensions regardless of the outcome; after all, the rifts had already been made evident.

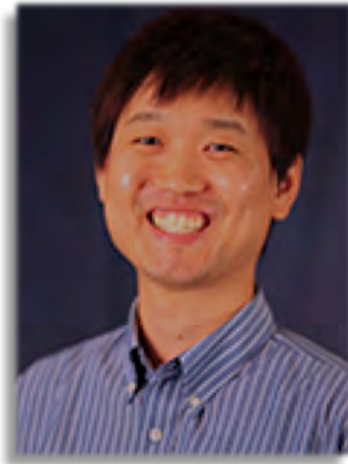
While I see it as my job to walk with students to the edge of their comfort zone, I also need to be willing to sit with them in the tension of what has yet to be resolved. For our final class, I assigned a favorite article by author, speaker and activist Parker Palmer that speaks of “standing in the tragic gap”:

As you stand in the gap between reality and possibility, the temptation is to jump onto one side or the other. If you jump onto the side of too much hard reality, you can get stuck in corrosive cynicism. [...] If you jump onto the side of too much possibility, you can get caught up in irrelevant idealism. [...] No one who has stood for high values — love, truth, justice — has died being able to declare victory, once and for all. If we embrace values like those, we need to find ways to stand in the gap for the long haul, and be prepared to die without having achieved our goals.

My task as an instructor is neither to provide pessimistic despair nor idealistic optimism. Rather, I must help my students confront the reality of the oppression and injustice around them, and offer them skills and tools to help contribute to possible solutions. I do this in a variety of ways. Together, we read contemporary social news articles and watch films and media clips that help make theoretical concepts, like the reproduction of social class or the persistence of gender roles, come alive. I incorporate technology in the classroom in order to make the courses I teach more interactive. For example, in teaching about class privilege, I use a web-based game that simulates the dilemmas faced by working class families. I invite guest speakers who bring voices from community members, such as queer people of color or undocumented immigrant women, into our classroom. I give assignments that push students to step out of their comfort zones and interact with a person or community unlike themselves.

Theoretical approach to teaching

Feminist, post-colonialist, and liberationist theories undergird my pedagogical approach. That is, how can I push my students to think critically about traditional knowledge forms, and how they know what they know? Whether in introductory courses, methods or theory-focused training classes, or more specialized courses on topics like inequality or social justice, I want my classroom to be a safe place where students feel confident enough to interrogate their own assumptions. This term, we will explore the boundaries of inclusion and exclusion in our society, as we consider issues such as citizenship, racial categorization, gender, incarceration. If I am doing my job well, my classroom is not always comfortable, even for me--because together, my students and I put ourselves under the microscope, examining our own biases, assumptions and world views. We ask tough questions about how to build bridges across presumed differences, how to have empathy for divergent viewpoints, how to move beyond mere intellectual understanding or service provision to implement social change. I don't expect my students to leave my class with all of the answers figured out. Instead, I hope they leave knowing that the world is complicated, and the answers are tough, and no one person can solve it all. I want to teach my students to listen well, to engage critically with the world around them, and to see one another as allies who can work together to build a more just world.



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EDUCATION

- 05/2018 (expected) **Ph.D., Joint Doctoral Program in Social Work & Sociology**, University of Michigan
Dissertation title: Housing Insecurity and Low-income Housing Policy in the United States
Co-Chairs: Kristin S. Seefeldt (Social Work), Sarah A. Burgard (Sociology)
- 2016 **Master of Arts in Sociology**, University of Michigan
- 2011 **Master of Social Work**, University of Michigan
Practice Area/Method: Community and Social Systems/Community Organizing
- 2005 **Bachelor of Arts in Social Welfare**, Seoul National University

RESEARCH INTERESTS

Implementation and Policy Design of Low-Income Housing Policy, Organization Studies, Homelessness, Urban Poverty, Mixed methods

TEACHING INTERESTS

Macro Practice, U.S. Social Welfare Policy, Theory, Research Methods

PEER-REVIEWED PUBLICATION

- Kim, H.**, Burgard, S., and Seefeldt, K. (2017). Housing Assistance and Housing Insecurity: A Study of Renters in Southeastern Michigan in the Wake of the Great Recession. *Social Service Review*, 91 (1), 41-70.
- Kim, H.**, Grogan-Kaylor, A., Han, Y., Maurizi, L., and Delva, J. (2013). The Association of Neighborhood Characteristics and Domestic Violence in Santiago, Chile. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 90 (1): 41-55.
- Kim, H.**, & Baek, H. (2010). Neighborhood Effects on Children's Educational Attainment: Focusing on the Mediating Role of Parental Involvement. *The Korean Journal of Social Welfare Policy*, 37 (3), 53-84.

MANUSCRIPT IN PROGRESS

- Burgard, S. & **Kim, H.** Housing Instability and Mental Health Among Renters in the Michigan Recession and Recovery Study.
- Kim, H.** Federal Initiative to End Homelessness in the Era of Devolution: The Entrenchment of Homeless-Exclusionary Local Preference Systems in the Housing Choice Voucher Program.
- Kim, H.** Poverty Narratives and Low-Income Housing Policy Ideas in the Legislative Process of the Quality Housing and Work Responsibility Act of 1998.

RESEARCH IN PREPARATION

Kim, H. (with Sarah Burgard) Patterns of Residential Mobility in the Detroit Metropolitan Areas

Kim, H. Changing Landscape of Poverty in the Fixed-Funding Allocation System

POLICY REPORT

Kahng, S. K., Kwon, S., Jung, I., Seo, D., Shin, C., Park, S., & **Kim, H.** (2009). *A Study on Services for Children with Attention Deficit and Hyperactivity Disorder (ADHD)*. Report for the Ministry of Health, Welfare, and Family Affairs, Seoul, Korea.

RESEARCH EXPERIENCE

- 2013-17 Researcher, **Michigan Recession and Recovery Study**, National Poverty Center, University of Michigan (PIs: Sandra Danziger, Kristin Seefeldt and Sarah Burgard)
- 2011-12 Researcher, **Santiago Longitudinal Study**, Vivian A. and James L. Curtis School of Social Work Research and Training Center, University of Michigan (PIs: Jorge Delva and Andrew Grogan-Kaylor)
- 2009 Researcher, **Evaluation of Service Delivery System for Children with Attention Deficit and Hyperactivity Disorder**, Center for Social Sciences, Seoul National University (PI: Sang K. Kahng)

PRACTICE EXPERIENCE

SOCIAL WORK INTERN

- 2010-11 Central Detroit Christian (Community Development Corporation), Detroit, MI
- 2005 Jang-bong Residential Institution, Incheon, Korea
- 2003 Sillym Community Welfare Center, Seoul, Korea

VOLUNTEER

- 2014 SafeHouse Center (Domestic Violence Shelter), Ann Arbor, MI

PROFESSIONAL AFFILIATIONS

Society for Social Work and Research Urban Affairs Association
Association for Public Policy Analysis & Management National Low-Income Housing Coalition

GRANTS & FELLOWSHIP

- 2017 Doctoral Scholars Institute Fellow: The Network For Social Work Management
2016 Rackham Summer Award, University of Michigan
2014 Rackham International Student Award, University of Michigan
2013 Research Partnership Summer Award (with Sarah Burgard), University of Michigan
2012 Research Partnership Summer Award (with Kristin Seefeldt), University of Michigan
2010 Community-Based Initiative (CBI) Scholar, University of Michigan

TEACHING EXPERIENCE

Lead Instructor

- 2017 **Social Work 611: Social Change Theory**, School of Social Work, University of Michigan

Graduate Student Instructor

- 2016 **Sociology 610: Statistical Methods 2**, Department of Sociology, University of Michigan
2015 **Sociology 310: Research Methods**, Department of Sociology, University of Michigan
2014 **Sociology 344: Marriage and the Family**, Department of Sociology, University of Michigan

CONFERENCE PRESENTATIONS

- 2017 **Kim, H.** Federal Initiative to End Homelessness in the Era of Devolution: The Entrenchment of Homeless-Exclusionary Local Preference Systems in the Housing Choice Voucher Program. To be presented at the Association for Public Policy Analysis & Management's annual meeting in Chicago, Illinois.
- 2017 **Kim, H.** Federal Initiative to End Homelessness in the Era of Devolution: The Entrenchment of Homeless-Exclusionary Local Preference Systems in the Housing Choice Voucher Program. Presented at the Urban Affairs Association's annual meeting in Minneapolis, Minnesota.
- 2017 Burgard, S., & **Kim, H.** Housing Instability and Mental Health among Renters in the Michigan Recession and Recovery Study. Presented at the Population Association of America's annual meeting in Chicago, Illinois.
- 2016 **Kim, H.**, Burgard, S., & Seefeldt, K. Housing Assistance and Trajectories of Housing Insecurity: A Study of Renters in Southeastern Michigan in the Wake of the Great Recession. Presented at the Population Association of America's annual meeting in Washington, D.C.

PROFESSIONAL SERVICE

Reviewer, *Housing Policy Debate*

REFERENCES

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Research Statement

Huiyun Kim Ph.D.
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My research examines the design and implementation of social policies, focusing particular attention on organizational decision making in program implementation as well as effectiveness of policies in reducing poverty. My years of engagement with non-profit and public organizations in the fields of community development and low-income housing have motivated me to look at housing policy as a case study. Rising income instability and declining housing affordability in recent decades have increased the importance of federal housing assistance programs in the lives of low-income people in the United States. Parallel with the devolution of social welfare programs, federal agency relegated a great deal of authority in program implementation to local public housing authorities through the Housing Quality and Work Responsibility Act of 1998. Since then, policy outcomes have increasingly depended on the decision making of front-line agencies implementing low-income housing programs. With a background in both social work and sociology, I combine policy analysis and sociological analysis to examine front-line organizations as distributive mechanisms of community resources and as context for intervention in poverty alleviation.

Social work scholars and practitioners perceive housing as a site of social service provision; it only selectively becomes important in relation to stabilizing clients' service use trajectories. In contrast to this, and informed by poverty scholarship, stratification research, and organization studies, I conceptualize housing insecurity as a *cause* of poverty, not just one manifestation of economic deprivation, and low-income housing programs as an anti-poverty tool. My early work addressed the health impact of housing insecurity in the wake of the Great Recession, suggesting that housing insecurity can spur poverty reproduction through health deterioration. My dissertation project examines the role of housing assistance programs in reducing housing insecurity and the implementation and policy design of low-income housing programs, and thus followed naturally from this early work. Using multiple methods, I have examined the intersection of low-income housing programs and housing insecurity among the poor, taking an econometric approach to program evaluation and a qualitative approach to examining decision making in program implementation.

First, my lead-authored article published in *Social Service Review* examines longitudinal pattern of housing insecurity and the role of housing assistance programs in reducing it. Low-income housing assistance is not an entitlement in the United States, and underfunded federal housing assistance is out of reach even for many income-eligible people. In the years immediately following the Great Recession, program administration became extremely challenging. Income and employment instability among housing assistance recipients grew, as did the ranks of people who qualified; local public housing authorities were not necessarily prepared to accommodate this volatile situation. Using the first two waves of the Michigan Recession and Recovery Study (2009-10 and 2011), a population-based sample of working-age adults in the three counties in the Detroit metropolitan area, I conducted a propensity score analysis to examine whether housing assistance recipients are less likely to experience housing insecurity events over follow up than the income-eligible, non-housing assistance recipients. Using a comprehensive measure of housing insecurity, including homelessness, eviction, doubling up, and cost-related moves, we found that housing assistance significantly reduced subsequent housing insecurity for those who received it. This suggests that in spite of the challenges program administration faced, it was a powerful way to reduce hardship. Amidst possible budget cuts for already underfunded low-income housing programs, the results provide empirical support for the continued growth of these programs.

Second, my forthcoming manuscript drawing on my dissertation project examines contextual factors shaping organizational decision on tenant selection preference in the federal Housing Choice Voucher program (formerly known as the Section 8 voucher). Federal resource constraints for a housing safety net inevitably lead to politically contested, selective provision of housing assistance to the eligible. However, scholars have not paid much attention to the decision-making process that determines who receives low-income housing assistance beyond those studies examining demographic profiles of housing assistance recipients. Findings from qualitative interviews with local public housing authority directors suggest that locally-fragmented administration of federal housing vouchers makes it prone to local politics in the metropolitan area; local municipalities effectively intervene in the local decision-making process on tenant selection to restrict housing assistance to stably-housing residents of a given municipality rather than to maintain a need-based approach that could benefit residents in neighboring cities. The findings of this paper suggest that it is critical to evade metropolitan politics in reconstructing the low-income housing delivery system, if it is to be more homeless-inclusive.

My future research program will extend my dissertation work on the implementation of low-income housing assistance programs by utilizing big data and exploring multiple dimensions under the local discretion of Public Housing Administrations. I envision expanding my finding on political capturing evident in the implementation of local preference in the distribution of housing resources to the national level. To do this, I will examine whether levels of metropolitan fragmentation and resulting intercity competition explain the difference in the presence of locally-exclusive preference systems across metropolitan areas. As a first step towards preparing this paper, I am currently working with a programmer to construct a longitudinal dataset documenting local preference systems nationwide based on administrative data from tens of thousands of PHA annual plans from 2000 to 2012. A second paper will examine local implementation of federal low-income housing programs in the context of mass incarceration. Successful prisoner reentry largely depends on maintenance of stable employment and housing trajectories. However, federal regulations for low-income housing assistance programs limit the eligibility of people with some types of criminal records and allow PHAs to impose further restrictions. Using a comparative case method, I will examine contextual factors contributing to different levels of generosity to people based on their criminal records in admission policies across local public housing authorities.

Beyond my dissertation and these extensions, I plan to pursue a research agenda that will contribute to understanding the impact of low-income housing policies on economically and socially disadvantaged groups. I hope to play a strong role in helping policy advocates determine strategies to improve the local implementation of anti-poverty policies.



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EDUCATION

- 2018 (Expected) Ph.D. in Social Work & Sociology, University of Michigan
Dissertation: *Causes and Consequences of Geographic Disparities in Home and Community Based Services*
Committee: Ruth E. Dunkle (Co-chair), Sarah Burgard (Co-chair), Sandra R. Levitsky, Emily Nicklett, and Philippa J. Clarke
- 2016 M.A. in Sociology, University of Michigan
- 2009 M.A. in Social Welfare, Seoul National University (Equivalent MSW by Council on Social Work Education Accreditation)
- 2006 B.A. in Social Welfare, Chung-Ang University

RESEARCH INTERESTS

Social and Health Inequality, Health and Well-Being of Older Adults, Aging Policy, Delivery of Long Term Services and Supports (LTSS)

TEACHING INTERESTS

Aging and Life-course, Social Policy and Aging, Health Policy and Practice, Program evaluations, Research Methods

PEER-REVIEWED PUBLICATION

- Kim, M. H.**, Dunkle, R. E., Lehning, A. J., Shen, H. W., Feld, S., & Perone, A. K. (2016). Caregiver stressors and depressive symptoms among older husbands and wives in the United States. *Journal of Women & Aging*, 1-11.
- Kim, M. H.**, & Clarke, P. (2015). Urban Social and Built Environments and Trajectories of Decline in Social Engagement in Vulnerable Elders: Findings from Detroit's Medicaid Home and Community-Based Waiver Population. *Research on aging*, 37(4), 413-435.
- Dunkle, R., Feld, S., Lehning, A., Kim, H., Shen, H. W., & **Kim, M. H.** (2014). Does becoming an ADL spousal caregiver increase the caregiver's depressive symptoms? *Research on Aging*, 36(6), 655-682.
- Park, S & **Kim, M.H.** (2014) The Effect of Community-Based Services on Functional Limitations of American Older Adults in Retirement Community. *Korean Journal of Social Welfare Research*, 40: 129-158.
- Lehning, A., **Kim, M. H.**, & Dunkle, R. (2013). Facilitators of home and community-based service use by urban African American elders. *Journal of Aging and Health*, 25(3), 439-458.
- Kim, M. H.** (2010). Economic Participation of Korean and Korean Households: Findings from the Korea Welfare Panel Study, *Policy Forum*, Korea Institute for Health and Social Affairs (KIHASA). (in Korean)

MANUSCRIPT IN PREPARATION

Kim, M. H. Geographic Disparities in Long-term Services and Supports

Kim, M. H. Neighborhood Contexts and the Change of Cognitive Performance in Older Adults **Kim, M. H.**
Geographic Differences in Hospitalization among Older Adults Receiving Publicly
Funded Home and Community- Based Services

RESEARCH AND POLICY REPORTS

Kang, S., B. Lee, S. Jang, & **Kim, M. H.** (2010) *Improving Social Mobility through the linkage of employment, welfare, and education policies*. Korea Institute for Health and Social Affairs & Presidential Committee on Social Cohesion. (in Korean)

Kim, M., E. Yeo, S. Lee, J. Jung, J. Oh, & **Kim, M. H.** (2009) *A study on the Alternative Methods of Measuring the Minimum Cost of Living*. Korea Institute for Health and Social Affairs (in Korean)

Yeo, E., M. Kim, W. Lim, & **Kim, M. H.** (2009) *A Comparative Study on the Minimum Income Benefits*. Korea Institute for Health and Social Affairs (in Korean)

Kim, M., C. Sohn, S. Kang, K. Kim, J. Oh, **Kim, M. H.**, J. Shin, K. Sohn, & E. Kim. (2009) *The Fourth Wave Korea Welfare Panel Study: Descriptive Report*. Korea Institute for Health and Social Affairs (in Korean)

CONFERENCE PRESENTATIONS

2017 **Kim, M. H.** “Neighborhood Context and Cognitive Performance Among Community-Dwelling Older Adults—Neighborhood Disadvantage Framework Revisited” Poster presented at Population Association of America 2017 Annual Meeting.

2017 Ofstedal, M. B., & **Kim, M. H.** “Comparison of performance-based and self-reported measures of physical functioning”. Presentation at the biennial meeting of the European Survey Research Association Biennial Meeting.

2016 **Kim, M. H.** “Geographical Space, Institutional Resources, and Health Inequality” Paper presented at the symposium titled ‘Globalization, Urbanization & Age: Reconstructing Environmental Gerontology in an Era of Inequality’ (Co-chairs: Jessica Kelley-Moore, Christopher Phillipson), Gerontological Society of America 68th Annual Scientific Meeting

2016 Perone, A., Feld, S., Dunkle, R., Shen, H., & **Kim, M. H.** “The effects of race on depressive symptoms of spouses who stop spousal caregiving” Poster presented at Gerontological Society of America 68th Annual Scientific Meeting.

2016 **Kim, M. H.** “Geographic Variations in Services for Long-Term Care Needs” Paper presented at the Joint World Conference on Social Work, Education and Social Development.

2016 **Kim, M. H.** & Clarke, P. “Geographic Variations in Services for Long-Term Care Needs: Evidence from the State of Michigan between 1999-2013” Poster presented at Population Association of America 2016 Annual Meeting.

2015 Feld, S., R. Dunkle, Shen, H., Perone, A. & **Kim, M. H.** “The effects of husbands and wives stopping spousal caregiving on their depressive symptoms” Poster presented at Gerontological Society of America 67th Annual Scientific Meeting.

2014 **Kim, M. H.** & Clarke, P. “Profiles of Clients in Medicaid 1915 (C) Home and Community-Based Waivers: Urban and Rural differences” Poster presented at Gerontological Society of America 67th Annual Scientific Meeting.

2013 Lehning, A. J., Feld, S., Dunkle, R., **Kim, M. H.**, Shen, H., & Kim, H. “Risk factors of nursing home admission for married older adults: Do spousal caregiver characteristics matter?” Paper presented at Gerontological Society of America 66th Annual Scientific Meeting.

- 2013 **Kim, M. H.** & Clarke, P. “Urban Social and Built Environments and Trajectories of Social Isolation in Vulnerable Elders: Findings from Detroit MI CHOICE (Home and Community-Based Waiver Program) Population” Paper presented at the 20th IAGG World Congress of Gerontology and Geriatrics.
- 2013 **Kim, M. H.**, Clarke, P. & Morenoff, J. “Moving out? or not!”: Urban Neighborhood Context and Intentions to Move in Later Life” Paper presented at the 20th IAGG World Congress of Gerontology and Geriatrics
- 2013 Ofstedal, M. B., Bound, J., & **Kim, M. H.** “The Links Between Physical Performance, Self-Rated Health and Functioning among Older Adults in the US, England and Europe” Paper presented at European Survey Research Association Meeting.
- 2013 Ofstedal, M. B., Bound, J., & **Kim, M. H.** “Physical Performance, Self-Rated Health and Mortality among Older Adults in the US and England” Paper presented at Population Association of America 2013 Annual Meeting.
- 2012 **Kim, M. H.** & Park, S. “Urban Neighborhood Contexts and the Intention to Move among Older Adults” Paper presented at Gerontological Society of America 65th Annual Scientific Meeting.
- 2012 Park, S., **Kim, M. H.** & Dunkle, R. “The Effect of Combined Use of Health and Long Term Care Services on Health of the American Older Adults: A Longitudinal Perspective.” Poster presented at Society for Social Work and Research 16th Annual Conference
- 2012 Ofstedal, M. B., Bound, J., & **Kim, M. H.** “The Links between Physical Performance, Self-Rated Health and Mortality among Older Adults in the US and England” Poster presented at Gerontological Society of America 65th Annual Scientific Meeting.
- 2012 Dunkle, R., Feld, S., Lehning, A., Shen, H., Kim, H., & **Kim, M. H.** “What affects depressive symptoms among spouses transitioning to caregiving?” Paper presented at Gerontological Society of America 65th Annual Scientific Meeting.
- 2011 Lehning, A., **Kim, M.H.**, & Dunkle, R. “Service Use of the Older Adults in Detroit’s Central City.” Poster presented at Gerontological Society of America 64th Annual Scientific Meeting.

RESEARCH TRAINING & EXPERIENCES

- 2012-current Predoctoral Trainee (Mentor: Dr. Philippa Clarke)
Population Studies Center, University of Michigan, Ann Arbor, MI
 Received institution-wide periodical training for research ethics and one-on-one mentoring about research implementation and methods and grant writings.
- 2012-current Research Assistant and Collaborator (PI: Dr. Ruth Dunkle)
School of Social Work, University of Michigan
 Assessed data from Health and Retirement Study (2000-2014) for spousal caregiving research. Applied advanced statistical techniques to address complex survey designs, longitudinal and dyadic data structure. Participated collaborative manuscript writing
Deliverables: 2 peer-reviewed publications, 6 conference presentations 2016-current
 Research Assistant (PI: Dr. Philippa Clarke)
Michigan Center on the Demography of Aging, University of Michigan
 Employed Classification and Regression Tree (CART) models to derive hand grip strength cut-points for dynapenia among older adults less than 65 across gender and race for a part of pilot project “Muscle weakness among older adults: A silent epidemic” using Health and Retirement Study (2006-2008)
Deliverables: 1 manuscript anticipated

2011-current Research Assistant and Collaborator (PIs: Drs. Mary Beth Ofstedal)
Michigan Center on the Demography of Aging, University of Michigan
Assessed large survey datasets for older adults (ELSA, HRS, and SHARE) for a pilot project
“Comparative Study of Physical Measures and Biomarkers in HRS and Its Sister Studies
(2011).” Assessed prognostic value of self-rated and physical performance measures. Composed
methods, results and edited paper
Deliverables: 4 conference presentations; 1 manuscript anticipated 2012Summer

Research Intern (PI: Dr. Philippa Clarke)
Social Environment and Health Program, Survey Research Center, UM
Assessed Michigan Minimum Data Set for Home Care (2001-2008) and objective measures of
neighborhood derived from Google Street View and examined association between social and
built environments and social isolation trajectories. Participated 1-month length Hierarchical
Linear Modeling workshop from Summer Institute.
Deliverable: 1 manuscript

2009-2011 Researcher
Korea Institute for Health and Social Affairs, Basic Social Security Division
Korea Welfare Panel Study (PI: Meegon Kim): Devised and developed questionnaires for
Employment and the Social Assistant Program Sections. Trained interviewers and oversaw on-
site data collector. Managed data for annual release. Developed written products and
presentations for a variety of audiences.
A Study on Social Mobility in Korea (PI: Shin-wook Kang): Analyzed income mobility using
Korean Household Data
A Comparative Study on the Minimum Income Benefits (PI: Eugene Yeo): Collected
comparable data from OECD Benefits and Wages and Social Assistance and Minimum Income
Protection Interim Data-Set (SaMIP); Written welfare policies for low-income families in the
U.K. and Germany.
Alternative Methods of Measuring the Minimum Cost of Living (PI: Meegon Kim):
Described the Social Assistance program of the U.K. in research paper. organized the
international forum for a project.

OTHER TRAINING

2016 Spatial Statistics for Epidemiological Data (Instructor: Veronica J. Berrocal), Graduate
Summer Session in Epidemiology, UM

TEACHING EXPERIENCES

Instructor of Record

Fall 2017 SSW 560 Introduction to Community Organization, Management and
Policy/Evaluation Practice (MSW Core course)

Teaching Assistant

Winter 2017 SSW 522 Basic Research Method (MSW Core course) Instructor:
James Blackburn

Graduate Student Instructor

Fall 2013 Introduction to Sociology (Department of Sociology) Winter 2014
Instructor: Robert Jansen

Guest Lecturer

Winter 2013 SSW 616 Adulthood & Aging course (MSW Elective)
Topic: Role of Built and Social Environments for Older Adults Instructor:
Karen Hague

Other Teaching and Mentoring Experience

2010 Basic statistics for social work evaluation (for social workers)
2006 Interpersonal relation development (for 12-16 aged group home teens)
2006 Youth development programs (Salvation Army, Beaumont, TX)

PRACTICE EXPERIENCES

07/ 2017 Facilitating discussions on preliminary research findings, Michigan Department of Health and Human Services, Long Term Care Division
02/2016 Shadowing case managements for Medicaid Waivers clients, West Michigan Area Agency on Aging (Manager: Laura Dobrzelewski)
01-02/2007 MSW field practicum, E-Land Corporation
6-8 /2005 BSW field practicum 2, 故郷の家 (Senior Special Care Home), Kobe, Japan 03-05/2005
BSW field practicum 1, Banpo Community Welfare Center

HONORS AND AWARDS

2016 Emerging Scholars and Professional Organization Interdisciplinary Paper Award, Gerontological Society of America
2016 Faculties Allies for Diversity Manuscript Writing Fellowship, UM Social Work 2014 Barbour
Scholarship, UM Rackham Graduate School (A university-wide competition for women graduate students from Orient countries who shows excellence and great promise for a career in chosen field.)
2014 Spring/Summer Research Grants (Mentor: Dr. Clarke), UM Rackham
2014 Graduate Student Research Grant (Mentor: Dr. Ingersoll-Dayton), UM Rackham 2013
International Association on Gerontology and Geriatrics (IAGG) Travel Grant, Canadian Association on Gerontology Legacy Fund
2012 Survey Research Center Summer Training Award, UM Institute for Social Research

SERVICES

2015-2017 Supervisory Committee Doctoral Student Representative, UM Social Work
2012-2014 Doctoral Student Organization Treasurer, UM Social Work
2009 Coordinator, Seoul International Social Work Conference Secretariat for Korea Association of Social Workers
2008 Interpreter, The 2nd National Festival on elderly volunteerism, Daegu, Korea

JOURNAL REVIEWER

American Journal of Preventive Medicine, Research on Aging, The Journals of Gerontology: Series B Social Sciences

MEMBERSHIP & PROFESSIONAL AFFILIATIONS

Society for Social Work and Research Gerontological Society
of America

International Network on Population Ageing and Urbanisation Certified
Social Worker, Republic of Korea

REFERENCES

Ruth E. Dunkle

Professor

School of Social Work, University of Michigan E-mail:

redunkle@umich.edu

Phone: 734-763-6575

Sarah Burgard

Associate Professor

Department of Sociology, University of Michigan E-mail:

burgards@umich.edu

Phone: 734-615-9538

Philippa J. Clarke

Research Professor

Institute for Social Research, University of Michigan E-mail:

pjclarke@umich.edu

Phone: 734-647-9611

Research Statement

I am a social work scholar and a sociologist who studies place as the locus of social interactions among individuals and a key determinant of services received. Taking this as a launching point, my study focuses on three areas: (1) understanding the dynamics of inequality and resource distribution in health and social services for older adults, (2) investigating how spatial distributions of health and social services influence service delivery and quality care, and (3) identifying mechanisms through which macro- and meso-level structural factors (such as race and the social and built environments) shape physical and mental health in later life. My unique interdisciplinary training in social work and sociology has provided me with both theoretical and methodological—primarily quantitative—tools to critically examine the distribution of resources and evaluation of policy and programs for vulnerable populations.

My dissertation bridges two areas of scholarship: research examining how economic, social, and built environments affect older adults' healthy and productive aging and research asking how current public policy can best serve the complex health care needs of seniors, especially those living in communities with sparse resources, as the population grows. It does so by addressing contexts beyond health care systems and individuals in public programs such as Medicaid Home and Community Based Waivers. Three questions drive my dissertation research: What are the determinants of the distribution of four disparate types of long-term services and support (LTSS)? How do fundamental differences in resources affect (avoidable) hospitalization, a key indicator of health and well-being, among older adults who receive care from public sources such as Medicaid and other state-funded programs? How does living in a neighborhood with social services protect older adults with care needs from declines in cognition?

I address the first question using County-Business Patterns from the Census Bureau, examining the social and demographic factors that determine the presence of major types of LTSS within zip code areas. Theories of residential stratification and spatial distribution of human service organizations provide a framework for this analysis. To address the second and third questions, I merge area resource data derived from Census Bureau with administrative data called Michigan interRAI-HC (2008-2014), a database of persons who are receiving federal and state funded Home and Community Based Services (HCBS) Programs (e.g. Medicaid HCBS Waivers). I used multi-level analysis as an analytic method to account for individuals who are nested in the same geographic areas. Because the state in which people live primarily determines their access to public LTSS, I limited my study to a single state to investigate refined dynamics across geographies under a single state governance.

In my dissertation, I found that urban communities with a higher proportion of low income and racial minority residents were more likely to lack home health care and assisted living options and more likely to have concentrated nursing homes. This means that minority elders are less likely to have access to optimal care services for less severe medical care needs. I also found that living in areas with a greater density of social services reduced the risk of hospitalization and slowed the rate of cognitive decline. In assessing available LTSS resources, my work aims to initiate conversations around how to effectively and efficiently rearrange the current systems of care for vulnerable seniors. I have already been presented my work to Michigan state officials in the Department of Health and Human Services, Long Term Care Division to share my research findings and I plan to translate my work to actionable items for service coordination and delivery for agencies in the area and beyond.

Outside of my dissertation, I have explored the health effects of the social and built environment in urban areas, spousal caregiving, and groups at risk of development of disability and mortality. A paper on which I am the first author theorizes the role of meso-level social structural factors in shaping social integration in later life. This was published in 2016 in *Research on Aging*. We showed that living in anxiety-provoking built and social environments, such as those with neighborhood crime watch signs, are associated with increased social isolation in vulnerable urban elders. Another first-authored paper with faculty members in the School of Social Work addressed the psychological burden associated with

providing care—a long-studied but pressing topic in caregiving research—among older husbands and wives using data from the Health and Retirement Study (HRS), a nationally representative sample of older Americans. This paper was published in 2017 in the *Journal of Women and Aging*. A paper I am currently working on with research associates at the University of Michigan Population Studies Center uses HRS to examine the extent to which physical performance measures (e.g. hand grip strength) can be a reliable surrogate for capturing health risks such as the development of disability, institutionalization, and mortality.

I have an active research agenda that will build on my dissertation work in two ways. First, to examine geographic disparities in long term care options, I plan to extend the framework on spatial organization of human service agencies that I used in the first paper of my dissertation to a national data set. I also plan to utilize organizational-level data such as the National Study of Long-Term Care Providers to understand how differences in organizational characteristics (e.g. nonprofit-profit division or chain-affiliation) and institutional practices (e.g., types and quality of services provided) may shape geographic inequality in the availability of long term care services. My longer-range plans involve analyzing the adoption and coordination of care through state comparisons and speaking directly to stakeholders such as aging service agencies, advocacy group, and older adults and their families. Implementation and expansion of demonstration programs are of great interest to me; I hope to investigate how various stakeholders can promote the successful integration of primary, long term, and residential care. I intend to apply for pilot grant and subsequent extramural funding from the National Institutes of Health or Agency for Healthcare Research and Quality to support my efforts. Taken collectively, my research draws together threads in geographic stratification, the unequal distribution of services, and quality care with the aim of reducing disparities in long term care social services and supports.



Patrick Meehan

PhD Candidate in Social Work and Political Science

Patrick J. Meehan

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<http://sites.google.com/umich.edu/patrickmeehan>

Research Interests The intersection of social work practice and politics, the candidate emergence process for individuals in oppressed groups, gender socialization in political and professional life.

Education **University of Michigan**
Ph.D., Social Work & Political Science, expected 2018
Dissertation: The underutilized instrument: Social workers and elected office
Chairs: Barry Checkoway, Ann Lin
MSW, 2011

University of Wisconsin-Madison
B.S., Education, 2005

Honors and Awards University of Michigan, Gerald R. Ford Fellowship, 2017-2018
University of Michigan, Boyd/Williams Dissertation Grant for Research on Women and Work, 2017
University of Michigan, Graduate Student Research Grant, 2015
University of Michigan, Summer Research Partnership, 2014
University of Michigan, Summer Collaboration Award, 2013
University of Michigan, Ph.D. Fellowship, 2012-2013
University of Wisconsin, Graduated with distinction, 2005
University of Wisconsin, Dean's List, 2001-2005

Grants University of Michigan, Office of Research, \$15,000 for Detroit Summer Youth Employment Longitudinal Study, with Trina Shanks, Ph.D., as PI.

Publications
Peer-Reviewed **Meehan, P.**, and Shames, S. (under review). The instrumental office: Making a difference through elected office. Submitted to *Political Behavior* on July 13, 2017.
Under Review **Meehan, P.** (under review). What difference does it make? Social workers' ambivalence toward elected office. Submitted to *Journal of Policy Practice* on May 24, 2017.
Meehan, P. (under review). It's a dirty job, but someone's got to do it: Social workers and running for office. Submitted *Journal of Social Work* on May 16, 2017.
Peer-Reviewed **Meehan, P.** (in press). "I think I can...maybe I can...I can't": Social work women and local elected office. *Social Work*.
Published

Suskind, D., Leffel, K., Hernandez, M., Sapolich, S., Suskind, E., Kirkham, E., & **Meehan, P.** (2013). An exploratory study of “quantitative linguistic feedback”: Effect of LENA feedback on adult language production. *Communication Disorders Quarterly*, 20(10), 1-11.

Dworsky, A., & **Meehan, P.** (2012). The parenting experiences of homeless adolescent mothers and mothers-to-be: Perspectives from a shelter sample. *Children and Youth Services Review*, 34, 2117-2122.

Non Peer-Reviewed

Robinson, C., Shanks, T., & **Meehan, P.** (2017). Hallmarks of effective youth employment programs across the United States: Implications for Detroit. Report developed for the Detroit Employment Solutions Corporation.

Shanks, T., & **Meehan, P.** (2014). Detroit Summer Youth Employment Program: Results Of 2013 Youth Employee Exit Surveys. Ann Arbor, MI: University of Michigan School of Social Work Technical Assistance Center.

Baker, S., Rich, L., Wojnarowski, M., & **Meehan, P.** (2013). Implementing successful school-based health centers: Lessons from the Chicago Elev8 initiative. Chapin Hall Discussion Paper. Available at <http://www.chapinhall.org/research/report/implementing-successful-school-based-health-centers-lessons-chicago-elev8-initiative>.

Shanks, T., McGee, K., & **Meehan, P.** (2010). Detroit Summer Youth Employment Program: Results of Employer and Youth Employee Exit Surveys. Ann Arbor, MI: University of Michigan School of Social Work Technical Assistance Center.

Meehan, P. (2010). Evaluation of Early Head Start: Income, education, and cognitive development of children prior to age three. *Michigan Journal of Social Work and Social Welfare*, 1(1), 34-44.

Working Papers

Educating for inexperience: The political process in the social work classroom.

Presentations

Meehan, P. (July 2017). “I think I can...maybe I can...I can’t”: Women and elected office in the age of Trump. Presentation to the Seminar Slam! at the University of Michigan, Ann Arbor, MI.

Meehan, P., & Shames, S. (April 2017). The instrumental office: Making a difference through elected office. Paper presentation at the Urban Affairs Association Annual Conference, Minneapolis, MN.

Meehan, P., & Shames, S. (April 2017). The instrumental office: Making a difference through elected office. Paper presentation at the Midwest Political Science Association Annual Conference, Chicago, IL.

Meehan, P., & Shames, S. (November 2016). The instrumental office: Making a difference through elected office. Poster presentation at the Toronto Political

Behavior Workshop, Toronto, ON.

Dunkle, R., Feld, S., Shen, H.W., Kim, M.H., **Meehan, P.** (November, 2014). The effects of spousal caregiving on caregiver depression. Poster presentation at the Gerontological Society of America Annual Scientific Meeting, Orlando, FL.

Kalil, A., Leininger, L., & **Meehan, P.** (November, 2013). Expenditures on children during the Great Recession. Paper presentation at the Annual Fall Research Conference of the Association for Public Policy Analysis & Management, Washington, D.C.

Suskind, D., Leininger, L., Suskind, E., Leffel, K., Sapolich, S., & **Meehan, P.** (October, 2012). A randomized controlled pilot of a novel parent-directed language intervention in children of low SES: The Thirty Million Words Project. Poster presentation at the American Academy of Pediatrics National Conference and Exhibition, New Orleans, LA.

Walker, L., Daro, D., Jarpe-Ratner, E., & **Meehan, P.** (August, 2012). Building a base of evidence for a promising school-based nutrition education program that fits the new SNAP-Ed guidance. Paper presentation to the National Association for Welfare Research and Statistics, Baltimore, MD.

Daro, D. Jarpe-Ratner, E., **Meehan, P.**, & Walker, L. (March, 2012). Contributing to program development through evaluation. Brown Bag presentation to Chapin Hall at the University of Chicago.

Gant, L.M., Shanks, T., Williams, G., & **Meehan, P.** (October, 2011). Working with MSW interns and community partners to improve youth outcomes through a comprehensive community initiative. Panel presentation at the Council on Social Work Education Annual Conference, Atlanta, GA.

Research Experience

Principal Investigator, University of Michigan, Michigan Law & Social Work Study, 2017

- How interested are MSW students in running for office compared to law students? How do women in social work and women in law compare?
- Secured agreements with four MSW programs in Michigan to collect survey data on their students: University of Michigan, Michigan State University, Wayne State University, and Western Michigan University.
- Obtained survey data from three JD programs in Michigan: University of Michigan, Michigan State University, and Wayne State University.
- 828 surveys collected.

Principal Investigator, University of Michigan, Candidate and Delegate Project, 2015 to present

- How many social workers are in elected office or serve as party precinct delegates? How does that compare with lawyers?
- Candidate and delegate lists compiled from Michigan's five largest counties

between 2006 and 2016. Matched with lists of LMSW-holders and Bar Association members in each county.

- 14,762 unique candidates and delegates identified: 56 LMSW, 583 JD.
- Interviews with identified individuals are ongoing.
- Manage three undergraduate research assistants on this project.

Research Assistant, University of Michigan, Health in All Study, 2017

- Devise quantitative coding scheme for Community Health Improvement Plans from all 64 counties in Colorado.

Research Assistant, University of Michigan, Detroit Summer Youth Employment Program Evaluation, 2012-present

- Develop, maintain, and disseminate data collection instruments on Qualtrics.
- Participate in evaluation committee meetings.
- Analyze data for description, inference, and interpretation using STATA.
- Contribute to written reports and grant applications.

Research Assistant, University of Michigan, Health and Retirement Study, 2013-2014

- Managed data using SAS, and performed data analysis using STATA.

Research Assistant, William Davidson Institute, Base of Pyramid and Latin America, 2013

- Managed and analyzed data using STATA.

Project Associate, Chapin Hall at the University of Chicago

- Evaluation team member for Common Threads, Elev8, LENA.
- Managed data for the Michigan Recession and Recovery Study Child Supplement.

Teaching Experience

Instructor, University of Michigan, School of Social Work, 2017
Course: Basic Social Work Research

Instructor, University of Michigan, School of Social Work, 2016
Course: Evaluation in Social Work

Instructor, University of Michigan, Department of Political Science, 2016
Course: Introduction to American Politics

Guest Lecturer, University of Michigan, School of Social Work, 2016
Course: Social Work and Policy

Graduate Student Instructor, University of Michigan, Department of Political Science, 2014-2015
Course: American Political Theory

Professional
Service

Co-Chair, Interdisciplinary Workshop on American Politics, University of Michigan, 2015-2016

Admissions Committee, University of Michigan Department of Political Science, 2015-2016

Doctoral Committee, University of Michigan School of Social Work, 2015-2017

Reviewer, Children and Youth Services Review, 2013

Secretary, Doctoral Student Organization, University of Michigan School of Social Work, 2013-2013

Practice
Experience

Youth Program Manager, Catholic Charities of Tompkins/Tioga, Waverly, NY, 2007-2009

- After school services for 15 participating families, including case management, home visits, and counseling.

Community Organizer, Binghamton Neighborhood Assemblies Project, Binghamton, NY, 2007

- Recruited low-income participants, and facilitated meetings for neighborhood associations that addressed local concerns with city government.

Transition Program Coordinator, Phoenix School of Roseburg, Roseburg, OR, 2006-2007

- Developed program to track progress for post-secondary success for at-risk students attending an alternative high school.

Research Statement

Change-making through elected office is the focus of my research. This includes understanding (1) how individuals perceive elected office's ability to make positive change, relative to alternative methods of making positive change, and (2) whether that perception is, or can be, related to their interest in running for office. This agenda is entirely consistent with macro practice social work. As one interview subject informed during my dissertation research, "there is no issue that I've tried to address through social work that didn't also have an impact of an even greater magnitude from politics."

Conscientious social workers, therefore, should recognize (1) that the composition of our elected bodies matters to the laws that are passed and the policies that are enacted (Lane & Humphreys 2011), and (2) that the composition of our elected bodies is highly unrepresentative. Equal pay for women, for example, is more likely to become official law when women achieve parity among our elected representatives. Arriving at this destination requires greater understanding of individual-level motivations for pursuing elected office in the first place.

Yet, so much of the literature on what is known as candidate emergence under-develops individual motivations for pursuing elected office, ascribing them generally to ambition (Schlesinger 1966; Black 1972; Rohde 1979). For social workers, ambition is an unsatisfactory explanation. Is this to suggest affluent white men are more ambitious than others? Recognizing that elected office can be an *instrument* for making positive change, my dissertation project uses an experiment to directly challenge ambition as an explanation for office-seeking. It randomly assigns respondents to a condition that presents a hypothetical seat on city council as a way of (a) gaining status and name recognition, or (b) making a bigger difference in the community.

In one of the largest studies of its kind in social work, I developed the Michigan Law & Social Work Study, a sample of 545 MSW students, 200 JD students, and 624 members of the general public. In a paper under review with the journal *Political Behavior*, I detail how the difference-making frame has a significant effect on women's interest in running for office. As social workers concerned with the grand challenge of equal opportunity and justice, this is an important finding that suggests highlighting the difference-making capacity of elected office can increase women's interest in running for it.

The survey instrument I developed for my dissertation also includes important items that shed light on how individuals rank (1) elected office as a way of contributing to the community, compared to alternatives, and (2) potential barriers to running for office. In a paper under review with the *Journal of Policy Practice*, I detail how JD students rank elected office higher than MSW students as a way of contributing to the community. And, in a forthcoming publication in *Social Work*, I find that compared to men and women in JD programs, and their male counterparts, women in MSW programs rank their qualifications significantly higher as a barrier to running, and that this ranking acts as a significant drag on their interest in running for office.

Social workers were the subject of my dissertation because they represent a natural constituency from which to draw potential candidates. The first woman elected to the House of Representatives, Jeanette Rankin, was a social worker. As my article under review with the

Journal of Policy Practice finds, MSW students care more about making a difference in their careers than JD students, but do not necessarily see elected office as a way of doing this.

Nevertheless, this research can be applied to individuals in under-represented communities more broadly. In terms of barriers, it may be necessary to consider not only qualifications as it concerns women, but the demographic characteristics of the district as well. Bobo and Gilliam (1993), for example, find that African Americans have greater confidence in their ability to affect the political process in municipalities that have African American mayors. Does this also mean individuals similarly situated feel elected office (1) can be an effective instrument for making positive change, and (2) have a greater interest in running, than African Americans who live in cities with mayors of another race? The answers to these questions will allow social workers to develop strategies and interventions that address the political environment to make the prospect of running more palatable to potential candidates.

Similarly, the part-time nature of many local offices constitutes a potential barrier to running for low-income individuals. This is because these offices are part time “in name only”, as another interview subject told me. Only the affluent can literally afford to do all of the work necessary for the office without adequate compensation. If it can be shown, for example, that low-income individuals are just as interested in running for office as affluent individuals, then social workers can put pressure on the design of our political institutions to make them more representatives of the communities they serve.

My research utilizes both qualitative and quantitative methods. Interviews on the topic of elected office provide necessary insight for developing testable theories through survey instruments. I anticipate using this process to continue exploring the instrumental nature of elected office and developing methods of measurement that reveal meaningful distinctions between groups of potential candidates. As a graduate student at the University of Michigan, I have developed a research collaboration with Shauna Shames at Rutgers University-Camden to pursue questions related to individual motivations for pursuing elected office.

In addition to the publications mentioned, I have an additional article under review with the *Journal of Social Work* that directly compares the interest of MSW and JD students, respectively, in running for office. In total, I have produced eleven publications, including in high impact journals such as *Children and Youth Services Review*. Peers have cited my work 65 times in other publications. In terms of awards, the Department of Political Science at the University of Michigan has awarded me the 2017-2018 Gerald R. Ford Fellowship to complete my dissertation. The Institute for Research on Women and Gender at the University of Michigan has named me the runner-up recipient of the 2017 Boyd/Williams Dissertation Grant on Women and Work.

My research lies within traditional macro social work, but is presently asking questions unique among my peers. Consequently, my work pushes the boundaries of social work research to include influences from political science. I believe my research has tremendous appeal to graduate students in social work, and for social work journals looking to engage with the political environment. As an Assistant Professor, I look forward to working with students and colleagues to answer the questions I have listed here in the coming years.



Richard M. Rodems

PhD Candidate in Social Work and Sociology

RICHARD M. RODEMS
CURRICULUM VITAE

School of Social Work
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University of Michigan
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Department of Sociology
500 S. State Street
University of Michigan
Updated: August 2017

EDUCATION

2011-Present (Anticipated June 2018)	Ph.D. Social Work & Sociology University of Michigan, Ann Arbor, MI Dissertation: <i>From Poverty to Precarity: Material Hardship in the United States</i> Co-Chairs: H. Luke Shaefer & Fabian Pfeffer
2012	M.S.W., Social Policy and Evaluation University of Michigan, Ann Arbor, MI
2006	B.A., History Vassar College, Poughkeepsie, NY

AWARDS

2017	Clara P. Davis and Larry E. Davis Scholarship
2015	Outstanding Sociology GSI Award
2015	Rackham Debt Management Award
2014	The Henry J. Meyer Scholarship
Multiple	Rackham Travel Grant

PUBLICATIONS

Rodems, Richard and H. Luke Shaefer. 2016. "Left Out: Policy Diffusion and the Exclusion of Black Workers from Unemployment Insurance." *Social Science History* 40(03): 385–404.

Papers and Reports

Danziger, SK., Savas, S., Rodems, R., Barnes, C. & Daniel-Echols, M. (2013) Final Report to Funders of the Family Success Program at Starfish Family Services.

Danziger, S.K., Barnes, C., Rodems, R.(2012) "Feedback Effects of Nonprofit Program Design: An Analysis of the Effects of the Starfish Family Services Family Success Program". National Poverty Center Working Paper

In Progress

Rodems, R. "Hidden Hardship: Poverty and Precarity in the United States"

Danziger, S.K., Barnes, C., Rodems, R., & Savas, S. "Community-based Supports for Coping with Hard Times: What Works for Disadvantaged Families."

Richards-Shuster, K., Rodems, R., and Espidia, N. "Connecting Ideals to Actions: How Definitions of Social Justice and the Civic Engagement of Undergraduate Students"

TEACHING EXPERIENCE

Graduate Level Classes

Social Work 560: Introduction to Community Organization, Management and Policy/Evaluation Practice
Sole instructor Fall 2016, Winter 2017, and Fall 2017

Undergraduate Level Classes

Sociology 102: Introduction to Sociology: Religion, Sex, and Money
Graduate Student Instructor, Winter 2014

Sociology 210: Introduction to Statistics
Graduate Student Instructor, Winter 2016
Graduate Student Instructor, Fall 2015

Sociology 305: Sociological Theory
Graduate Student Instructor, Fall 2014 Sole instructor, Spring 2016

Sociology 310: Research Methods
Graduate Student Instructor, Winter 2015

Sociology 315: Economic Sociology
Graduate Student Instructor, Fall 2013

Training Programs

March 2014 Survey of Income and Program Participation Workshop Duke Social Science Research Institute & Census Bureau Teaching Assistant

July 2013 Survey of Income and Program Participation Workshop University of Michigan National Poverty Center & Census Bureau Teaching Assistant

Mentor/Advisor

Fall 2015-Winter 2016 Sociology Undergraduate Research Opportunities Program
Project: Welfare State Transformation and Credit Expansion
Advisees: Isaac Ahuvia, Chalem Bolton, Dana Greene Faculty
Advisor: Greta Krippner

RESEARCH EXPERIENCE

Current Research Projects

Survey of Income and Program Participation Data Analysis Identifying the causes and consequences of material hardship.

Official Poverty Measure and Performativity (with Hirschman, D.)
Investigating the ability of poverty measurement to influence social policy

Community Action and Social Change Undergraduate Minor Program Evaluation (with Espitia, N. and Richards-Schuster, K.)
Assessing the relationship between conceptions of social justice and actions undertaken by undergraduate student activists

Previous Projects

- 2012-2013 Graduate Student Research Assistant for Luke Shaefer
National Poverty Center, University of Michigan
Coordinated with state level agency to obtain administrative data regarding the outcomes of TANF recipients abruptly cut off of TANF due to policy change.
- 2011-2012 Research Assistant at the National Poverty Center
University of Michigan
Data collection and analysis for a mixed method, quasi-experimental project.
- 2010 Research Assistant for Luke Shaefer University of
Michigan School of Social Work
Data collection and analysis related to the exclusion of African American workers from unemployment insurance.
- 2009 Research Intern at the National Employment Law Project, Ann Arbor, MI
Research assistance in the production of the annual report.

PRESENTATIONS

Espitia, N., Rodems, R., & Richards-Shuster, K. "Defining Justice: Exploring How Undergraduates Enrolled in a Social Justice themed minor define Social Justice, Community Action, and Social Change". Council on Social Work Education Annual Program Meeting, Atlanta, GA. November 2016 (Oral presentation)

Rodems, R. & Shaefer, L. "Left Out: Policy Diffusion and the Exclusion of Black Workers from Unemployment Insurance". Annual Meeting of the American Sociological Association, Chicago, IL. August 2015 (Round table presentation)

Rodems, R. & Shaefer, L. "Left Out: Policy Diffusion and the Exclusion of Black Workers from Unemployment Insurance". Society for Social Work and Research Annual Conference. New Orleans, LA. January 2015 (Oral Presentation)

Rodems, R., Shaefer, L., and Allard, S. "Navigating the Safety Net: Public Programs, Non-Profits, and Informal Support in the Great Recession". Emerging Scholar Poster Session, Welfare Research and Evaluation Conference. Washington, DC. May, 2013 (Poster)

Danziger, S.K., Barnes, C., Rodems, R., & Savas, S. Community-based supports for coping with hard times: what works for disadvantaged families". Association for Public Policy Analysis and Management annual research conference. Baltimore, Md., November 8, 2012. (Poster)

Recipient of APPAM's third place poster ribbon

Barnes, C., Danziger, S.K., Rodems, R. "Feedback Effects of Nonprofit Program Design: An Analysis Starfish Family Services' Family Success Program on the Disconnected." Emerging Scholars Poster Session. Welfare Research and Evaluation Conference. Washington, DC. May 30, 2012. (Poster)

Dunbar, E; Eamonn, S.; Moore, J.; Rodems, R.; Wolkowitz, E.; Yates, W. "After The Great Recession: Impacts, Projections and Policy Responses for Reclaiming the Future". Gramlich Showcase of Student Work, Ford School of Public Policy. March, 2012 (Poster)

PROFESSIONAL SERVICE

2016-2017 Student coordinator of the Economic Sociology Workshop at UM
2014-2015 Co-Editor of *Accounts*, the newsletter of the Economic Sociology section of the American Sociological Association
2013-2015 School of Social Work Joint Doctoral Program Supervisory Committee
2013-2014 Student Coordinator of the Interdisciplinary Group on Poverty and Inequality
Winter 2012 School of Social Work Curriculum Committee
Feb 2012 Reviewer for Interdisciplinary Group on Poverty and Inequality Annual Conference

Ad hoc reviewer for *Social Service Review, City & Community*

PROFESSIONAL MEMBERSHIPS

American Sociological Association
Association for Public Policy Analysis and Management
Society for Social Work and Research
Council on Social Work Education

Research Statement
Richard M. Rodems, MSW

I am a quantitative social worker and sociologist with substantive research interests in stratification, poverty, material hardship, and the welfare state. My research agenda is committed to understanding the social structures that contribute to the existence of concrete, material hardships in the United States. These structures, such as labor markets, credit systems, and the welfare state, are themselves not neutral, but actively serve to stratify and redistribute goods and resources simultaneously. Understanding how and for whom these systems work is an essential component of building a democratic society.

Areas of Expertise

The central question behind my work is how social welfare policy serves as a system of stratification despite its purported redistributive aims. Pursuant to this question, my research follows two tracks 1) understanding how large changes in political economy and social policy affect the ability of households to avoid concrete material hardships such as food insecurity, eviction, and utility shutoffs, and 2) how common quantitative measures of poverty and material well-being both constrain and enable social action to address the problems they measure.

My dissertation uses the Survey of Income and Program Participation (SIPP), a nationally representative, longitudinal survey conducted by the Census Bureau, to uncover an epidemic of hidden hardship in the United States. Twenty percent of the U.S. population experiences some concrete material hardship, yet is above the poverty line and thus eludes conventional measurement. This project uncovers how material hardship differs from conventional accounts of poverty by specifying the role of income volatility, the safety net, and consumer credit in accounting for hardship rates. I also take advantage of the only existing repeated measure of material hardship on a nationally representative sample to examine entry into and exit out of a spell of material hardship. This project also makes clear the enduring power of race to shape one's life chances in America. For example, an African American with a bachelor's degree is more likely to enter a spell of material hardship than a white person with less than a high school diploma.

My publication record complements my dissertation work and reflects my areas of inquiry surrounding the ability of social policy to stratify. In my lead author article in *Social Science History*, I used archival data to understand how it is that liberal social scientists associated with the New Deal wing of the Democratic Party ended up developing a national-level unemployment insurance program that largely excluded African American workers. The main finding is that American technical experts attempted to follow the example of existing European unemployment insurance programs and excluded the most precarious workers, agricultural workers and domestic servants, due to the perceived administrative difficulty of tracking them. Because these categories of workers constituted a majority of the African American workforce in the 1935 when the legislation was written, the US adopted a de facto racially stratified system despite de jure colorblind rules.

Additional projects, such as the quasi-experimental evaluation of the Family Success Program, have relied on a mixed methods approach, incorporating both in-depth interviews and quantitative analysis. This program was an anti-poverty intervention at a non-profit social service agency in Metro Detroit designed to lift families with young children out of poverty via classroom instruction on finances and the development of peer support groups. While the material and financial lives of the participants did not improve compared to the control group, they did report significantly higher rates of psychological wellbeing, particularly for the most socially marginalized participants. A similar mixed methods project, inspired by concerns over how social justice is being presented and discussed in undergraduate curricula, examines how the understanding of social justice by student activists shapes their repertoire of social action.

Methods

My research trajectory leans towards quantitative work and I have often found myself being the quantitative team member in collaborative, mixed methods projects. In addition to conventional quantitative work, I have also been trained in document based and comparative/historical modes of research and I bring this perspective to bear in my quantitative work. This can be seen in my dissertation, which is in part a historical project assessing variation over time, albeit one that uses a large survey dataset rather than archival sources. As the 20th century, the first century in which social scientists regularly compiled reliable quantitative data, fades in the temporal rear view mirror, we will be presented with new opportunities to assess the causes and consequences of change over time. This scholarly conversation will necessitate researchers able to speak to both quantitative and historical modes of inquiry. As reflected in my interdisciplinary graduate training, I relish opportunities for collaboration across methodological and disciplinary lines.

Future Research

After publishing my dissertation, I plan to push my research agenda in a new direction to incorporate concerns over space and place vis-à-vis material hardship and geographical access to lending institutions, social service providers, employment, and transportation. I also plan to continue my collaborative, mixed methods work, including a project investigating the impact of the official poverty measure itself on the social safety net and material wellbeing. The third prong of my agenda will be to continue research on how conceptions of social justice inform social action outside of educational institutions.

Like the sociologist and social worker Jane Addams, over the long term I am fundamentally interested in using the tools of social science to create knowledge not just for its own sake, but so that an active and informed population might understand the empirical realities of the social world as it is, not as we may wish it to be.

Teaching Statement Richard M. Rodems, MSW

As I finished speaking, I advanced to the next slide and raised my eyes from my notes to gaze out on the classroom, whereupon I was met with nothing but blank stares and incomprehension. My first attempt to explain the Hegelian dialectic had failed, and failed hard. I had taught before, even taught this material before, but this was my first time as a sole instructor and as such was really working without a net for the first time. I asked a question, and leaned into the awkward silence that followed, unsure of what would happen.

Minutes later, a half-raised hand accompanied a tentative “I’m sorry professor, but, um...*what?*”

Laughter.

In that moment, I knew this was going to be all right. The question itself was proof I had succeeded in creating the sort of classroom environment in which students were unafraid to ask questions, to communicate that they did not understand something. The laughter indicated to me that the students, all of whom were sitting a departmentally required class on sociological theory at four o’clock on a summer Friday, were still on some level engaged enough with the class, and thus the material, to work through it together.

As a graduate student, I have had extensive opportunity to teach both undergraduate and graduate level students, both as a Graduate Student Instructor (GSI) and as a sole instructor, and to mentor undergraduate research assistants. These experiences fuel a genuine enthusiasm for teaching and mentorship and I eagerly anticipate the opportunity to continue to teach in the next stage of my career. My goals for my students as an instructor are twofold: 1) develop the necessary critical thinking skills to ask informed questions about the social world, and 2) ground students in a strong foundation of both theory and empirical knowledge so that they may assess claims made about society.

It appears to be increasingly fashionable to view a syllabus as a contract between a teacher and a student. Such an approach to teaching is insufficient. Education has an alchemy to it that cannot be reduced to the stark utopia of contracts, rubrics, and teaching evaluations. Teaching is about a relationship with students, and between students. Fundamentally, everything must be arranged in a class such that the strongest students have something to yearn for and the weakest have nothing to fear. Such an arrangement requires a relationship with your students that goes beyond mere contract, it requires the creation of a scholarly community.

Every teacher encounters a tension between more academically gifted students and those whose understanding comes eventually with greater time and effort. I attempt to meet these differing needs by using a variety of pedagogical approaches. My classes tend to be discussion based, albeit a structured discussion in which students are given ample time to think, reflect, and discuss in small groups. I actively manage discussions to avoid the dominance of any particular student or group of students. Lectures are sparingly used, and often to provide a base level of understanding of more difficult material. More creative approaches, such as an interactive game I developed to simulate the 2008 financial crisis, are also used.

Because I emphasize critical thinking and the ability to apply theoretical concepts to concrete, empirical cases, I often use written assignments or group projects as a primary way of assessing student learning. Even in courses such as introductory statistics class in which there are clear correct and incorrect answers, written assignments and group projects enable students to demonstrate not just their ability to regurgitate information but to show how they are able to combine and synthesize information in novel ways. This ability to take in information and transform it in a way that answers a question gets to the heart of what higher education is attempting to do, and is the type of skill needed by any active participant in a democratic society (or future employee).

The creation of a classroom culture, the norms and expectations of a temporally limited and goal-focused scholarly community, cannot be done successfully without being attuned to diversity, equity, and inclusion both in the course content and in the lived experiences of the students. For students with less privileged backgrounds, this means taking their lived experiences seriously, insuring that the classroom is fundamentally an area where they are safe and respected, and choosing readings and materials that compliment and expand the scholarly cannon. For students with more privileged backgrounds, this means helping them understand that their own power can blind them to the social world around them, render existing social structures as natural, and reduce social problems to issues to individual psychology and choice. The goal for all students is to make the inevitable discomfort of new ways of understanding the world something to be actively yearned for rather than something that provokes a defensive response.

As a mentor, I have been fortunate to work with students through the Sociology Undergraduate Research Opportunities program. Some of my top students from the classroom actively sought me out for this program and together we developed a year-long project that both advanced my own research agenda and developed their own quantitative analysis skills. My research assistants have gone on to top-level graduate programs and applied social scientific positions in the private sector. I look forward to the opportunity to develop similar relationships with students in the future.

I love teaching because the social world has a profound ability to shape the lives of individual human beings. To be ignorant of these mechanisms and structures, or even to be ignorant of the existence of the social itself, is to live like a fish with no sense that it swims in a sea of water. We are fundamentally social creatures, and the social enables and constrains our action in myriad areas of life. Once we understand this and can sketch out how this system works, we can begin to long and slow process of constructing with some agency a stable and just social order. To be a part of this process with students is not a distraction from research but an integral part of academic life.



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