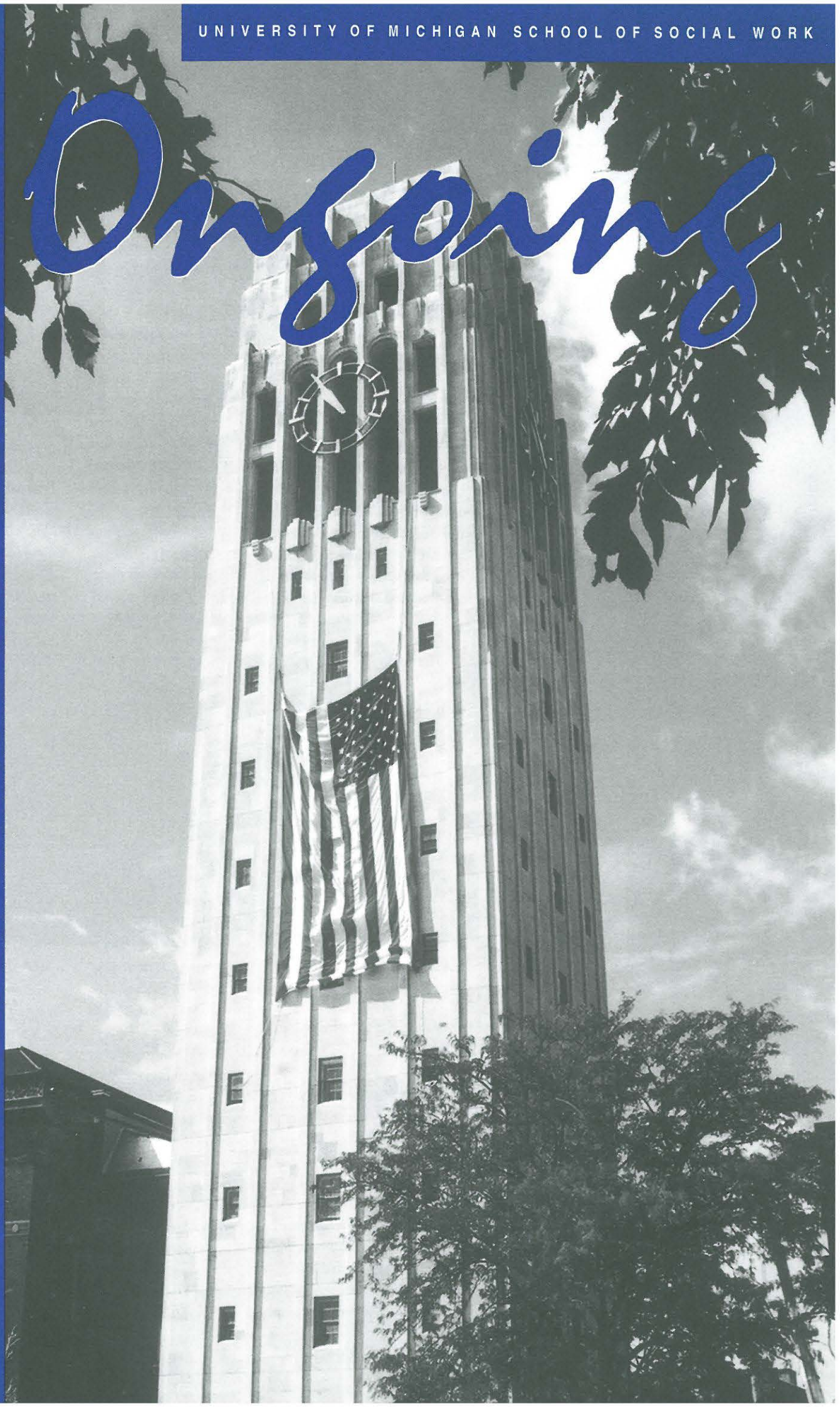


FALL 2001

UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK



Ongoing



The Campus
Remembers
September 11,
2001



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www.lib.ukmich.edu/socwork/swlhistory/swlhistory.html

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Ongoing

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Paula Allen-Meares,
 Dean and Norma Radin Collegiate Professor
 Nili Tannenbaum, Director of External Relations
 and Communications, Executive Editor
 Terri D. Torkko, Associate Editor
 UM Marketing Communications;
 Kathleen Horn, Designer

Contributors to this special issue include Suzan Alexander and Robin Little (research and text); Patricia Bakunis, Jane Addams Memorial Collection, Richard J. Daley Library, University of Illinois (photos); and Phil Fellin, Michael Reisch, and Siri Jayaratne (text review).

For information regarding this publication, class notes, and address changes, contact the Office of Development, External and Alumni Relations (734) 763-6886; ssw.development@umich.edu

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Gregory Fox

▲ Dean Allen-Meares with President Lee Bollinger, former UM President Harold Shapiro, and Interim Provost Lisa Tedesco at the 80th anniversary celebration (p 4).



▲ Hull House, founded by Julia Lathrop. In this issue we examine the beginnings of our profession as a volunteer, charity-based service in the late 19th century to its current leadership in research, clinical service, and training (see p. 6).

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University of Illinois at Chicago, The University Library, Jane Addams Memorial Collection, JAMC Neg. 1036

Message from the Dean

While none of us could have anticipated the horrific events that affected our nation on September 11, we were grateful to be able to share our September 20-21 celebration of the School's 80th Anniversary at a time when our country was facing such tragedy, and appreciative of the effort our speakers and attendees made to join us. As we celebrated, we all were able to remind ourselves of the value associated with our School's history in reaching out to others at all times. In this issue, we offer highlights of our anniversary, reflect on the history of our school and profession, and illustrate our continuous linkage with the City of Detroit as it celebrates its tricentennial. With this, we celebrate the School's role in the development of our profession from our inception in 1921 to our current standing as one of the largest and top-ranked schools in our field.

This issue features an article chronicling the history of our profession from its beginnings as a volunteer, charity-based service in the late 19th century to its current leadership in research, clinical service, and training. It also includes a brief overview of the School's history. Because our School had many areas of impact and many individuals who contributed to the field, offer a general outline of accomplishments without repeating more specific profiles included in previous publications. We also include an article that illustrates our long-term partnership with the City of Detroit. The ambitious nature of this issue benefited from thoughtful feedback provided by Professors Michael Reisch and Siri Jayaratne, and Emeritus Dean Phil Fellin.

We are delighted to include photos from our official anniversary celebration, which featured a kick-off address by former UM and Princeton President Harold Shapiro, a keynote address and annual Fauri lecture by C. Everett Koop, a panel offering historical perspectives on the School and the field of social work featuring

representative emeritus deans and faculty, and a panel on the future of our profession including a number of prominent leaders in our field. These were followed the next day by special continuing education courses, which were also a success.

I want to extend my very special thanks to the Planning Committee for this event, which was chaired by Sheldon Danziger, and which included Professor Berit Ingersoll-Dayton, Professor Shirley Lockery, Victoria Kohl, Denise Diggs-Taylor, and Nili Tannenbaum; I also want to thank the many members of our staff who have worked so hard to make this event a reality, including Tammy Miller, Carol Richard, Sharon Moskwiak, and Terri Torkko.

We also report new developments within the School, including the renaming of our STaR program in Jewish Communal Development as the Sol Drachler Program in Jewish Communal Leadership. Training the next generation of community leaders has long been a goal and a distinguishing feature of this important program, created by Professor Armand Lauffer in partnership with the Jewish community. As we enter a new chapter in the program's history, we have had the privilege and opportunity to consult with many long-term supporters of the program to help define its future direction at a time of leadership transition.

We also have the opportunity to offer our best wishes to departing staff, including Kathy Cornell, who retired after thirty years in the School, most recently as Facilities Manager; Katherine Sholder, who is departing as Administrator of the Drachler program; and Victoria Mayer, who assisted us in our Research Office. We also welcome Terry Bennett as the School's new Facilities Manager, Jonathan Tyman as our media consultant, and Amy Brooks in our research office.

I am also pleased to announce the recruitment of new faculty, including Dale Fitch (from the

University of Texas, Arlington, specializing in child welfare and information technology); Deborah Gioia (from the University of Southern California, specializing in mental health); Andrew Grogan-Kaylor (from the University of Wisconsin, specializing in child welfare); and Karen Staller (from Columbia, specializing in law and runaway youth). Briggitt Ford, a postdoctoral fellow at ISR and Public Health, will join us as an Assistant Professor in the fall of 2002. Additionally, this issue of *Ongoing* includes special tributes to our colleagues Tom Croxton and Charles Garvin in recognition of their respective retirements.

So, as we celebrate the past, we establish the basis for our future as we move forward, keeping in mind the words of Oliver Wendell Holmes: "Greatness is not where we stand, but in what direction we are moving. We must sail sometimes with the wind and sometimes against it—but sail we must, and not drift, nor lie at anchor." 🚩

Gregory Fox



Paula Allen-Meares and Andrea Carroll, Hartford Geriatric Fellow, at Student Awards Ceremony (see p. 18).

Gregory Fox



Former UM President Harold Shapiro with members of the Fauri family (Jenny Breidenbaugh, David Fauri, Phyllis Moyer, and Greta Fauri) and Paula Allen-Meares.



Emeritus Dean Harold Johnson with Dean Shanti Khinduka (Washington University)



Professor Tom Powell and Visiting Committee member Julian Rappaport



History of the School panelists Emeriti Deans Philip Fellin and Harold Johnson, and Professor Emerita Sheila Feld

Over 400 people gathered on September 20–21 to celebrate the School's 80th anniversary with a special symposium and continuing education courses. Despite the tragic events of the preceding week, friends of the School gathered together in celebration and in recognition of the value in our School's history in reaching out to others. The snapshots on these pages offer a brief glimpse of the symposium's festivities. The next issue of *Ongoing* will include in-depth articles about the outstanding symposium panels and presentations; the Alumni Board of Governor's Distinguished Alumni Award recipients; and continuing education sessions led by SSW faculty Brett Seabury, Sallie Foley, Kathleen Faller, Laura Nitzberg, and Visiting Committee members Julian Rappaport and Lawrence Gary with his wife, Robenia Gary.

80th Anniversary Celebration



Emeriti faculty Sidney Bernard and Harvey Bertcher



Visiting Committee member Zeke Hasenfeld (center) with Emeriti faculty Mayer Zald and Charles Wolfson

Dean Paula Allen-Mearns with Future of Social Work panelists Dean Shanti Khinduka (Washington University), and Professors Eileen Gambrill (Berkeley) and Lawrence Gary (Howard)

Emeriti faculty Edwin Thomas and Rosemary Sarri



Professors Diane Kaplan Vinokur and Bill Meezan



University of Michigan
 1921 2001
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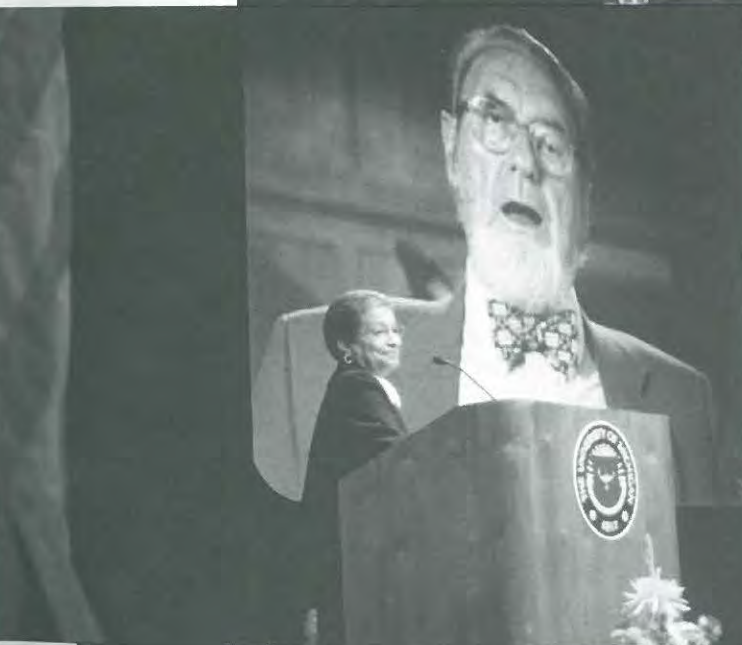
▶ Planning Committee chair Sheldon Danziger (right) with former UM President Harold Shapiro and UM President Lee Bollinger



▶ Outgoing SSW Alumni Board of Governors President Earlene Traylor-Neal and Professor Leslie Hollingsworth



▶ Planning Committee member Professor Shirley Lockery with keynote speaker and Fauri lecturer C. Everett Koop, who lectured via satellite



▶ Planning Committee member Berit Ingersoll-Dayton (standing) with Emeriti faculty Jesse Gordon and Sallie Churchill



▶ Dean Paula Allen-Mearns with Professors Kathleen Faller and Dan Saunders



INTRODUCTION: The Roots of US Social Work

The development of social work in the United States reflects an ongoing synthesis of ideas derived from many different cultures. While terms such as *charity* and *philanthropy* have Greek roots and are based on Biblical principles, modern social work concepts owe much to the influence of the Koran and the mutual aid practices of Native Americans, the African-American community, and immigrants from all over the world.

Before the American Revolution, formal systems of poor relief, child welfare, and even mental health services had been established in North America. These systems served a dual role of compassion and protection. By the early 19th century, states began taking responsibility for distributing relief from towns and counties. Since government responses proved largely insufficient or ineffective in addressing growing social problems, private benevolent societies and self-help organizations—the predecessors of modern social service agencies—

played increasing roles in this regard.

The roots of US social work date back to this period and the efforts of upper-class women and men in church-based and secular charitable organizations to address the consequences of poverty, urbanization, and immigration. These untrained proto-social workers, known as “friendly visitors,” sought to help poor individuals through moral persuasion and personal example. Organizations such as the Association for the Improvement of the Condition

From Charitable Volunteers to Architects of Social Welfare: A Brief History of Social Work



“No better is he who cannot see behind him the actions which long since were performed. . . Old actions return again, furbished over with some new and different circumstances.”

—Thomas Fuller, *The Historie of the Holy Warre*, 1639

of the Poor and the Children's Aid Society began investigating social conditions in areas such as tenement housing and child welfare.

The Civil War stimulated the emergence of large-scale private social welfare initiatives, such as the US Sanitary Commission and the Red Cross. In the War's aftermath, the short-lived Freedmen's Bureau (the first Federal social welfare program) provided assistance to newly emancipated slaves. State boards of charity arose to improve the management of institutions constructed during the previous generation.

Industrialization and the Origins of Modern Social Work

In the half century after the Civil War, rapid industrial expansion produced a dramatic increase in individual and community needs. The most notable social changes of this period included a series of economic depressions (known then as "panics") and their consequences; new manifestations of racism following the end of Reconstruction in 1876; and a dramatic increase in immigration from Southern and Eastern Europe.

Using concepts derived from business and industry, reformers attempted to respond to some of these developments by regulating public relief distribution through so-called "scientific charity." In 1877, the first American Charity Organization Society (COS) based on such principles was founded in Buffalo, New York. Many COS clients, however, particularly poor Jews, Catholics, and African Americans, preferred more personal systems of self-help and mutual aid established by their own communities.

Settlement houses reflected a different type of organizational response to the impact of industrialization and immigration and introduced an alternative model of a social service agency—a form of urban mission. The first US settlement, the Neighborhood Guild in New York City, was established in

1886. Three years later, Jane Addams and Ellen Gates Starr founded Hull House in Chicago, which became the most famous American settlement. Unlike the individually oriented COS, settlements focused on the environmental causes of poverty and expanding the working opportunities of the poor. They conducted research, helped establish the juvenile court system, created widows pension programs, promoted legislation prohibiting child labor, and introduced public health reforms and the concept of social insurance.

By 1910, there were more than 400 settlements, including those founded by African Americans to provide services denied by segregated agencies. Settlement activities soon expanded beyond specific neighborhoods and led to the creation of national organizations like the Women's Trade Union League, the National Consumers' League, the Urban League, and the National Association for the Advancement of Colored People (NAACP). Settlement leaders were instrumental in establishing the Federal Children's Bureau in 1912, headed by Julia Lathrop from Hull House. Settlement leaders also played key roles in the major social movements of the period, including women's suffrage, peace, labor, civil rights, and temperance.

While the settlements focused on what later became group work and community organization, social work in the COS increasingly focused on casework with individuals and families. Sub-specialties in the areas of medical, psychiatric, and school social work began to appear in the early twentieth century. The growth of casework as a distinct area of practice also stimulated the creation of a formal social work training program in 1898.

This program, created by the New York COS in partnership with Columbia University, evolved into the New York School of Philanthropy and, eventually, the Columbia University School of Social Work.

Early curricula emphasized practical work rather than academic subjects.

Settlements like the Chicago Commons also developed educational programs as early as 1901. By 1908, it offered a full curriculum through the Chicago School of Civics and Philanthropy (now the University of Chicago's School of Social Service Administration).

Formal methods-oriented training programs spread through major urban areas, most of them affiliated with private charitable organizations interested in standard-



izing the practices of their volunteers. By 1919, there were seventeen schools of social work affiliated as the Association of Training Schools of Professional Schools of Social Work—the antecedent of today's Council on Social Work Education (CSWE).

Despite these efforts, in 1915, in an invitational lecture at the National Conference of Charities

Above: Jane Addams

Photo: University of Illinois at Chicago, the University Library, Jane Addams Memorial Collection, JAMC Neg. 1003

Page 6: Hull House, circa 1963

Photo: University of Illinois at Chicago, the University Library, Jane Addams Memorial Collection, JAMC Neg. 1035



Ellen Gates Starr

Photo: University of Illinois at Chicago, the University Library, Jane Addams Memorial Collection, JAMC Neg. 920

Julia Lathrop

Photo: University of Illinois at Chicago, the University Library, Jane Addams Memorial Collection, JAMC Neg. 476



and Corrections entitled “Is Social Work a Profession?” Dr. Abraham Flexner, the nation’s leading authority on professional education, asserted that the field lacked specificity, technical skills, or specialized knowledge and could not be considered a profession. His lecture further stimulated efforts already underway to consolidate experiential casework knowledge into a standardized format. Consequently, by the 1920s, casework emerged as the dominant form of professional social work in the United States.

During World War I, the expansion of government agencies led to increased professionalism in public-sector departments devoted to social welfare. Through the Red Cross and the Army, the War also provided opportunities for social workers to apply casework skills to the treatment of soldiers with “shell shock.” Social workers were now sought as specialists in the social adjustment of non-impoveryished populations.

Although the Progressive movement declined after World War I, social work practice with individuals and families continued to flourish. By 1927, over 100 child guidance clinics appeared in which teams of psychiatrists, psychologists, and social workers provided services primarily to middle-class clients. A parallel development was the emergence of the Community Chest movement, which rationalized charitable giving at the community level and led to the creation of the United Way and its Health and Welfare Councils.

The Depression and the New Deal

In 1930, the US social welfare system was an uncoordinated mixture of local and state public relief agencies, supplemented by the modest resources of voluntary charitable organizations. Public agencies, however, did not necessarily provide the

same services, or relate to one another administratively. Nor did voluntary organizations possess sufficient resources to address the growing needs which the Great Depression created.

The response to the Depression profoundly influenced social work practice and redefined the role of government as an instrument of social welfare. The public began to view poverty as the result of economic circumstances rather than personal failure. The idea that social welfare assistance was a government responsibility rather than a private charitable function gained wider acceptance. These changes led to the creation of a wide range of government programs under the Roosevelt Administration—the New Deal—which ultimately evolved into a complex national social welfare system. The New Deal also enhanced the status of the social work profession, particularly through the contributions of individuals like Harry Hopkins and Frances Perkins.

The centerpiece of the dozens of social welfare programs that comprised the New Deal was the Social Security Act of 1935. It expanded and improved standards of social welfare throughout the country and provided recipients with some sense of individual freedom and dignity. It helped establish a regular, unprecedented role for the federal government as a source of aid and introduced the concept of entitlement into the American political vocabulary. The scope of social welfare expanded beyond financial relief to the poor to include housing, rural problems, recreation and cultural activities, child welfare programs, and diverse forms of social insurance to Americans of all classes.

These policy developments significantly affected the social work profession by: enhancing the field’s visibility in the area of public welfare and creating expanded work opportunities beyond private agency venues, introducing public welfare

and public policy as integral aspects of the profession, expanding the practice of social work beyond previous urban limits to rural areas, and reintroducing an emphasis on social reform. The growth of public welfare programs also necessitated the recruitment of thousands of new social workers, whose numbers doubled from 40,000 to 80,000 within a decade and became considerably more diverse. This expansion led to recognition of the need for improved salaries and working conditions and enhanced educational requirements.

World War II and Post-War Academic Expansion

During World War II many social workers accepted war-related assignments, spurred by the establishment of a special classification for military social work and the development of services for war-impacted communities. In the decade after the War, considerable efforts were made to enhance the field's professional status. These included increased standardization of agency practices, the development of interdisciplinary doctoral training programs, and the creation of core MSW curricula. The formation of CSWE in 1952 and the establishment of the National Association of Social Workers in 1955 further strengthened the profession's status of the profession.

The post-war period was also one of significant change in US social welfare, highlighted by the establishment of the Department of Health, Education, and Welfare (HEW) in 1953. The primary beneficiaries of social policy changes between 1940 and 1960, however, were middle-income, white workers and, by the early 1960s, the United States lagged considerably behind other Western industrialized nations in the degree of social provision. At the same time, voluntary and public sector agencies shifted the focus of services from low-income to middle- and upper-income groups and reduced the role

of community-based volunteers in organizational decision making and service delivery. In a hostile political environment, social activism declined and openly anti-welfare attitudes reemerged.

*The public began
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as the result of
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personal failure.*

The "War on Poverty" and the "Great Society"

In the early 1960s, well-publicized exposés of poverty and the emergence of new "structuralist" perspectives on social problems forced Americans to rediscover the over 40 million people, approximately one third of them children, whose lives had been bypassed by modern economic and social progress. They inspired the development of new kinds of social service organization, such as Mobilization for Youth in New York, and led to President Johnson's proclamation of an "unconditional war on poverty" in January 1964.

The primary instrument of the "War on Poverty" was the Economic Opportunity Act (EOA) which included such programs as the Job Corps, Upward Bound, the Neighborhood Youth Corps, Community Action, Head Start, Legal Services, Foster Grandparents, and the Office of Economic Opportunity (OEO). In 1965, Congress enacted Medicare and Medicaid, established the Department of Housing and Urban Development (HUD), funded an array of services for the aged

through the Older Americans Act, and created the Food Stamp Program under the auspices of the Department of Agriculture. The Elementary and Secondary School Education Act overturned longstanding precedents and directed federal aid to local schools in order to equalize educational opportunities for children. In 1966, the Model Cities Act targeted certain urban areas with comprehensive services and emphasized the concept of community control. Although the social work profession did not influence public policies on the scale it had in the 1930s, social workers played key roles throughout the 1960s in various anti-poverty and community-action programs and helped train individuals in new organizations like the Peace Corps and VISTA.

The 1970s

President Nixon shifted the administration of anti-poverty programs to states and localities. In 1972 and 1973, Congress passed the State and Local Fiscal Assistance Act and the Comprehensive Employment and Training Act (CETA). This legislation established the concept of revenue sharing and led ultimately to the dismantling of the Office of Economic Opportunity. The most significant social policy accomplishments of the Nixon Administration, however, were the Social Security Amendments of 1972, which centralized and standardized aid to disabled people and low-income elderly and indexed benefits to inflation. Food stamps, child nutrition, and railroad retirement programs were also linked to cost-of-living rates.

The passage of Title XX of the Social Security Act in January 1975 reinforced the popular concept of federal "revenue sharing" which provided states with maximum flexibility in planning social services while promoting fiscal accountability. During the Ford and Carter administrations, Title XX shaped

the direction of both public and nonprofit social services, with a particular focus on issues of welfare dependency, child abuse and neglect, domestic violence, drug abuse, and community mental health.

While poverty continued to decline among the elderly in the 1970s, largely as a consequence of benefit indexing and Medicare, a virtual freeze on Aid for Families with Dependent Children (AFDC) benefits after 1973 and a decline in the purchasing power of wages produced a steady increase in poverty among children, particularly children of color. In the late 1970s, the Carter Administration's creation of block grants that combined formerly categorical programs into broad programmatic areas and established a ceiling on total state expenditures in return for increasing state control of spending patterns was a particularly significant development that had major implications in the 1980s.

Although most social reforms stagnated by the mid-1970s, there were considerable changes in the social work profession throughout the decade, including the beginnings of multicultural and gender awareness, which led to the development of new course content and efforts to expand minority recruitment; the growth of multidisciplinary joint degree programs with Schools of Urban Planning, Public Health, Public Policy, Education, and Law; the recognition of the BSW as the entry-level professional degree; and the growth of private practice among social workers.

The "Reagan Revolution"

The policy changes that were inspired by the so-called "Reagan Revolution" of the 1980s compelled social workers to rely increasingly, if not exclusively, on private-sector solutions for social welfare problems. Entire programs were reduced, frozen, or eliminated. Additional block grants

Major cutbacks in government funding of social welfare created new challenges for social workers and social service agencies, as they confronted new and more complex social problems

were created in such areas as child welfare and community development. A looming crisis in the funding of Social Security and Medicare was forestalled in 1983 through modest tax increases and benefit reductions. At the same time, ballooning federal deficits precluded any major new social welfare initiatives. Consequently, during times of overall prosperity poverty rates soared, particularly among children, young families, and persons of color. By the early 1990s, the number of people officially listed as "poor" had risen to 36 million.

Major cutbacks in government funding of social welfare created new challenges for social workers and social service agencies, as they confronted new and more complex social problems such as the crack cocaine epidemic, the spread of HIV/AIDS, domestic violence, and homelessness. Social workers focused increased attention on developing effective management skills and increased their advocacy activities.

The Clinton Years

From the outset, President Clinton's policy options were severely constrained by the budget deficits his administration inherited. Stymied in the development of an ambitious social welfare agenda, such as a comprehensive national health insurance program, he focused instead on bud-

getary restraint and the promotion of economic growth. After considerable debate, he signed a controversial welfare reform bill in 1996 which replaced AFDC with block grants to states that included time limits and conditions on the receipt of cash assistance (now called Temporary Assistance for Needy Families [TANF]). The legislation also devolved responsibility for welfare program development to states and increased the roles of private-sector and faith-based organizations in program implementation.

President Clinton left office in January 2001 with several major social welfare issues unresolved. While some progress was made in providing health care for children in low-income families, over 43 million Americans still lacked coverage. The soaring cost of prescription drugs threatened the economic well-being of elderly Americans. Proposals to provide this benefit through Medicare and prevent a future crisis in funding for the Social Security system when the "baby boomer" generation retired made little progress in the 1990s because of political gridlock. Nor was any substantial progress made in addressing the growing HIV/AIDS epidemic, particularly within the African-American community, or the persistent problems of homelessness and drug abuse. Finally, looming on the horizon were the potentially catastrophic consequences of enforcing the five-year lifetime cap on TANF recipients as the nation's economy cooled.

Policy developments in the 1990s had serious consequences for the social work profession. Welfare reform led to the restructuring of public welfare departments and to greater pressure on nonprofit organizations to fill gaps in service provision. The advent of managed care in the health and mental health fields dramatically altered the practice of many social workers, as did

changes in child welfare policies. Although political opposition to Affirmative Action programs grew during these years, social workers, particularly in university settings, increasingly emphasized racial, gender, and ethnic diversity in their curricula and recruitment policies. NASW revised its Code of Ethics to make the pursuit of social justice an ethical imperative, and CSWE required all programs to teach students how to work for economic and social justice.

At the same time, organizations such as Americorps were established in 1994 to promote greater involvement of young people in communities. With the support of the NIMH Center for Social Work Research and the Society for Social Work and Research, schools of social work significantly increased their funded research and evaluation activities in such areas as mental health, aging, domestic violence, and child welfare.

Conclusion: US Social Welfare in the 21st Century

For over a century the profession of social work has grown and reinvented itself in response to rapid economic and social changes while maintaining its focus on advocating for the needs of the most vulnerable segments of society and improving their well-being. Today, social workers comprise the largest percentage of professionals working in the fields of mental health and family services. It is estimated that by 2005, there will be about 650,000 social workers, more than a thirty-percent increase over ten years. Despite recent changes in society and its commitment to social welfare, the primary mission of social work, as articulated in the NASW Code of Ethics, remains "to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty." In the future, this mission may inspire development of a new social welfare synthesis in which the state largely finances the provision of services but delegates their delivery to other sectors. New forms of practice and new venues for social workers are also likely to appear. In an increasingly multicultural society, community-based organizations could play an important role in enhancing client participation in the design and delivery of social services while expanding and revitalizing the nature of social work itself. ➤

—Nili Tannenbaum and Michael Reisch

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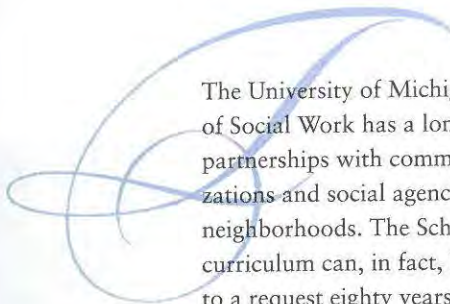
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The University of Michigan School of Social Work has a long history of partnerships with community organizations and social agencies in Detroit neighborhoods. The School's original curriculum can, in fact, be traced back to a request eighty years ago from Detroit community leaders to train students for practical service in local community organizations and social agencies. As a result, a one-year undergraduate curriculum was developed in the Department of Sociology.

The curriculum grew, eventually becoming a two-year MSW degree program based in Detroit in 1935.

The program's growth was accompanied by continuing support from leading Detroit philanthropists who were advocates for training within the city. From its first location as the Institute of Public and Social Administration on East Ferry Street to its move in 1942 to Farnsworth Avenue, the program's growth was paralleled by its increased connections to the city.

Throughout those early years, the focus was on professional education for individuals interested in working in private social agencies and public welfare in the city. The

curriculum included extensive cooperation with local social agencies within the Detroit metropolitan area in case investigations. Most students were employees of Detroit community organizations and social agencies.

Even after 1951, when the renamed Institute of Social Work was moved to the Ann Arbor Campus to become the School of Social Work, a strong connection with the city remained despite shifts in its academic focus to include linkages with the University's social science disciplines. Faculty members

Returning to Our Urban Roots: Community Building in Detroit



conducted numerous studies in Detroit neighborhoods, many students came from the Detroit area, and the curricular and field instruction training still utilized Detroit-area community agencies.

As the School grew, so did its connections to the city. By the 1980s, the School had placed hundreds of students in agencies throughout the Detroit metropolitan area. Partnerships with the Detroit community grew as a result of these connections and were further enhanced by the School's continuing education offerings for area professionals, and by School faculty and alumni assuming leadership positions in public and private agencies. It was at this time that Dean Johnson encouraged the School and other units to help shape a campus-wide Detroit Initiative as a "commitment to collaboration" to apply knowledge development to the city's benefit.

Authored by Professor Barry Checkoway, this initiative represented the first formal proposal on campus promoting University-community collaboration. The program included an ambitious series of steps involving multiple campus units through education at the undergraduate and graduate levels, doctoral seminars, field placements and internships, and professional continuing education. This was followed by a second Detroit Initiative developed by faculty with joint appointments in Social Work and Psychology. Initiated by Professor Oscar Barbarin and subsequently directed by Professor Lorraine Gutierrez, this initiative involves students and faculty in both disciplines who collaborate with a variety of Detroit community-based organizations. These initiatives helped pave the way for other projects that promoted grass-roots, reciprocal partnerships.

Today, these connections are even stronger and are shaped not only by traditional concepts of community organization, but more recent concepts of community

building, including client involvement, capacity building, collaboration, cultural awareness, community-defined concerns, leadership development, continuity, comprehensiveness, and a change-oriented process.

One of the most innovative examples is the School's Southwest Detroit Community-Based Initiative (CBI). Established in 2000 as a 16-month course of study, it has enhanced contextual training of community-based social work professionals through collaborative partnerships of students, faculty, and community members in Southwest Detroit. The program involves ethnically diverse neighborhoods that have experienced the impact of poverty, racism, and economic dislocation, and that are also home to community organizations with a strong sense of cultural, geographical, and historical identity.

The program is one of a handful of community-based training programs nationwide, and is funded by the School of Social Work and the Associate Provost for Academic Affairs. It is directed by Gutierrez and Checkoway, along with Professors Michael Reisch, Janet Finn, and Larry Gant. Together they have developed a participatory teaching/learning model to prepare students for an integrated approach to policy, research, and community practice, empowering community members in the process. As Gutierrez notes, "The program has introduced the concept of students collaborating with community partners while identifying the needs and resources the community offers in order to mobilize change." By relocating the actual training experience from the Ann Arbor campus to the Southwest Detroit community itself, and by building the program on prior relationships with community agencies, the program "gets the students to think about things from a community perspective." By focusing on needs identified by the community and community agencies themselves, the program builds networks from the inside out.



Gregory Fox

Professor
Barry
Checkoway

CBI is joined by other lasting university-community partnerships in which the School has played a leadership role. The Michigan Neighborhood Partnership (MNP), founded in 1983 in the School of Social Work, now has grown to involve neighborhood leaders and over 200,000 residents from African-American, Latino, and Arab-American communities throughout the city. The program has built lasting partnerships between neighborhood and faith-based organizations, educational institutions, businesses, government, and other nonprofit agencies to strengthen families and revitalize neighborhoods.



Gregory Fox

Professor
Lorraine
Gutierrez

Since it was launched jointly in 1995 by the University and MNP, the Michigan Neighborhood Americorps program has represented another special community-building partnership between the School and the City of Detroit. By placing teams of students and neighborhood residents in community-based organizations throughout the city, it has promoted civic responsibility and built neighborhood capacity to address educational, economic, environmental, and public safety needs. This

represents a unique collaboration involving the Schools of Social Work, Public Health, Business, Public Policy, and Architecture and Urban Planning at the University and over 12 neighborhood organizations.

Social Work faculty and students also played key roles in launching the Ginsberg Center for Learning through Community Service.

Established in 2000, the Center's goals are to: strengthen student learning through community service, foster faculty research and teaching activities which involve and develop communities, and build university-community partnerships that improve the quality of community life and enhance the educational process. "The Ginsberg Center has enabled Social Work faculty and students to extend the School's philosophy of combining service and learning on campus and in the community," notes Barry Checkoway, who directs the Center. Eighty years after it began in

response to community needs in Detroit, the School's connections with the city are more extensive and diverse than ever. Today, the School's home is an impressive, state-of-the-art building designed by Sims-Varner & Associates, a prominent Detroit architectural firm. The School enjoys strong partnerships with key community leaders who are helping shape investment in a number of new University-community initiatives, and whose support has fostered new programmatic development.



Over 150 students are placed throughout the Detroit community each term, and almost one-third of the School's faculty are involved in 40 research partnerships throughout the city. Key projects help train child welfare agency supervisors, assess the impact of welfare reform on non-profit organizations, provide computer and website training for non-profit organizations, offer outreach to agencies and Latino populations on needs assessment and service-utilization patterns, enhance leadership development and community-building services for Hmong women and girls in the city, facilitate

supported post-secondary education for adults with psychiatric disabilities, and provide computers and training for at-risk youth and adults in the city's Empowerment Zone.

This legacy of community-based activity has been of long-term mutual benefit for both the University and the City. These activities foster reciprocal and long-term connections that empower and benefit the community and its organizations. They also advance the field of social work by creating

a synergy between classroom and experiential learning and a direct pathway between knowledge and its application to key issues affecting social workers and the communities in which they work.

As social work practice enters the 21st century, there will be an

even greater need for creative and critical community-based practitioners to work closely with urban communities. "I see the community as a wonderful context for learning, for research, and for collaboration," notes Dean Paula Allen-Meares. "The faculty, students, and community all benefit from this kind of engagement. It is mutually beneficial for the school and the community to attempt to solve and work on important social problems and issues that advance our well-being."

— Nili Tannenbaum

The University of Michigan School of Social Work began as an undergraduate "curriculum in social work" as part of the BA degree offered in the College of Literature, Science, and the Arts in 1921. In 1935, the University created an institute in the City of Detroit offering a graduate program in social work, where a one-year program leading to a master's degree remained until 1951, when the program was reestablished on the Ann Arbor campus as the School of Social Work. Since then, the School has led the profession by every measure of excellence: training, teaching, research, innovation, scholarship, collaboration, and service.

Some of the most prominent names in the social work profession and in the fields of social welfare and social policy

History of the University of Michigan School of Social Work

have served on the School's faculty, including many whose work laid the foundation for many of the field's fundamental principles today, and the School's impact of intellectual leadership has had an impact in a broad scope of areas.

The School's intellectual leadership and history of collaboration are best illustrated in its Joint Doctoral Program in Social Work and Social Sciences, the foundations of which were established in 1953, with an interdisciplinary seminar on the research basis for welfare practice, funded by the Russell Sage Foundation. This was followed by the creation of a coordinating committee on social welfare research, and by the approval in 1956 by Rackham of a joint PhD program, which accepted its first students in 1957.

Over 11,500 students have been trained at the School. The ranks of the deans and directors of American schools of social work are replete with Michigan alumni, many of whom were students in the School's Joint Doctoral Program in Social Work and Social Science. The School's broad community of respected and successful clinical and academic alumni are joined by fellow graduates who serve as leaders in the nonprofit, government, and business sectors, including

CSWE and NASW presidents, mayors, university regents, directors and presidents of major organizations, and HEW deputy secretaries.

From its multiple locations to its present home in a dedicated structure; from its initial focus on local casework to its current inventory of regional, national, and global partnerships; and from its inception as a small program to its current status as one of the largest and top-ranked schools in the country—the School has built a legacy of excellence and impact, improving the lives of others and enhancing community well-being.

— Nili Tannenbaum



Popular Charitable Gift Annuities Now Offered at Michigan

A new option for UM alumni and donors has been approved by the University of Michigan Regents: charitable gift annuities. School of Social Work alumni can now take advantage of this very popular charitable giving opportunity, which provides a fixed income for life. Charitable gift annuities

have existed for more than one-hundred years and are one of the easiest life-income plans available. An ever-increasing number of nonprofits are offering annuities because they are so easy to understand and to establish.

"Nationally, the charitable gift annuity program is considered the most popular life-income arrangement available which appeals to individuals 50 years of age and older," says Jo Rahaim

(MSW '77), Director of Gift Planning in University of Michigan's Office of Development. Almost one-third of Michigan's alumni and alumnae population fall into this age segment. "With this new program, Michigan will join its peer institutions in providing another way by which our alumni and alumnae can support their University."

Donating funds as a gift annuity can make a significant gift to the School possible. The gift agreement is a very simple contract under which the University of Michigan makes fixed installment payments to its donor and/or another designated person for life in return for a gift of cash or marketable securities. Payment rates are

based on the age of the annuitants, however a gift annuity may appeal to people of all ages who desire a fixed income for life. (Minimum gift amount is \$10,000 and the minimum age is 50.)

Currently, 38 states (including Michigan, Florida, Ohio, Indiana, and Illinois) have no restrictions or provide exemptions regarding annuity contracts. States including California, New York, Wisconsin, and Tennessee require registration by the University before annuity contracts may be written. We can consult with you regarding situation and state of residence and provide a specific scenario based on your age and interests.

While you have the satisfaction of knowing that your gift benefits the School and students, you can enjoy a lifetime pay-out at a rate based on your age. In addition to your fixed annual income, you will be entitled to an income tax deduction the year you make your gift. The School can use the remaining funds in the annuity contract for student aid, research, and education.

Please contact the SSW Development Office at (734) 763-6886 or via email at ssw.development@umich.edu and we will work with you to make this extraordinary opportunity for you and the School of Social Work possible.

For more information on other ways of giving, visit the SSW Development Office website at www.ssw.umich.edu/development/ or the University Development Office website at www.giving.umich.edu.

— Victoria F. Kohl

A gift plan that benefits you...and the School of Social Work

Meet your financial needs and your philanthropic goals all at the same time.

The Program Provides You with:

- An immediate income tax deduction and capital gains tax savings
- A lifetime stream of income (fixed) for one or two persons
- Annuity rate yields that may be higher than many investment returns
- A future significant gift to Michigan for a designated school, unit, or scholarship program

Single-Life Gift Annuity Example for a 75-year-old Donor:

Donor creates single-life charitable gift annuity valued at Δ \$30,000

Donor receives current year tax deduction of: \approx \$13,340

Donor receives annual payments (before taxes) for life of: \approx \$2,460 (annually) (8.2% annuity rate)

Assuming 12-year actuarial lifetime, gift to UM is: Δ \$18,866 UM (based on AFR rate of 7.6%)

Sample Gift Annuity Rates: Based on One Life

AGE	RATE
50	5.8%
60	6.6%
70	7.5%
80	9.2%
90	10%

(UM rate cap is 10%)

CHARLES GARVIN RETIRES

Charles Garvin retired from the School of Social Work on May 31. Over the course of his scholarly career, he published more than 80 books, articles, and reviews, including widely used textbooks such as *Contemporary Group Work*, first published in 1981 and currently in its third edition.

His many areas of study included an evaluation of the Work Incentive Program, a child abuse and neglect demonstration program, an experimental study of the effect of the races and genders of leaders on group processes, task-centered group work, and clients with dual diagnoses of mental health and substance abuse problems.

In her remarks about Professor Garvin at his retirement celebration on May 4, Dean Allen-Meares described his career this way: "Charles's body of work shows both incredible breadth and rigor. He has been a valued colleague and mentor to many outstanding scholars and practitioners, and his contributions to our profession and our school will continue to be valued."

TOM CROXTON RETIRES

On May 31, Tom Croxton retired from the School of Social Work. He joined the faculty in 1963 as a field work supervisor. As both a social worker and a lawyer, he was uniquely qualified to fill a new position that was financed by a grant from the US Children's Bureau to expand the number of graduates in the child welfare field.

He has a long history of being an absolute advocate for the students. One of his colleagues described him this way: "He will always go the extra mile—or even mile and a half—for the students." Prior to any official joint program between the Law School and the School of Social Work, he spent countless hours shepherding students through the system in order to

complete degrees in each unit. He developed several courses illuminating the connections between the professions, and he published scholarly articles in law journals such as the *Journal of Family Law* and the *Journal of Juvenile Law*, as well as in social work journals.

His scholarly research has reflected his interest in the intersections between law and social work. In recent years he has worked with the Michigan chapter of the NASW regarding NASW practice standards and ethical dilemmas that practitioners face. Historically, his research has focused on topics such as counseling minors without parental consent, the rights of adolescent women, children's rights, and therapeutic contracts.

A reception honoring his contributions to the School was held on May 9.

TAYLOR NAMED SHEILA FELD COLLEGIATE PROFESSOR OF SOCIAL WORK

Dean Paula Allen-Meares has announced Robert Joseph Taylor's appointment as the Sheila Feld Collegiate Professor of Social Work. Professor Taylor's research focuses on family studies, Black studies, and social gerontology, with a focus on Black family life across the life-span. He has conducted extensive research on the informal social support networks of adult and elderly Black Americans. Professor Taylor is widely published in highly respected scholarly journals and is author of several books and book chapters. He is one of the most cited scholars in his area, with research characterized by excellent data sets, rigorous analysis, and clear writing. He is a national leader in the area of social and behavioral science research on aging populations.



Gregory Fox

Charles Garvin



Gregory Fox

Tom Croxton



Gregory Fox

The UM School of Social Work's Collegiate Professors (l to r): Sheldon Danziger, Henry J. Meyer Collegiate Professor of Social Work; Dean Paula Allen-Meares, Norma Radin Collegiate Professor of Social Work; and Robert Joseph Taylor, Sheila Feld Collegiate Professor of Social Work.

DOCTORAL STUDENT ORGANIZATION HOSTS "RUTHFEST"

On April 23, current and former doctoral students, colleagues, and friends gathered to celebrate Ruth Dunkle's five-year tenure as Director of the Joint Doctoral Program in Social Work and Social Science. Many people who have been touched by Dunkle's commitment to the program and its students paid tribute to her through stories, memories, poetry, and song.

The event was organized by the Doctoral Student Organization and co-sponsored by the Dean's Office.



Gregory Fox

ENACTING SOCIAL JUSTICE: COMMITMENT, RENEWAL, RESISTANCE

As part of the University's activities to remember Martin Luther King, Jr. and his legacy, the SSW Multicultural and Gender Affairs Committee sponsored a panel discussion on social workers' defini-

tions of social justice, how those definitions are impacted by and related to our social-group memberships, and how we can enact social-justice goals and address resistance to social justice in our everyday practice and lives. Panelists included Tony Alvarez, Assistant Clinical Professor, Program Coordinator, Detroit Collaboration Project; Jane Hassinger, Director, Feminist Practice Project, Women's Studies; Cassandra Nelson-Pruitt, Senior Director of Community Services, Detroit Urban League; Darcey O'Callaghan, Community Organizer, Southwest Alliance for Neighborhoods; and Floyd Robinson, Program Coordinator for Children's Centers, Detroit.

ALUMNI BOARD OF GOVERNORS MEETING

At their April 11 meeting, the Alumni Society Board of Governors elected new President Virginia Koster and new Vice President Julie Encelewski. Denise Diggs-Taylor remains Treasurer and new member Tammy Burgess is Secretary. Board members discussed fundraising, the School of Social Work's 80th Anniversary celebration, and the upcoming nominations for the 2001 distinguished alumni award.

The Alumni Society Board of Governors met again on August 29, 2001. Earlene Traylor Neal, Donna Mullins, Regina Smith, and Berit Ingersoll-Dayton will be leaving the board as their terms of appointment end on December 31, 2001. The Alumni Society Board of Governors would like to thank them for their dedicated service. Diane Kaplan Vinokur will be joining the board as a new faculty representative.

GLOBAL PROGRAM ON YOUTH AFFECTED BY VIOLENCE IN ISRAEL

On June 1, 2001, a suicide bomber killed and injured a group of young people who were waiting to enter a disco in Tel Aviv, Israel. A number of the students who were killed or seriously injured in this bombing attended Shevach Moffet High School, the Israeli partner school with the School's Global Program on Youth project entitled "Linking National, Regional, and Site Level Data on School Violence: Site 'Self-Monitoring' as an Evaluation Tool." This project is directed by Professor Ron Astor and his collaborator Rami Benbenishty at Hebrew University. Links to additional information can be found at the project website: www.ssw.umich.edu/youth/proj_link_partners.html.

LOCKERY RECEIVES FACULTY CAREER DEVELOPMENT AWARD

Associate Professor of Social Work Shirley Lockery has received a 2001 Faculty Career Development Award.

The award recognizes and assists in the career development of instructional-track faculty who make unusually generous contributions to service and mentoring activities, such as serving on School committees, and advising students and junior colleagues. Lockery was specifically cited for her exceptional commitment to advising and mentoring students, particularly dual-degree (MSW/MPH), international, African-American, and gerontology students.

MEGIVERN RECEIVES HUSTED MEMORIAL AWARD

Doctoral student Deborah Megivern received the Todd E. Husted Memorial Award, given annually by the APA Science Directorate in recognition of a dissertation that is viewed as having the most potential to contribute toward the development and improvement of services for those with serious mental illness (SMI). Megivern received her PhD in social work and psychology this year; her dissertation examined the impact of SMI and subsequent mental health service utilization on academic and social functioning in college. She now is a postdoctoral researcher at the Center for Mental Health Services at Washington University in St. Louis.

STUDENT AWARDS CEREMONY

The third annual comprehensive student awards ceremony was hosted on April 11. Recipients of MSW and PhD awards from the School of Social Work and the University, as well as new inductees to Sigma Phi Omega (academic honor and professional society in gerontology), gathered with their classmates, faculty, staff, and donors for a ceremony and reception. Dean Paula Allen-Meares welcomed the recipients and praised their accomplishments. A list of the awards presented and information on award winners is available at www.ssw.umich.edu.

In mid-March, author Jonathon Kozol was on campus for a series of lectures and discussions co-sponsored by the Schools of Education and Social Work.

Class Notes

1968

George Greer retired in 1998 after 17 years as Vice-President for Human Resources at Haggard Clothing Co. in Dallas, Texas. He is now a part-time consultant, and says, "(My) social work education was extremely valuable in helping me meet the needs of my associates in the corporate world."

1969

Hans W. Anderson III (Bill) has retired from Ohio Public Child Welfare Service after 32 years of service. He was in part-time private practice for several years and now enjoys a third career in Newark, Ohio, where he is a member of the Moundbuilders Guide Center. He enjoys feeding ducks with his two-year-old grandchild.

1976

Aaron McNeece (MSW '71; PhD '76) has been on the faculty at Florida State University since 1978. In January, 2001, he was awarded the first named professorship in the School of Social Work at Florida State University, named after Walter W. Hudson, a well-known social work scholar. He was also named interim dean, effective April 9.

Edward M. Tanida is General Manager for Aetna US Healthcare in southern California, responsible for sales, marketing, and provider relations.

1977

Esther Ullman recently joined the University of Michigan Institute of Social Research (ISR) as a Senior Survey Manager. Prior to this, she was involved in research for 10 years and practiced social work for the State of Michigan for 14 years.

1983

Amy Ellwood was appointed by Governor Kenny C. Guinn to the Board of Examiners for Social Workers for the State of Nevada. Her term runs from September 15, 2000, to June 30, 2003. She is an Associate Professor of Family Medicine and Psychiatry at the University of Nevada School of Medicine in Las Vegas.

1989

Valerie Mafstone Ackerman is Program Minister at a large church in Tulsa, Oklahoma. She earned a Master of Divinity degree in 1998 from Meadville

Lombard Theological School in Chicago, and served a small congregation in the Chicago suburbs from 1998 until accepting the position in Tulsa.

1986

Clarita Mays has been named Program Officer by the Community Foundation for Southeastern Michigan. She is coordinating the planning for a new project designed to encourage family-centered, after-school programs for children aged 6-10. Previously, she was a consultant to academic and community operations and Assistant Dean of the School of Social Work at the University of Michigan.

1992

Patrick McFarlane has been appointed Interim Executive Director of the Behavioral Health and Wellness Network (BHWN), a network of behavioral health providers working to integrate behavioral health and primary care providers in rural areas. He is a member of a group practice and he specializes in treating sexual abusers and adolescent transitions. He lives in Big Rapids, Michigan.

Deborah Kropkin has been promoted to Director of Community Planning at Chicago Health Outreach where she manages staff training programs, organizational consulting services, community outreach activities, and inter-agency collaboratives on behalf of individuals who are homeless.

1994

Nellie Garcia-Kovacs lives in Jersey City, New Jersey. She is currently a Clinic Supervisor at a Latino-based geriatric mental health clinic in Brooklyn and is doing post-doctoral work at the Gestalt Center for Psychotherapy, specializing in Gestalt Therapy with the Latino population. She also is expanding a private practice and married in 1997.

1995

Marilyn McLaughlin, MSW, CSW, is Director of Support Services at Light-house Hospice, where she supervises social workers, chaplains, the volunteer department, and the bereavement program. She also speaks to various groups about end-of-life issues.

1996

Sabrina Schmitz earned her LCSW in 1999 and works as an adolescent therapist providing individual, group, and family counseling to teenagers affected by substance abuse. She also works in the student assistance program at Evanston Township High School in Evanston, Illinois.

In Memoriam

1970

Mary-Agnes Davis
April 18, 2001

Please send news and photos for "Class Notes" by completing the back cover of this issue.

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www.ssw.umich.edu*

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