AHEAD

Social Work Research at the University of Michigan

RESEARCH DAY 2018

SOCIAL JUSTICE

IN

SOCIAL WORK RESEARCH

SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

welcome

With great pleasure, I introduce this second issue of *AHEAD*, a magazine focusing on social work research at the University of Michigan.

Social justice in social work research was a very fitting theme for our Research Day this year, given the political moment we are living through in the United States, and the uncertainty about what the word "research" means today and will mean in the future. This theme reflects the School's Strategic Plan recently launched by Dean Lynn Videka in consultation with our Dean's Advisory Council, Executive Committee, and faculty. I wish to thank Dean Videka for creating an environment of respect and celebration for diverse research paradigms, contents, and methods, and for lending her full support to this year's Research Day.

The 2018 Research Day also builds on the leadership of my predecessor, current Associate Dean for Faculty Affairs Joseph A. Himle. To this year's Research Day we invited social work researchers, and we included community members, representatives of community-based organizations, and government workers. Our MSW and PhD students and support and administrative staff members also joined the discussion of social justice. I began by talking about social work values (service, the dignity and worth of the individual, the importance and centrality of human relationships, integrity, competence, and social justice), and how research in our school has advanced one of social work's grand challenges in particular: To achieve equal opportunities and justice.

From 2012 through 2017, our faculty published 727 peer-reviewed papers, books, and chapters related to social justice, focusing particularly on underrepresented racial, ethnic, gender, and sexual minorities; discrimination; and stigma. Our Program Evaluation Group also advances social justice by involving multiple stakeholders, best practices for data visualization, and collaborative interpretation of findings in all of its needs/capacity assessments and evaluations. To acknowledge and celebrate this vital work, this year we created the Social Justice Research Award. Our inaugural recipients,

highlighted on pages 14-16, gave inspiring presentations of their work.

Research Day helped us define a vision for research, a vision that includes the views of those who participated in eight discussion groups (see pages 6-13), focusing on different areas of research and social justice. To facilitate these discussions, I invited former students and research collaborators, some of whom came in from other parts of the state, such as Detroit and Lansing. I wish to thank all of them for their contributions.

> *Social justice in social work research was a very fitting theme for our Research Day this year, given the political moment we are living through in the United States, and the uncertainty about what the word "research" means today and will mean in the future.*

Our School's Research Office has just put out a call for social justice research pilot studies. We are seeking social work research proposals in any area, with the potential to advance social justice. Based on recommendations from the Research Day discussion groups, applicants will specify how the population and content of their research relates to social justice, and how the methods used and the results will help advance social justice.

I am pleased to share with you highlights of our exploration of social justice in social work research. I look forward to presenting more in-depth views of social work research in future issues of *AHEAD*.

Rogério M. Pinto, PhD
Associate Dean for Research
University of Michigan School of Social Work
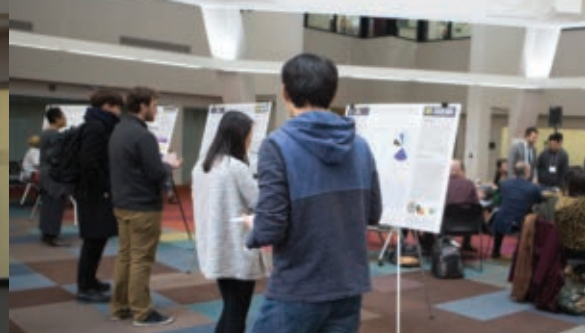
RESEARCH DAY 2018

A CELEBRATION

ROGÉRIO M. PINTO, PhD, ASSOCIATE DEAN FOR RESEARCH

After asking the audience to join me in celebrating the research we have done as a school and our commitment to research that advances social justice, and before discussing how we might further advance social justice through research, I reminded them about four types of social justice.

Procedural justice in research calls for decision-making that ensures fair treatment. We must ask ourselves some crucial questions: Who funds the research? What types of research get funded and what types don't? What are the funders' decision-making processes? Procedural justice can be achieved when funder guidelines are impartially and consistently applied.

Distributive justice in research means giving all members of society a fair share of the resources available for the research, and of all the findings generated from the research (e.g., behavioral interventions and medications).

Commutative justice refers to that which is owed between individuals. It calls for us to make clear to research partici-pants the nature and purpose of the research, the proce-dures involved, and the potential discomforts and risks, as well as the benefits. We must also make ourselves clear

to participants needing help. Violations of commutative justice are harmful; consider, for example, the U.S. Public Health Service study of untreated syphilis (1932–1972), in which treatment for syphilis was withheld from African American men. This type of violation calls for restitution, which is not always readily available to those who were wronged.

Restorative justice calls for actions to "repair" past, present, and future betrayals and abuse in research. The most basic restitution might come in the form of an apology; for example, on May 16, 1997, President Bill Clinton apologized for the atrocities in the syphilis study. However, true restoration requires actions to prevent future betrayals and abuse, and must be spelled out in codes, legislation, and regulations, and by Institutional Review Boards.

With these concepts in mind, eight discussion groups addressed different areas of research and then provided recommendations for how best to advance social justice in these areas. **M**

Photos (clockwise from left): New, incoming doctoral students are recognized; attendees review all the submitted posters (see pages 17-18); Dean Lynn Videka celebrates all of the day's participants

SETTING THE STAGE
A VISION FOR SOCIAL JUSTICE RESEARCH

Following the keynote discussion of procedural, distributive, commutative, and restorative justice, the attendees broke into eight moderated groups to discuss how these types of justice might affect different areas of social work research and practice. The discussions started off with questions developed in collaboration with the moderators. These questions were meant to foster dialogue about common and specific issues affecting different areas of research, and to spark recommendations.

Here are some of these questions:

■ How can research advance social justice in both urban and rural areas?

■ How can social justice be advanced by research in hospitals and health centers?

■ How can practice-focused research advance social justice? How can clinical faculty in schools of social work and practitioners in community settings make academic research more relevant to practice?

■ How might diversity, equity, and inclusion be advanced through social work research and also through social justice?

■ What might be the advantages and disadvantages of social work researchers partnering with government agencies?

■ What might be the advantages and disadvantages of private funding versus foundation and government funding for social work research? How might one raise funds specifically for social justice research?

■ What are the research theories and methods that have the greatest potential to advance social justice while also advancing knowledge?

■ What is the relationship between social work education and social justice research? What is in place? What is missing? **M**

Community-Engaged Research in Urban and Rural Areas

GROUP 1

FACILITATORS: EDITH C. KIEFFER, UMSSW; GLORIA PALMISANO, COMMUNITY HEALTH AND SOCIAL SERVICES CENTER (CHASS), DETROIT, MI; ADDIE WEAVER, UMSSW

Group 1 focused largely on issues of procedural justice. It defined community-engaged research as involving community members in the design of research and in each step of its execution. The community sets the agenda, as the goal is for researchers to understand the lived realities of those most affected by the issues and to give those people a voice. This involves co-learning; neither side should make assumptions about what the other knows. Social justice in community-engaged research also broadens the scope of how we disseminate results, and whom we reach.

Rewards and resources must be shared between researchers and community members, which is an important principle of distributive justice. Practicing social justice helps us distribute equitably what is known and what is learned. Those conducting research need to go in with "both ears open" and must be able to put themselves in community members' shoes. At the same time, community partners must recognize academics' need to publish their research results.

Challenges for community-engaged social work research include community members' lack of resources; traditional academic reward structures that disincentivize community-engaged research; unpredictable funding streams; and resistance to change on both sides.

Recommendations
In order to advance social justice, UMSSW, as a school of social work, must allow community priorities to be the driving force behind research agendas, and must treat community partners as equals in all phases of research. **M**

Photo: Addie Weaver reports on the conversation held by Group 1. With her, co-facilitators Edith C. Kieffer and Gloria Palmisano.

GROUP 2

Social Justice and Hospital-Based Research

FACILITATORS: JOSHUA BREWSTER, MICHIGAN MEDICINE; BERIT INGERSOLL-DAYTON, UMSSW

Group 2 observed that, in hospitals, social workers' roles in research are not so clear as those of other professionals, making the social workers reluctant to engage in research. Could a social justice focus help? Barriers arise: social work innovations do not bring large sums of money to hospitals. And hospitals, especially state hospitals, may not want to open a "Pandora's box" by accommodating research on difficult social work issues such as suicide, homelessness, and food insufficiency. Hospital-based social workers may thus feel unable to address social justice through research. In this case, it is noteworthy that the social workers themselves are the ones seeking distributive justice.

Collaboration might encourage hospital-based social workers to engage in more research. This might occur with university-based social work researchers or other researchers who could benefit from social work's ecological perspective. There are emerging opportunities for social workers to engage in health-disparities research. In addition, more social workers are being integrated into primary care. They can take advantage of data that are already a part of their electronic records. They can try innovative approaches that address social justice issues and examine whether such approaches improve well-being, health, and rates of hospitalization.

Recommendations
To address social justice in hospital-based social work research, we must look for opportunities with researchers from other disciplines, university-based social workers, and hospital personnel in charge of collecting and storing patient data. **M**

Photo: Berit Ingersoll-Dayton and Joshua Brewster (left) engage Group 2 members Lorrie Carbone and Brad Zebrack. Joshua and Lorrie represented Michigan Medicine's Office of Social Work & Spiritual Care.

GROUP 3

Social Justice and Practice-Focused Research

FACILITATORS: BETH SHERMAN, UMSSW; LEON GOLSON, UNIFIED–HIV HEALTH AND BEYOND, YPSILANTI, MI

Group 3 placed researcher humility "front and center," asserting that researchers are typically going to learn and receive much more from their participants than the researchers are going to give in return. Researchers must always be mindful of this balance. As one participant put it, "Remember the debt we owe!"—virtually a definition of distributive justice.

Group 3 also suggested that social justice be explicitly named and defined as part of Institutional Review Board and grant-review processes. The group further proposed open-source sharing of all research findings, not just those that were federally funded (or otherwise funded in ways that mandate such sharing). The research ought to be presented in language accessible to members of the population studied, and distributed directly where social work practice takes place.

The group also discussed the crucial role clinical faculty in schools of social work and practitioners in community settings play in translating social work research findings into practice in many different settings. The group members concluded that academic research can be more relevant to practice when clinical faculty and practitioners are involved in all phase of research, from the conceptualization to defining the methods to disseminating results.

Recommendations

Researchers must keep in mind what they owe to participants, and not just what the participants owe to them. All findings should be shared fully and openly, and in accessible language. **M**

Photo: Beth Sherman (left) and Leon Golson (right) lead Group 3's discussion. Also pictured, Amy Hamdi, Leon's colleague on the Michigan HIV/AIDS Council.

Social Justice and Diversity, Equity, and Inclusion in Academic Research

FACILITATORS: LORRAINE GUTIÉRREZ, UMSSW; ANNA LEMLER, UMSSW; TRINA SHANKS, UMSSW

Group 4 began with a discussion of commutative justice and how to reverse equity-disparity harm done in research in general, and in social work research in particular. The group agreed that researchers must allow community members to speak in their own voices. To be considered real partners, researchers must also share knowledge from their research with the community members who provided that knowledge, and they must help build community capacity. Finally, researchers could add a mentorship dimension, with individual scholars investing in specific local individuals.

Research is meant to improve community lives, so it must be accessible to community members. Research participants may not understand articles on social work issues published in scholarly journals because of their specialized language and framing. Researchers must break down this information for people from all backgrounds and education levels, so that the information can be useful to those who provided it.

The group also raised the issue that social workers—both researchers and practitioners—tend to avoid speaking to community members about the systemic and structural social justice issues that are addressed by social work research. Practitioners who are busy meeting many needs may find it hard to add conversations on privilege, identity, and racism. And white practitioners, in particular, may avoid these topics so as not to feel challenged by people of color with whom they are working.

Recommendations
Social work researchers must share their knowledge with communities in language the community members can readily understand. Further steps toward true partnership might include community capacity building and mentorship. M

Photo: Facilitator Trina Shanks makes a point to Group 4.

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GROUP

5
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The Role and Influence of Government Agencies in Academic Research

FACILITATORS: MARY ROACH, MICHIGAN DEPARTMENT OF HEALTH AND HUMAN SERVICES, LANSING, MI; JOE RYAN, UMSSW

Group 5 noted that partnering with government agencies may allow social work researchers to develop stable relationships with those who hold established government positions. Researchers may be able to participate, through government connections, in community-engaged efforts. They may also gain access to national and state government data—including health and welfare databases that may be protected by federal security measures. This may allow the researchers to leverage aggregated data and use it to propose interventions and to influence policy.

Those in government may have direct contacts at agencies, making recruitment easier for researchers. Researchers working with governments have opportunities to inform government policy, and a government grantee's obligation to share results can allow for wide dissemination, which is a procedural justice issue.

Possible disadvantages to working with government entities include: funding restrictions or lack of available federal or state funds; demanding time commitments; differing views and goals; and, under some restrictive regimes, the inability simply to ask certain questions. A given administration may not want to tarnish its image, so a social justice story, or a part of it, may be off limits. This is a clear example of another procedural justice issue. Government involvement might also interfere with research processes and goals, especially recruitment, due to people's mistrust of political leaders and governments.

Recommendations
Government agencies might advance social justice in research by encouraging community involvement with researchers, and by creating incentive structures for academic researchers, including funding and opportunities for publication. **M**

Photo: Mary Roach, of the Michigan Department of Health and Human Services, reports on Group 5's conclusions.

GROUP 6

Social Justice and the Role and Influence of Philanthropy and Government Funding in Academic Research

FACILITATORS: SUSAN HIMLE-WILLS, UMSSW; DONNA LARTIGUE, U-M OFFICE OF UNIVERSITY DEVELOPMENT; DAVID CÓRDOVA, UMSSW

Group 6 noted that, in the current climate, government funding is unstable, and then they turned to family foundations. The group observed that some smaller ones are "checkbooks for family causes," with narrow guidelines. Meanwhile, large professional foundations are crafting guidelines and releasing calls for proposals on specific issues on which they want to have an impact. They may decide this unilaterally or may allow researchers to come to them with plans to achieve their objectives. Less often will they ask for researchers' original ideas to be brought to them.

How, then, do we get our social justice message to the leaders of large foundations? Some such foundations are indeed now putting money into social justice efforts, trying to address root causes. This may create opportunities for researchers, if they can articulate how their research may affect social justice outcomes.

The group noted that private individuals may support academic researchers because those individuals have an interest in the work, born perhaps of their own experience.

Such private funders, however, are less accountable on issues of social justice. While connecting with them on a personal level, the researchers might find it challenging to address larger ideals of social justice with them.

Finally, the group discussed how getting funders' attention depends in part on publication and on translation of research into practice. Mass-media outlets rarely hear about us, however, and practitioners doing work "on the ground" may not often have opportunities to turn that evidence-based work into practice.

Recommendations

Researchers can work on defining social justice and explaining the methods and goals of social justice research, in order to communicate the value of this research to foundations and individuals. They can also look for ways to disseminate their results and to translate evidence-based work into practice. **M**

Photo: Susan Himle-Wills and Donna Lartigue galvanize Group 6.

GROUP 7

The Role of Research Methods and Theories in Advancing Social Justice

FACILITATORS: JANELLE GOODWILL, UMSSW; LAURA LEIN, UMSSW;
BETH GLOVER REED, UMSSW

Group 7 addressed the theories that underlie social work research. They agreed that our students must be exposed to all prevailing theories in common discourse and must examine how these theories actually work in society. They must ask who developed a given theory and understand how and why they did so. Many theories focus on stability and homeostasis and ignore questions of power. Some theories that we might call universal are culturally specific, so we must seek to know the values of the culture being studied. Theories, research questions, and methods arising from one culture may collide with the community values of another. What is the applicability of our research to a given community? Procedural, distributive, and commutative justice may all come into play here.

The group members advocated for front-line social work practitioners partnering in research, and they emphasized also the importance of developing theories that recognize local values and knowledge. They pointed out that depth of information comes from true partnerships with communities, while pre-formed research instruments

(e.g., surveys) may limit the voices of respondents. So how can researcher/practitioner teams study the impact of social work across communities? The group recommended mixed-method approaches as most effective. Such approaches might combine ethnographic methods, based on what respondents say in their own words, with reliable instruments to measure specific behaviors and social phenomena.

Recommendations

The group recommended that social work researchers acknowledge the promise and the difficulties of working across groups, categories, and theories, as models generating interventions may grow out of one population, community, or theory in particular. Models should be formed, studied, and tested in ways that account at once for biological, social, and historical factors. **M**

Photo: Beth Glover Reed (right) facilitates Group 7, including, at left, UMSSW PhD student Yun Chen (joint with Anthropology).

Research in Education in the Classroom, in the Field, and Beyond

FACILITATORS: DAN FISCHER, UMSSW; EMMA WASSERMAN, ALPHA HOUSE, ANN ARBOR

Group 8 asserted that social justice is the foundation and motivation for much of the research that social workers do; it guides questions, methodology, solutions, and interventions. This sets social work apart from some other disciplines.

The members of the group made clear, however, that we need consistent learning objectives in our curricula so that all MSW graduates absorb the same social justice research concepts and benefit from the same experience. We might accomplish this by leveraging field placements as opportunities for data collection and research. First, though, we must confirm the field instructors' commitment to research and the research opportunities available at their sites. Then we could create reciprocal relationships with these sites. Student and field instructor commitment might be encouraged by having real-life social justice issues to tackle. We might, for example, crowdsource information from students and field instructors about what social justice issues they believe need to be researched.

We would also need to review schedules to see how students might fit research in. Do we reward only those students who can make substantial time commitments (a distributive justice issue)? Or can we build equal access to opportunities into the system? The group suggested that we might create a contest for student research ideas, perhaps tying them to the social work grand challenges. Subsequent classes could build on the contest winners' efforts.

We might also initiate a postgraduate fellowship specifically in social justice research. The fellow might partner with field site's work to tackle relevant social justice issues, thus moving the field site and the fellow's education forward. We could create publication incentives for students interested in taking on such roles after graduation. For alumni, we could offer online continuing education courses and events with a social justice focus.

Recommendations
We should increase collaboration with field sites, find strategic research questions that appeal to practitioners, and dedicate resources to these efforts over time. **M**

Photo: Dan Fischer records some thoughts from Group 8.

SOCIAL JUSTICE RESEARCH AWARDS 2018

Candidates for the Social Justice Research Award were invited to self-nominate; nominations could also come from their colleagues at the School of Social Work or from the Award Committee. Nominators were required to explain: how the population studied by the nominee and the content of the research related to social justice; how the nominee's research methods helped advance social justice; and how the nominee's results were being used to advance social justice for the population in question—and beyond. **M**

2018 AWARDEE

David Córdova, PhD

Assistant Professor of Social Work

Dr. Córdova's research focuses on Latino health inequities as they relate to the prevention of substance use and HIV in adolescents. Dr. Córdova uses both qualitative and quantitative analytic approaches to better understand the relationship between family-level factors and risk behavior among adolescents. His focus on Latinos, a population currently under political attack, has profound resonance with social justice, as his research aims to identify culturally competent, family-based ways to prevent serious health problems. The results of his efforts advance social work research and social justice by modeling diverse trajectories of family functioning over time. Though the research is focused on Latinos, the knowledge Dr. Córdova has gained has broad implications for preventive interventions among other racial and ethnic minority groups, and thus has the potential to narrow health inequities among all underserved populations. **M**

Photo: David Cordova at Teen HYPE (Helping Youth by Providing Education), Detroit

Edith C. Kieffer, PhD

Professor of Social Work

Dr. Kieffer and her colleagues use community-based participatory research approaches to directly involve community members in planning, designing, implementing, and evaluating interventions led by community-health workers. She has investigated the impact of Michigan's Medicaid expansion, using data both from Medicaid beneficiaries and from healthcare providers. Dr. Kieffer is actively engaged in state and national efforts advocating for sustainable financing of community health worker programs and more-systematic evaluation of such programs. Her research questions how social justice—specifically, the fair distribution of community-based and health resources—can be advanced by addressing research questions identified by community representatives. Social justice is also furthered in this research by dissemination of the results to communities, service providers, and policy makers, and through reports and traditional peer-reviewed publications. **M**

Photo: Edith C. Kieffer

Sandra L. Momper, PhD

Associate Professor of Social Work

Dr. Momper's research focuses on American Indians and African Americans, two vulnerable populations that historically have experienced significant health disparities. She is guided by community-engaged research principles and practices as she builds on community-university partnerships to help ensure equality during all phases of the research cycle. She has 20 years of mental health and community organizing experience with American Indian and African American families. Her recent work aims to provide suicide gatekeeper trainings for community members and service providers to improve their ability to identify, manage, and treat issues faced by American Indian and African American youth. Dr. Momper's research advances social justice by helping reduce health disparities, by providing culturally appropriate interventions, and by influencing policy changes regarding funding opportunities for physical and mental health and substance abuse treatment for American Indian and African American families. **M**

Photo: Sandra Momper with staff members from American Indian Health & Family Services, Detroit

DOCTORAL STUDENT RESEARCH
POSTER PRESENTATION

Student posters were evaluated according to the following criteria: significance of the research presented; innovations represented; rigor of the methods and/or the theoretical frame; and relationship of the content to the advancement of social justice. Doctoral students Joyce Lee and Kathryn Berringer were awarded plaques for the excellent research they are conducting, mentored by our faculty.

JOYCE Y. LEE AND JAIHONG (ALEX) LU
"'Spank, Smack, & Whoop': Stay-at-Home Parents' Spanking Tweets"

Joyce Y. Lee is pursuing a joint PhD in social work and developmental psychology. Her research areas include father involvement, child maltreatment, and parent education programs. She is interested in studying factors that predict father involvement and suggest how fathers can positively affect their children's lives. Joyce uses social media and mobile technology to promote positive parenting practices among underserved families. This particular study used Twitter to locate a subgroup of self-identified stay-at-home parents in order to examine their tweets concerning discipline. Joyce and her team collected 648 tweets about spankings. Qualitative analysis demonstrated

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"*I am very pleased that we include our PhD students in Research Day. It is important that we teach them how to be influential social work researchers by modeling behaviors we want them to adopt. Strong, rigorous social work research starts with the faculty. Students see how important this work is to us. My hope is that students make a commitment to social work research that will last long after they have earned their doctorates.*"

DAPHNE C. WATKINS, PHD, ASSOCIATE PROFESSOR; FORMER DIRECTOR, JOINT DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE, UMSSW

Photos: (Top) Research Day attendees check out poster presentations of UMSSW PhD candidates; (Left) PhD student Joyce Y. Lee (joint with Psychology) and master's student Jaihong (Alex) Lu

that stay-at-home parents were most likely to tweet anti-spanking beliefs, followed in number by spanking-information tweets. The existence of a parent community tweeting about spanking suggests that Twitter may be amenable to virtual norm-setting interventions. This study advances social justice by suggesting that social media–based parent education programs disseminating discipline information (e.g., consequences of spanking and alternative disciplinary practices) may be developed, implemented, and assessed in order to promote positive child and family outcomes.

Alex Lu is a master's student in U-M's dual-degree program in information science and social work, studying social policy evaluation and human-computer interactions. He is passionate about applying data mining and data analysis to child welfare issues and to policy and program evaluation. Alex is also interested in the influence of information technology on parenting. Prior to coming to Michigan, he worked as a consultant specializing in digitization, user interface, and user experience design.

KATHRYN BERRINGER
"Examining Drivers of Health Inequities in HIV Pre-Exposure Prophylaxis (PrEP) Implementation in the U.S."

Kathryn Berringer is a second-year student in the School of Social Work's joint PhD program. Her research in social work and anthropology focuses on biomedical approaches to HIV prevention and on systems of care

serving at-risk populations. Kathryn has a master's degree in social work from the School of Social Service Administration at the University of Chicago, and she has several years' experience as a practitioner in HIV prevention and care, working with incarcerated women in Washington, DC and with LGBTQ youth in Chicago. Her poster draws on a literature review about implementation of HIV pre-exposure prophylaxis (PrEP) programs in the United States. The study focuses on drivers of health inequities in PrEP access and care—specifically, barriers to care among transgender women and gay and bisexual men of color. The poster highlights current trends in PrEP access, which often reinforce existing inequities that have shifted the burden of the HIV epidemic to the most vulnerable groups. Because Kathryn's study stresses barriers that have disproportionately affected these groups, it is especially relevant to achieving social justice in HIV prevention. **M**

Photo: PhD candidate Kathryn Berringer (joint with Anthropology)

OUR COLLEAGUES RESPOND

"I really appreciated the way in which this symposium was organized into different themes. It allowed us to explore in-depth the "situated knowledges" of social justice. These diverse discussions inspired me to think more about how we might carry out locally engaged and culturally informed actions of promoting social justice."

YUN CHEN, FIRST-YEAR PHD STUDENT (JOINT WITH ANTHROPOLOGY), UMSSW

"I didn't realize there was so much to social justice. The way in which the information was covered was very helpful and I was able to grasp the various concepts."

LEON GOLSON, DIRECTOR OF PREVENTION PROGRAMS, UNIFIED—HIV HEALTH AND BEYOND, YPSILANTI, MICHIGAN

OUR COLLEAGUES RESPOND

"The presentations and the activities were engaging and important for us. I found the overview of procedural, distributive, commutative, and restorative justice to be helpful in terms of thinking about concrete activities that, when incorporated into my work, can advance justice."

BRADLEY J. ZEBRACK, PHD, MSW, MPH, FAPOS, PROFESSOR OF SOCIAL WORK, UMSSW

"The event itself was research in the making. Many around the tables in small groups expressed their sincere concerns, frustrations and hopes regarding the harsh realities evident in our society's attacks on vulnerable populations. I believe the change will come from each of us—faculty, administrators, students, policy makers, and citizens from various walks of life, joining together to envision a society in which everyone can coexist and thrive."

DR. VERONICA WILKERSON JOHNSON, OFFICE OF THE VICE PRESIDENT FOR GOVERNMENT RELATIONS, UNIVERSITY OF MICHIGAN LANSING SERVICE CENTER

"This year's social justice–focused research symposium left me reenergized and inspired by my colleagues' research. I hope this represents the first of many gatherings that allow those within the School and the larger community to learn from each other, identify potential collaborations to meet community needs, and advance social justice!"

ADDIE WEAVER, PHD, ASSISTANT PROFESSOR OF SOCIAL WORK, UMSSW

"Seeing social justice through a broader lens dictates the importance of incorporating social justice into our racial and ethnic health disparities research work. Thanks again for the amazing opportunity to learn and celebrate the research that is being done in the School of Social Work!"

GLORIA PALMISANO, BS, MA, PROGRAM MANAGER, COMMUNITY HEALTH AND SOCIAL SERVICES CENTER (CHASS), DETROIT

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