

ONGOING

University of Michigan School of Social Work • Winter/Spring 2006



Tanya C. Hart



◀ Professor Thomas Powell (second row, third from left) and Dean Paula Allen-Meares (far right) lead a fun fitness walk in March.

M UNIVERSITY OF MICHIGAN

SAVE THE DATE!

Fauri Lecture

Thursday, October 12, 2006
 Joycelyn Elders, former Surgeon
 General Director (1993–1994)
 1:00 p.m. ▼



Homecoming Tailgate Party

Saturday, October 28, 2006
 3 hours before kickoff
 School of Social Work courtyard

Front cover photo: Children and their parents learn to save money through the SEED program. See page 2. Photo by John Emley

Back cover photo by U-M Photo Services, Paul Jaronski

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MESSAGE FROM THE DEAN

Part of the mission of the School of Social Work is to prevent and ameliorate the consequences of poverty. I am pleased that in this issue of *Ongoing* we are highlighting the work of Professor Trina Williams Shanks, co-investigator of the Saving for Education, Entrepreneurship, and Downpayment (SEED) program (see p. 2). Through SEED, Professor Williams Shanks is working to develop the financial capacity of families that have suffered the effects of long-term, intergenerational poverty. This study has important implications for policy nationwide, as new interventions are needed to stop the cycle of poverty passing from parents to children to grandchildren.

Research is only one way in which the School is addressing these crucial social work issues. Students are getting firsthand experience with affecting change and addressing poverty through their field practicum. More options are now being developed for students to participate in the field both nationally and internationally. Professor Barry Checkoway will once again lead students into one of the most economically disinvested areas of the country that has been ravaged by years of poverty, the Mississippi Delta. Through the Program for Youth and Community, our students will work with the youth in these areas to support their citizenship development and their role as community builders (see p. 6).

Other encouraging field opportunities and international travel experiences are a result of attempts to globalize the School. In the past several years we have sent students to Ghana, Israel, Argentina, Russia, Pakistan, Switzerland, Vietnam, Mexico, Chile, and Costa Rica. We continue to encourage students to pursue international work and to seek valuable, enriching experiences (see pp. 16–17).

Educational guidance and field opportunities would mean nothing if the School did not have ambitious students who could take these lessons and set about changing the world. We are lucky to have such proactive students, such as the School of Social Work Disaster Relief Group. This student-led group became the second sponsored university organization at the School and was able to raise funds to travel to the Mississippi Gulf Coast during spring break. Their experiences of working with individuals, many of whom were already living in poverty before Hurricane Katrina ripped through their communities and left them even more vulnerable, are detailed in this issue (see p. 8). We are so proud of the work these students have accomplished and look forward to their future endeavors.

On March 16, 2006, the School held its first Social Work Research Mini-Retreat. Faculty and doctoral students engaged in scholarly exchange and open dialogue around their recent research. It was a successful event, which we hope will be repeated in the future. Much appreciation is extended to Robert Taylor, associate dean for research and the Sheila Feld Collegiate Professor of Social Work, and Associate Professor Michael Spencer for working with me to organize this event, and many thanks also to the participants and attendees.

We were also privileged to have several visiting scholars join our community this past year, bringing with them new perspectives and enriching discourse. Professors Elizabeth Ozanne of the University of Melbourne in Australia and Hiroko Yamada of Doshish University in Japan are both UM-SSW alumni. Additionally, Professors Ahmed Awad of Helwan University in Egypt, Gee-Sook Lee of Silla University in Korea, and Dayong



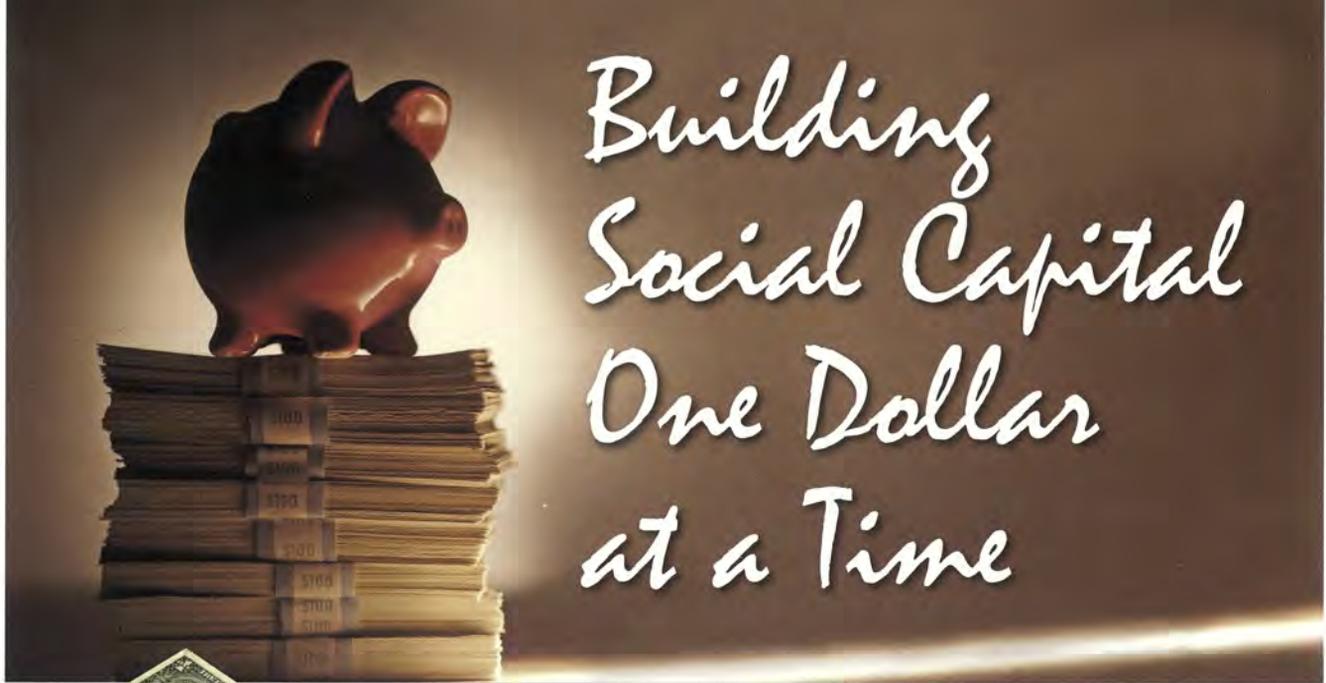
Hong of Renmin University in China are currently conducting research at the School.

The themes of privilege, oppression, diversity, and social justice (PODS) are the beacons that guide our reaffirmation process for reaccreditation of the MSW program. As social workers, we are trained to identify ways in which these concepts can be explored and addressed to assuage the needs of others. As is evident in this issue of *Ongoing*, we have both faculty and students who are leading the way in the quest for a better world.

As always, thank you for your support as we further our mutual goals in addressing the values and missions of this great profession!

Paula Allen-Meares

—Paula Allen-Meares, Dean
Norma Radin Collegiate
Professor of Social Work



Sporting a Scooby Dooby Doo sweatshirt, three-year-old Evan* walked into the classroom next to his mother, Debbie, while his twin sister Veronica followed, her pigtails sticking out behind her. The twins sat down quietly at the table while their mother set a slice of pizza before each of them.

As the twins ate, Debbie explained in a soft voice that she entered SEED to begin saving for her children's future. Between the twins and her thirteen-year-old daughter, she saw a heavy financial load when contemplating their college education. This program would provide her not only a down payment for the children's schooling but also further incentive to continue saving for their future.

Tonight, while Evan, Veronica, and other children listened to a story, their parents would learn how to read financial statements, and then together each parent and child would create a calendar outlining their goals for future deposits.

*not their real names

In his 1971 work *Blaming the Victim*, William Ryan pointed out that poverty, simply, is a lack of money. Today many of the people living in poverty, and especially the working poor, have no means or concept about how to build savings and consequently no wealth to transfer to subsequent generations.

In 1962 Michael Harrington wrote a book entitled *The Other America*, in which he noted that the poor were faced not only with a simple lack of money, but also with a lack of power—having little to no access to the political and social capital that comes with a certain financial standard of living, including business networks, political parties, and even the opportunity to vote.

The accumulation and transfer of wealth has long been seen as one determinant of the rich getting richer and the poor getting left behind. If one is unable to accumulate or transfer assets, the cycle of poverty is transferred to the next generation. Unfortunately, even with the success of some social programs, increases in

educational and employment opportunities, and tax relief, not much has changed in the years since Harrington and Ryan documented their observations.

One aspect that has changed is the approach to investigating and remedying the disparities between those with wealth and resultant social capital and those without. Trina Williams Shanks, assistant professor of social work, is currently leading the way in poverty disparities research as a co-investigator for a program entitled Saving for Education, Entrepreneurship, and Downpayment (SEED), “a 10-year national policy, practice, and research endeavor to develop, test, inform, and promote . . . financial education for children and youth” (CFED 2005).

On a basic level, SEED provides educational savings accounts—an initial contribution and matching funds—for participating children. Subsequent investments by parents or other means are typically matched at a 1:1 or 1:2 rate for a period of four years. The resulting monies, including interest earned, are then available for the child's educational needs.

The SEED program's theory is that by planting the seed of financial investment for a child's future, the outcome will yield benefits for the whole family, including greater involvement in the child's educational outcomes, a fundamental example about the importance of saving and financial goals, and the tangible result of savings enhanced by compound interest.

As Dr. Shanks testified during her invited testimony to the Senate Finance Committee Subcommittee on Social Security and Family Policy (April 2005), negative consequences for children living in familial poverty have been well-documented. Shanks sites two seminal works when discussing the concept of asset building: School of Social Work joint doctoral program graduate Michael Sherraden's 1991 study *Assets and the Poor*, and Oliver and Shapiro's 1995 *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. While offering concrete ideas for tackling the issues of wealth disparities, the works also prompted Shanks to consider additional questions: What positive consequences will the accumulation of

familial wealth have for children? Will assets level the playing field for children, even if factors such as parental education, home environment, and the effects of a neighborhood remain constant? How will changes in assets affect outcomes?

Shanks frames her fundamental research questions in this context: How does household wealth impact the behavior and education of young children, and do racial disparities decline as wealth among races reaches an equilibrium? By examining a cross-section of families in different financial situations utilizing the established model of matched savings accounts, Shanks and her peer researchers in SEED hope to provide concrete answers for both Congress and society at large.

History

The concept of providing savings accounts and matching funds to combat poverty is not new.

Because most forms of income subsidies had the effect of allowing people to merely maintain survival at poverty level on a day-to-day basis, researchers began asking what would happen if funds were utilized instead to help build savings and further asset development. From this question came one possible answer: Individual Development Accounts, or IDAs.

Developed for adult volunteers, IDAs serve as a means for asset accumulation, economic education, and an investment into the participants' futures. IDA participants typically have incomes of less than twice the poverty level. Similar to SEED, initial contributions are matched, with resulting funds available for a house down payment, business investment, or education or job training.

Research on IDAs has proven them to be an effective tool to encourage and provide opportunities for people to invest in themselves. From a few initial locations, IDAs have become part of a larger umbrella program. According to George Warren Brown School of Social Work's (GWB-SSW) Center for Social Development (n.d.), as of January 2003:

Convened as a team of associates, SEED partners include the Corporation for Enterprise Development (CFED), a nonprofit organization based in Washington D.C.; the Center for Social Development at GWB-SSW at Washington University in St. Louis (directed by Michael Sherraden); the Initiative on Financial Security of the Aspen Institute; the New

America Foundation; and the University of Kansas School of Social Welfare. As leaders in the IDA movement, both CFED and the Center for Social Development were integral in the policy and legislation component of the program.

Funding for SEED comes from the generous support of many foundations. Shanks' work and SEED in general are supported by the Ford Foundation. Additional support comes from the Charles and Helen Schwab Foundation, the Edwin Gould Foundation for Children, the Evelyn and Walter Haas, Jr. Fund, the Ewing Marion

Kauffman Foundation, the Richard and Rhoda Goldman Fund, the Jim Casey Youth Opportunities Initiative, the Charles Stewart Mott Foundation, the W.K. Kellogg Foundation, the MetLife Foundation, and the Citigroup Foundation.

Joining with the program partners and funders, community, policy, and educational entities throughout the United States participate in the design and administration of the savings accounts and in the dissemination of information, recruitment, and enrollment of participants.

Truly a Michigan Difference

Along with a unique partner, Shanks acts as co-investigator for the impact portion of SEED. Identified as the preschool demonstration and impact assessment

John Emley



Head Start children listen to a story as their parents learn about savings accounts.

- ▶ Thirty states have included IDAs in their Temporary Assistance for Needy Families (TANF) plans.
- ▶ Thirty-four states, Washington, D.C., and Puerto Rico have passed some form of IDA legislation.
- ▶ Only six states have no known IDA activity.

Many Players, One Goal

The SEED program was conceptualized based in part upon the existing support data for IDAs. From IDA research, SEED partners put forth a very basic question: If saving is good, would starting to save at a younger age be better?

partner, Oakland Livingston Human Services Agency (OLHSA), located in Pontiac, Michigan, serves as the central location at which Shanks works with SEED staff, parents, and Head Start students. Shanks conducts survey research with a specific population of families at what is termed an experimental site, tracking 500 Head Start families who have SEED accounts, as well as a similar population in a control group who do not participate in the accounts.

Specific guidelines were established for the site's recruitment of participating Head Start families. Families with a three- or four-year-old child in the OLHSA Head Start Program were invited to enroll. According to Shanks, almost all participants' household incomes are below

the life of the account. While participants can shift their preference over the life of the program, most select the guaranteed yield option. The funds are not considered to be passbook savings, and there is a penalty of 10 percent for withdrawal or use for purposes other than education.

Shanks' research commenced in 2004. That fall, survey questionnaires were presented to both the savings and control groups. A follow-up questionnaire will be given in 2008. Besides tracking demographics, Shanks' research will examine numerous factors, both concrete and abstract, that may or may not affect the ability of a household to accumulate and transfer wealth, particularly in relation to a child's education, and also seeks to analyze any indicators that may predict savings. It

cannot be ruled out that those who participate are predisposed to saving, a potentially important factor for consideration.

In addition to Shanks' work with Head Start children, other researchers are establishing accounts for cohorts at the elementary, middle school, and high school levels. Investigators hope to follow these children over time in order to compare the outcomes of investing at different ages, note what parents can and will do over time with educational options for their child, and

potentially examine school engagement, behavioral problems, or other factors related to parent-child engagement.

A major aspect of Shank's investigation involves expectations. What are parents' expectations for their child's academic success? Are these expectations affected by the quality of the parent-child relationship, parental involvement, household stress (economic or other stressors), home ownership, income levels and/or stability, employment, or mental health issues? How do expectations change? Do expectations link to other social indicators or services, and if so, how? These are but a few of the crucial questions posed in

relation to how families plan for their child's future.

In the larger picture of the SEED program, the monies provided stand as an investment in positive expectations, with additional training or college education emerging as true opportunities, where once they may not have been a possibility. The factors that can make these opportunities a reality—including participation in the SEED accounts—or change a child's path entirely can provide crucial information about the role of wealth building and benefits for the entire family.

Costs and Benefits— Not Always About Money

At first blush, participation in both IDAs and SEED appears to be an incredible foundation for building wealth. Why would people not take advantage of this offering? The SEED-recruiting partners found several stumbling blocks when recruiting participating families. Some were reluctant to provide the personal and/or financial data required for participation. Others were afraid that this was just too good to be true or were wary of a potential scam. Still others were mistrustful of all banking/financial institutions, regardless of the legitimacy of SEED itself.

Logistics were also a barrier for many, some reporting that they lacked adequate additional funds to contribute, some concerned about contributing to a restricted account and ending up short in an emergency, and others who could not see a plan for their child's future when today's issues were foremost on their minds. Families who were receiving other forms of public assistance were concerned that accepting SEED funds might negatively affect their ability to receive other benefits.

Recruitment partners overcame many of these issues. After overhearing that a bank holding SEED accounts had been robbed on numerous occasions, program personnel noted that the trustworthiness and credibility of the institutions holding accounts played a crucial



Trina Williams Shanks, fourth from the left, with SEED staff in Pontiac, Michigan.

poverty level. Participating families were provided a Michigan 529 Educational Savings Plan, administered by the Michigan State Treasurer's Office: an initial contribution of \$800 from funding sources, and a \$200 match from the State of Michigan, with any additions to the fund to be matched 1:1 over a four-year period.

The initial \$1,000 total was invested through TIAA-CREF, a traditional education savings plan resource. Upon enrollment, children's parents or guardians were given a choice between investing the funds in a stock program or a guaranteed yield option. Both accrue interest tax-free for

role in participation. Some programs required that parents send in an initial contribution before receiving their \$800 deposit. Removing this condition resulted in an increased enrollment (CFED 2005).

A New Way of Thinking

Many of the SEED recruitment partners indicated that often the issues they saw boiled down to trust: whether parents mistrust formal institutions, the program, account holders, the opportunity SEED funds could provide for their child, or even their ability to have goals for themselves and their children. The issue of trust is a good example of Harrington's claim that with poverty comes the lack of social power. If people are not familiar with how to save or utilize savings vehicles, how financial systems work, or how assets represent more than being able to pay bills on a day-to-day basis, they lose power, perhaps faith, and certainly trust in how SEED and other programs could work for them.

Shanks hopes that SEED accounts and research will form a foundation of good financial habits in children and their families, teaching them how to save, take advantage of compound interest, and plan for financial emergencies, as well as providing hope for the future and expanding the range of possible options for the focal child and the family unit. "If they can save and make college education a reality, what else might be possible?" she asks. "Working together to reach a goal and knowing there will be support when attempting positive aspirations will hopefully motivate other positive risks."

The Future of Children's Savings Accounts

The future of children's savings accounts is now. In addition to the widespread support of the SEED program throughout the United States, those with the power to shape public policy have taken note and taken action.

Shanks' testimony to the Senate Finance Committee was followed one

week later by the re-introduction of the bipartisan America Saving for Personal Investment, Retirement, and Education Act (the ASPIRE Act of 2005). More recently, Senator Max Baucus, ranking member on the Senate Finance Committee, introduced the concept of Young Saver's Accounts, a ROTH IRA vehicle for children and their families to save for education, a home, or retirement (New America 2006).

Children's savings accounts are also spurring action in other countries around the globe. Great Britain has been a leading nation through their Child Trust Fund (CTF) program. In April 2005 the CTF began to provide each child born in Great Britain beginning in September 2002 with a voucher for £250, or approximately \$450 US, with which to start a savings account (Aspen 2004). More information on this and the American initiatives may be found on the Web sites listed at the end of this article.

Seeds Sown, Dreams Within Reach

It is clear that SEED has been built upon the empirical evidence that savings accounts are an effective tool in assisting low income and impoverished people to attain assets that provide security and subsequently inspire hope. With governments around the world taking note and creating policy centered on this vital initiative, Dr. Shanks, her colleagues in funding foundations, participating universities, and community organizations are quite literally planting the seeds of positive change in our society.

The implications of Shanks' work are far-reaching. In January of this year, the United States Commerce Department reported that savings for all Americans were at a dismal level, with a low unseen since the days of the Great Depression (Crutsinger 2006). Americans have found themselves in the position to learn the benefits of creating a stockpile of financial security. Lessons and answers from SEED

research have the potential not only to transform the educational aspirations and opportunities of low income children, but also to shape and inform the way all Americans invest in themselves, their children, and the future.

—Melissa Wiersema is special projects coordinator for the School of Social Work.

For More Information

www.ssw.umich.edu/faculty/profile-trwilli.html

www.assetbuilding.org/AssetBuilding/indexcfm?pg=docs&SecID=102&more=yes&DocID=1246

www.cfed.org/focus.m?parentid=31&siteid=288&id=288

gwbweb.wustl.edu/csd/SEED/SEED.htm

www.newamerica.net/Download_Docs/pdfs/Doc_File_2937_1.pdf

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As a group of high school students watched, a crop-dusting plane swooped low over a cotton field and sprayed pesticides near an elementary school playground where children were playing. In response, the young people researched the harmful effects of pesticides and presented the information to county health officials, who placed a moratorium on aerial spraying adjacent to schools. Sound far-fetched for young people to be making such a difference? It happened in the Mississippi Delta.

Through the work of Professor Barry Checkoway, his colleague Katie Richards-Schuster, and a succession of social work students, the School of Social Work's Program for Youth and Community has been helping young people in the Mississippi Delta document conditions in their communities and then act on their findings. Over time, Checkoway and Richards-Schuster have learned that young people participate actively in the community and create change on environmental justice, civil rights, and other issues. This spring, a team of four students will participate in a group field placement to address racial segregation, school reform, and other issues that affect young people.

The Mississippi Delta is located north of Jackson between the Mississippi and Yazoo Rivers, one of the nation's most economically disinvested and racially segregated areas. "These are the children and grandchildren of the civil rights movement," says Checkoway. Richards-Schuster, who earned her PhD at the School in April and is now a post-doctoral fellow, agrees, "The work in Mississippi is about continuing to bring people into the civil rights movement."

Nsombi Lambright, executive director of the Mississippi ACLU and field liaison for this spring's field placement, has worked with Checkoway and Richards-Schuster for years. "Their assistance here in Mississippi has been invaluable to us. This area of the country does not always respect the rights of youth, but Barry and Katie have helped us to teach young people that they have a voice. As a result of their work, more young people have emerged in leadership roles in grassroots organizations."

The Program for Youth and Community offers workshops on participatory evaluation, program planning, and community change to young people ages 15–22, who come with adults in intergenerational community teams with ideas in

mind for a project of their own choosing. They gain practical skills through the workshop and leave with plans for implementation upon returning home. The teams work through grassroots groups, community centers, civil rights agencies, and other local organizations.

At the workshops, the youth identify problems or issues that they have encountered in their community, such as a high percentage of dropouts serving time in the correctional system, or racial disparities in schools. Checkoway and other facilitators help them to articulate their issues and address questions: What do you want to know? What questions will you ask? What are some sources of information? What are some root causes of the problem? What are some alternative solutions and actions? "Over a three-day period they go from just having an idea for a project to developing an actual plan to create community change," Checkoway says.

The youth then return to their communities to work on the issues. After several months, they attend follow-up meetings with the facilitators, who provide technical assistance and support. They report on their projects, which range from leading a "School House 2 Jail House"

YOUNG PEOPLE CREATING COMMUNITY CHANGE IN THE MISSISSIPPI DELTA



campaign to holding strategy meetings to involve other young people in community change. An underlying belief is that young people are competent citizens and community builders. “Through these workshops,” Checkoway says, “young people learn that they can join together in solidarity, take action, and create community change.”

Checkoway and Richards-Schuster began their work in the Mississippi Delta with Lifting New Voices, a project funded by the Kellogg and Ford Foundations that involved community-based organizations in the South Bronx, New York; Albuquerque, New Mexico; East Oakland, California; Des Moines, Iowa; Providence, Rhode Island; and Jackson, Mississippi. Although Lifting New Voices has ended, they continue their relationships with all of the original communities, but particularly with the Mississippi communities. Now called the Program for Youth and Community, the work is still funded by the Kellogg Foundation, as well as others, including U-M Regent Olivia P. Maynard and the Highfield Foundation.

Checkoway explains the program’s objectives: “We want to increase the involvement of young people at the community level, build organizational capacity, and help create community changes responsive to concerns and goals expressed by the community; and we want to do so in ways that strengthen university–community collaboration.” Richards-Schuster continues, “We are looking at big questions, such as: Why is it that in some of the nation’s most disinvested areas, there are young people who arise and create change? What strategies do they employ, and what lessons can be learned?”

Why do people in Mississippi communities want to work with students and faculty from the University of Michigan? Richards-Schuster recognizes, “Years of building trust and relationship are the basis for the work. If some groups trust us, then



Young people at a Mississippi workshop develop a plan for community change.



Professor Barry Checkoway, post-doctoral fellow Katie Richards-Schuster, and field liaison Nsombi Lambright discuss the upcoming field placement with MSW students Megan Franklin, Naomi Milstein, Lara Law, and Cassandra St.Vil.

other groups come. We have an attitude of learning from the communities rather than presupposing. This enables us to work together despite our differences.”

The Program for Youth and Community builds upon earlier relationships in the area. In 2002, for example, Sarah Phillips (MSW ’02), one of Checkoway’s students, visited Duck Hill, Mississippi (population 1,000). She stayed with Al White, who chaired the school board, and his wife Drustella, who was vice mayor of Duck Hill and directed a local community youth organization that sought to increase youth leadership in the community.

“The young people are drawn to Drustella because of her lifelong commitment to social change,” Phillips says. “You can find young people in her living room all day, laughing and talking together.” The youth’s projects range from signing up people to vote and testifying at school board meetings to addressing corporal

punishment in schools and arranging Black History Month talent shows. Phillips recorded the Whites’ model of youth empowerment, which has developed into projects in other communities.

Naomi Milstein, an MSW student who is participating in the Mississippi field placement this summer, appreciates the focus on youth development and school reform. With Checkoway’s encouragement, she attended a March 2005 Jackson, Mississippi, workshop and made four follow-up site visits that summer. Checkoway also convinced her to apply to the School, where she began her studies last September. “Originally I had never thought of going to Mississippi,” Milstein admits. “But I saw that the work going on there is truly significant. There is amazing organizing work happening in civil rights, youth rights, juvenile justice, and school reform.”

Checkoway hopes to increase involvement of students in this work. This spring’s field placement affords an opportunity for an entire team of students to spend extended time in the area. “Through this field placement,” Checkoway says, “students will learn from the community in ways that contribute to their educational objectives while also supporting the goals of the community.” The School is providing funds for housing, transportation, and food.

Checkoway and Richards-Schuster are committed to work with the communities over the long haul. Richards-Schuster states, “Our work in Mississippi is a wonderful opportunity to learn from the community, which includes highly experienced, passionate, life-long community organizers. We value our partnership over the years and know that the students will have an extraordinary experience this summer.”

—Tanya C. Hart is the editor of *Ongoing*.



HELPING HURRICANE KATRINA SURVIVORS: MSW STUDENTS LAUNCH DISASTER RELIEF GROUP

Getty Images News/Ross Taylor

When Hurricane Katrina swept across the Southern states on August 23, 2005, leaving disaster in its wake, the School held a silent auction, raising over \$3,000 for the survivors through the generosity of students, staff, faculty, alumni, and friends. Feeling the plight of those who had fled the area and were now homeless, a group of students wanting to do more planned a spring break trip to volunteer their services on the Mississippi coast and formed the School of Social Work Disaster Relief Group (SSWDRG) to address current and future disasters.

Originally, six students met together to consider the potential role of the School of Social Work in such disaster relief. “We saw Hurricane Katrina’s catastrophic damage,” says Brian Deakins, MSW student, “and were upset with the federal and state response, particularly because the survivors were marginalized groups who didn’t get the services they needed.”

As the group made plans for a spring break trip, they developed a set of criteria for their volunteer work: it must be meaningful and valuable for the participants, the community members, the organization, and the School of Social Work. They agreed on Camp Coast Care (CCC),

a hurricane relief facility of Lutheran Episcopal Services in Mississippi located in Long Beach, Mississippi, which could handle many volunteers and provided housing. Camp Coast Care, located between Gulfport and Biloxi, Mississippi, provides food, clothing, medical, mental health, and construction services to over 1,600 community members daily.

Twenty people volunteered for the trip, including seventeen current MSW students and one alumna. To raise funds, they appealed to the School and friends and family members. The Edward Ginsburg Center for Community Service and Learning was their first major contributor. Dean Paula Allen-Meares allocated \$2,600 from the School, while she and the faculty gave significant amounts out of their own pockets.

In addition to organizing a spring break trip, the group considered the School’s response to future disasters. Emily Carmody, MSW student, explains, “We decided to form an organization because we were concerned about what would happen later to those affected by Hurricane Katrina. This is an ongoing need and issue that social workers should address. We wanted to provide not just help for one week but a forum for discussion of those issues.”

The SSWDRG fulfilled the extra work required to become a sponsored university organization, the only one at the School outside of the student union and one of the first at the university under new rules. The group formed a constitution, made a presentation before the University of Michigan student assembly, and obtained sponsorship from the School’s dean’s office and the School’s Office of Student Services. “The SSWDRG will ensure a significant response from the nation’s #1 school of social work in the event of any future disasters,” wrote Anissa Adkins, MSW student, in a letter to the dean. “This is a responsibility that motivates our group personally and upholds the values of our profession.”

The twenty-member team drove to Mississippi in vans on Saturday, February 25, and returned the following Saturday, March 4. Some did intakes, determining whether CCC could provide food boxes, bedding materials, kitchen sets, or construction services. Most spent the week on demolition and yard work projects at five houses. The School of Social Work team members were among 70–100 CCC volunteers who slept on cots in a gymnasium.

The following journal entries give a glimpse of their trip.

—Tanya C. Hart is the editor of *Ongoing*.

2/27/06

Day 1: Exposing Poverty

I spent my first day at Camp Coast Care doing intakes at the base. I met with Tessie, Regina, and Jackie*—three strong, beautiful, resilient women. Although their lives had been significantly impacted by the storm, the common thread that ran through their very different stories and lives was that they were not devastated by Katrina. Instead, these women had all been plagued by a lack of services and decent employment for years. Katrina merely tipped their scales to points where they had to (and it became socially acceptable to) ask for outside help and services.

Tessie needed extra food and household goods to help care for her infant and blind seven-year-old daughter. Regina was tremendously grateful for a kitchen set and sheets. She hadn't had the money to buy these things for herself and her husband in a long time. And Jackie, uninsured and partially disabled by three strokes in the past two years, needed any food and services that CCC could provide to supplement her meager salary at a laundromat.

These women reminded me that Katrina hit what was already a struggling area of the country, one that is too often forgotten. I couldn't help but think after talking with each of them that maybe some good will come out of the storm after all for some of the residents of the Gulf Coast. Maybe the persistent poverty and lack of services that was so exposed during the post-storm footage will indeed be tackled and remedied. That is, if we don't forget what we witnessed as a nation.

—Lara Law

*not their real names



MSW student Anissa Adkins guts a home damaged by Hurricane Katrina.

Twenty volunteered in Mississippi with the School of Social Work Disaster Relief Group over spring break.



2/28/06

Day 2: Attacking One Board at a Time

Driving down US 90 is like driving in a deserted, long-forgotten city. It is right on the coast where the destruction is the worst. Whole homes have been completely wiped away, while some structures remain in shambles. I have to use my imagination to make this vision into a city, a home, a life. Some say that beautiful Southern antebellum homes used to decorate this drive down highway 90. All I see is brick and trees with tattered cloth sagging and wrapping around bent branches.

—Heather Swope

The couple we helped today—a retired oceanographer and a university journalism teacher—were told by FEMA that they had homeowner's insurance and therefore qualified for only \$500 for lost food and \$500 for a tree that went down. The problem, though, is that they didn't have flood insurance, so everything damaged inside by the seven feet of water is not covered. Their house is a complete wreck. They are within two blocks of the Gulf and now have an ocean view because all of the houses on that side were destroyed and three of them ended up in their yard.

There are two images stuck in my mind. The first is Lewis and his wife riding out a hurricane this bad in an attic of a shaking house, and Lewis coming downstairs after the water fell to clear a path through mounds of shrimp and fish so his wife could get out. The second is the image of both of them working steadily beside us as we cleared away the overwhelming debris of the remains of houses in their backyard, and the wife's resignation to the task of sifting through debris, still hoping to find remains of her china after six months of doing the same thing day after day.

It was very satisfying to see what we could accomplish in just one day. I don't feel like I could ever take my home for granted again. I have an even stronger sense of our fragility and also how possible it is to just keep moving. I know now that you just attack it one board at a time.

—Mary Jo Adgate

3/1/06

Day 3: Working on Crew

My body aches but, wow, did we make some great progress today! The 'Michigan 2 Crew' headed out to a new house today to gut the place and remove debris. The house had experienced severe flooding, so we had to remove all the wood, sheetrock, and insulation. Mold was visible throughout.

Pass Christian, the town we were working in, was hit very hard and many people were killed in the storm. As we drove by each house, we could see the visible markings left by rescue crews and first responders as they searched house by house for bodies. An X was spray painted on each house. One section denoted which rescue crew searched the house and another marked how many bodies were found. I found it difficult to drive down the street without looking at each house to note their personal tragedy.

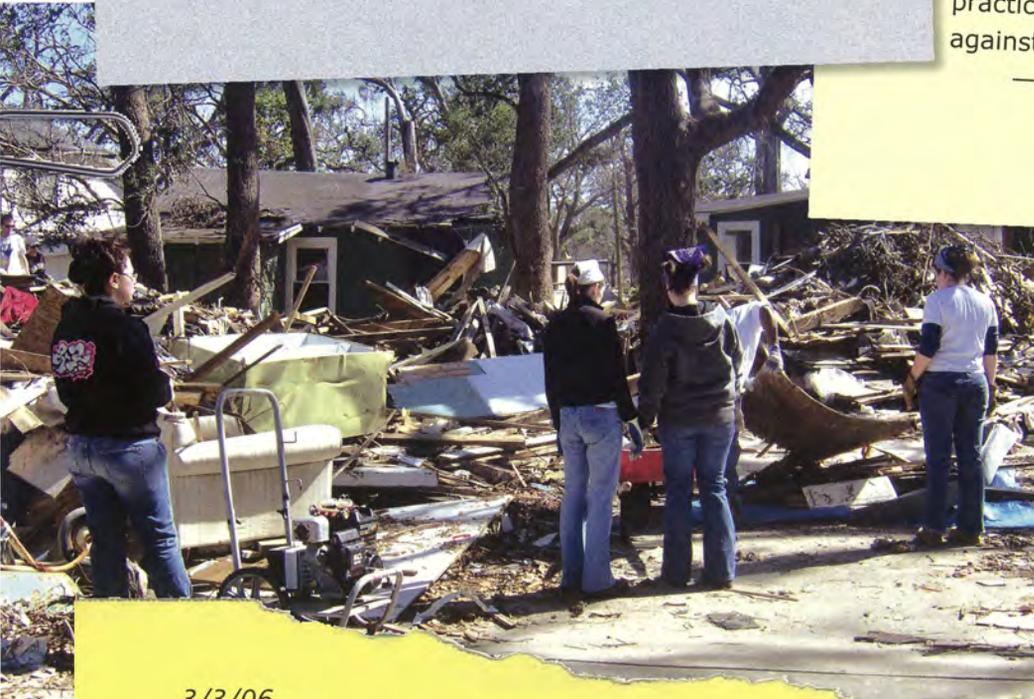
—Kate Hadden

3/2/06

Day 4: Appreciating Teamwork

This experience has taught me a valuable lesson in teamwork and perseverance. There is no way one person could have done the work that we did as swiftly as we did. In addition, there were times when it would have been easier to succumb to our aches, pains, and feelings of being overwhelmed; however, we knuckled down and accomplished the clearing of an entire lot and the gutting of a house. The power of the many acting as an indomitable one is a lesson that has implications for social work practice. There is no problem that stands against the unified will of the human spirit.

—Jason Anthony Plummer



To find out more about ways to assist with future disaster relief projects through the School of Social Work, contact sswdrinfo@umich.edu.

School of Social Work
students survey debris
caused by Hurricane Katrina.

3/3/06

Day 5: Looking Beyond Ourselves

There have been a lot of wonderful and insightful conversations this week, both amongst ourselves and volunteers and with the people living here in Mississippi. I have learned a tremendous amount about human need and human resiliency through my time here. I've also learned quite a bit about myself, which has surprised me the most but in a good way. I will leave Mississippi and Camp Coast Care with a new level of understanding. For that, and for all the people I've gotten to know through this trip, I am thankful!

—Katie Galanes, MSW '05

Despite all the devastation that I've seen this week, I'm encouraged every day when new groups come to Camp Coast Care ready to work and wanting to help. I am inspired every day when the Michigan crew gets up, shakes off fatigue and pain, and jumps right into our projects. The unity and determination give hope that restoration is possible.

Being here at Camp Coast Care has shown me how much life experience and a compassionate heart can do in this type of work. I want to make sure that my purpose in the MSW program is about the service more than the degree. I hope that my actions concerning what I have seen and experienced this week will reflect that commitment. It is so important to look beyond ourselves.

—Anissa Adkins

Dean Is Editor of a Practice Book

Dean Paula Allen-Meares is one of three editors of a book that provides best practices to social workers, counselors, and mental health professionals: Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The School Services Sourcebook: A Guide for School-Based Professionals*. New York: Oxford University Press.

The 114 chapters include the following by the faculty:

Faller, K. C.
Helping students who have been physically or sexually abused: Strategies and interventions (pp. 377–382).

Ruffolo, M.
Enhancing skills of students vulnerable to underachievement and academic failure (pp. 405–411).

Garvin, C. D. Designing and facilitating support groups and therapy groups with adolescents: Importance of the topic for schools (pp. 587–594).

Oyserman, D. Working with culturally/racially diverse students to improve connection to school and academic performance (pp. 753–763).

Woolley, M. E. Advancing a positive school climate for students, families, and staff (pp. 777–783).

Spencer, M. S., & Clarke, J. S. Engaging with culturally and racially diverse families (pp. 785–792).

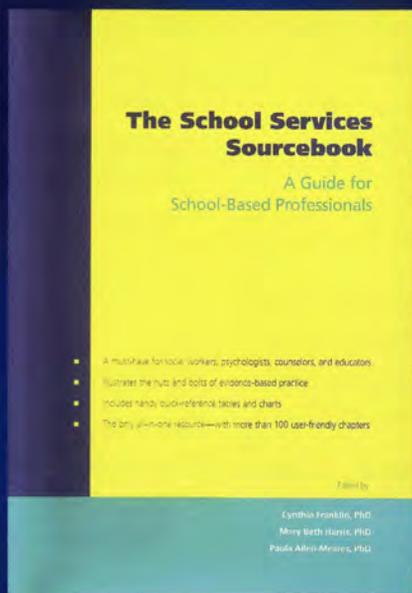
Delva, J., & Carpenter, L. M. Multiple Hispanic cultures: Considerations for working with students and families (pp. 819–825).

Hollingsworth, L. D.
Interrace, transrace: The post-modern youth culture (pp. 853–860).

Tropman, J. E.,
Woolley, M. E.,
Zhu, L., &
Smith, R. When supervisor and supervisee are of different disciplines: Guidelines and resources (pp. 1147–1156).

Jayarajne, S. Best practices for avoiding burnout (pp. 1173–1181).

Allen-Meares, P. Where do we go from here? Mental health workers and the implementation of an evidence-based practice (pp. 1189–1194).



RECENT FACULTY PUBLICATIONS

Children, Youth, and Families

Faller, K. C. (2005). False accusations of child maltreatment: A contested issue. *Child Abuse & Neglect: The International Journal*, 29, 1327–1331.

Faller, K. C. (2005). Anatomical dolls: Their use in assessment of children who may have been sexually abused. *Journal of Child Sexual Abuse*, 14, 1–21.

Grogan-Kaylor, A. (2005). Corporal punishment and the growth trajectory of children's antisocial behavior. *Child Maltreatment*, 10, 283–292.

Hollingsworth, L. D. (2005). Birth mothers whose parental rights are terminated: Implications for services. In G. P. Mallon & P. McCartt Hess (Eds.), *Child Welfare for the 21st Century: A Handbook of Practices, Policies, and Programs* (pp. 469–481). New York: Columbia University Press.

Staller, K. (2005). Runaway and homeless youth: Policy and services. In G. P. Mallon & P. McCartt Hess (Eds.), *Child Welfare for the 21st Century: A Handbook of Practices, Policies, and Programs* (pp. 228–245). New York: Columbia University Press.

Woolley, M. E., & Grogan-Kaylor, A. (2006). Protective family factors in the context of neighborhood: Promoting positive school outcomes. *Family Relations*, 55, 93–104.

Community and Groups

Chadiha, L. A. (2006). Overview: Cultural diversity and social work with older adults. In B. Berkman & S. D'Ambruoso (Eds.), L. A. Chadiha (Section Ed.), *The Oxford Handbook of Social Work in Health and*

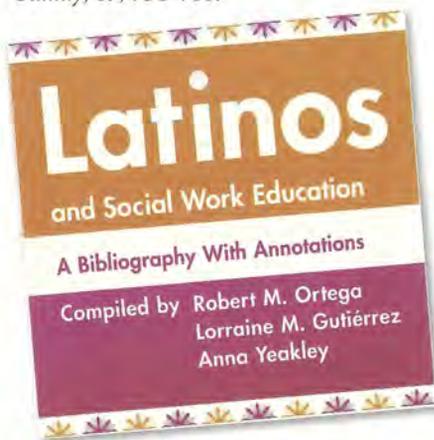
Aging (pp. 245–246). New York: Oxford University Press.

Chadiha, L. A., Brown, E., & Aranda, M. (2006). Older African Americans and Black populations. In B. Berkman and S. D'Ambruoso (Eds.), *The Oxford Handbook of Social Work and Health in Aging* (pp. 247–256). New York: Oxford University Press.

Jonson-Reid, M., Davis, L., Saunders, J., Williams, T., & Williams, J. H. (2005). Academic self-efficacy among African American youth: Implications for school social work practice. *Children and Schools, 27*, 5–14.

Krause, N., & Chatters, L. M. (2005). Exploring race differences in a multidimensional battery of prayer measures among older adults. *Sociology of Religion, 66*, 2–4.

Lincoln, K. D., Chatters, L. M., & Taylor, R. J. (2005). Social support, traumatic events, and depressive symptoms among African Americans. *Journal of Marriage and Family, 67*, 754–766.



Ortega, R. M., Gutiérrez, L. M., & Yeakley, A. (2006). *Latinos and Social Work Education: A Bibliography with Annotations*. Alexandria, VA: Council on Social Work Education.

Shanks, T. R. W. (2005). The Homestead Act: A major asset-building policy in American history. In M. Sherraden (Ed.), *Inclusion in the American Dream: Assets,*

Poverty, and Public Policy. New York: Oxford University Press.

Spencer, M. S., Fitch, D., Grogan-Kaylor, A., & McBeath, B. The equivalence of the behavior problem index across U.S. ethnic groups. *Journal of Cross-Cultural Psychology, 36*, 573–589.

Tropman, J. E. (2006). *Supervision and Management in Nonprofits and Human Services: How Not to Become the Administrator You Always Hated*. Peosta, IA: Eddie Bowers Publishing, Inc.

Tropman, J. E., & Stotzer, R. L. (2006). Professionalizing social work at the national level: Women social work leaders, 1910–1982. *Journal of Women and Social Work, 21*, 9–27.

Health

Feld, S., Dunkle, R. E., & Schroepfer, T. (2005). When do couples expand their ADL caregiver network beyond the marital dyad? *Marriage and Family Review, 37*, 27–44.

Finlayson, T., Siefert, K., Ismail, A., Delva, J., & Sohn, W. (2005). Reliability and validity of brief measures of oral health-related knowledge, self-efficacy, and fatalism in mothers of African American children. *Pediatric Dentistry, 27*, 422–428.

Li, L. W., & Rafferty, J. (2006). Policies affecting families of older adults with care needs. In Berkman, B. (Ed.), *Oxford Handbook of Social Work in Health and Aging* (pp. 915–922). New York: Oxford University Press.

Li, L. W., (2005). Predictors of ADL disability trajectories among low-income frail elders in the community. *Research on Aging, 27*(6), 615–642.

Tapia Granados, J. A. (2005). Increasing mortality during the expansions of the US economy, 1900–1996. *International Journal of Epidemiology, 34*, 1194–1202.

Tapia Granados, J. A. (2005). Recessions and mortality in Spain, 1980–1997.

European Journal of Population/Revue européenne de démographie, 21, 393–422.

Tapia Granados, J. A. (2005). Response: On economic growth, business fluctuations, and health progress. *International Journal of Epidemiology, 34*, 1226–1233.

Two Feathers, J., Kieffer, E. C., Palmisano, G., Anderson, M.,

Sinco, B., Janz, N., Heisler, M., Spencer, M., Guzman, R., Thompson, J., Wisdom, K., & James, S. A. (2005). Racial and Ethnic Approaches to Community Health (REACH) Detroit Partnership: Improving diabetes-related outcomes among African American and Latino adults. *American Journal of Public Health, 95*, 1552–1560.

History

Reisch, M. (2005). Lillian D. Wald (1867–1940). In J. M. Herrick & P. H. Stuart (Eds.), *Encyclopedia of Social Welfare History in North America* (pp. 419–420). Thousand Oaks, CA: Sage Publications.

Reisch, M. (2005). Social justice (United States). In J. M. Herrick & P. H. Stuart (Eds.), *Encyclopedia of Social Welfare History in North America* (pp. 340–342). Thousand Oaks, CA: Sage Publications.

Tropman, J. E., & Stotzer, R. L. (2005). National Conference on Social Welfare (United States). In J. M. Herrick & P. H. Stuart (Eds.), *Encyclopedia of Social Welfare History in North America* (pp. 253–255). Thousand Oaks, CA: Sage Publications.

Mental Health

Gioia, D. (2005). Career development in schizophrenia: A heuristic framework. *Community Mental Health Journal*, 41, 307–325.

Heflin, C., Siefert, K., & Williams, D. R. (2005). Food insufficiency and mental health: Findings from a three-year panel of welfare recipients. *Social Science & Medicine*, 61, 1971–1982.

Oyserman, D., Bybee, D., Mowbray, C., & Hart-Johnson, T. (2005). When mothers have serious mental health problems: Parenting as a proximal mediator. *Journal of Adolescence*, 28, 443–463.

Ruffolo, M. C., Kuhn, M. T., & Evans, M. E. (2006). Developing a parent-professional team leadership model in group work: Work with families with children experiencing behavioral and emotional problems. *Social Work*, 51, 39–48.

Research and Evaluation

Kieffer, E. C., Salabarría-Peña, Y., Odoms-Young, A. M., Willis, S. K., Baber, K. E., & Guzman, J. R. (2005). The application of focus group methodologies to community-based participatory research. In B. A. Israel, E. Eng, A. J. Schultz, & E. A. Parker (Eds.), *Methods in Community-Based Participatory Research for Health* (pp. 146–166). San Francisco, CA: Jossey-Bass.

Tolman, R. M., & Wang, H. C. (2005). Domestic violence and women's employment: Fixed effects models of three waves of women's employment study data. *American Journal of Community Psychology*, 36, 147–158.

Yoshihama, M., Gillespie B., Hammock A. C., Belli, R. E., & Tolman, R. M. (2005). Does the Life History Calendar method facilitate the recall of intimate partner violence? Comparison of two methods of data collection. *Social Work Research*, 29, 151–163.

RECENT FACULTY HONORS, AWARDS, AND PRESENTATIONS

Barry Checkoway has been named a faculty fellow of the U-M National Center for Institutional Diversity. With support from the Skillman Foundation and Monts, Checkoway and a team of graduate students and community collaborators from the greater Detroit area are expanding a program of youth dialogues for high school students of different social identities who live in the city of Detroit and surrounding suburbs.

In November 2005, Douglas Davies was elected to the National Academies of Practice as a “Distinguished Social Work Practitioner,” an honor limited to 150 national social workers annually. The

U-M Photo Services: Martin Vloet



Douglas Davies

National Academies of Practice was founded in 1981 to advise governmental bodies on problems of health care. In addition, in September 2005 he was named a “Distinguished Infant Mental Health Mentor” by the Michigan Association for Infant Mental Health.

Douglas Davies presented on “Trauma, Neglect, and Brain Development in Young Children: New Knowledge for

Practitioners” at the Council on Social Work Education’s Annual Program Meeting in Chicago on February 18, 2006.

On January 4, 2006, Jorge Delva and Kristine Siefert’s research on tobacco use among Detroit African Americans was highlighted on the weekly radio program “HealthBeat Tips,” sponsored by the U.S. Department of Health and Human Services (<http://www.hhs.gov/news/healthbeat>).

Lorraine Gutiérrez gave the 18th annual Carl A. Scott Memorial Lecture on February 18, 2006, at the annual program meeting of the Council on Social Work Education held in Chicago. She spoke on “Empowerment for social justice in the 21st Century.”

Sean Joe is a founding director of the Emerging Scholars Interdisciplinary Network, which is holding a summer institute on campus this June and July. Program activities include a workshop to help students develop empirically based, data-driven research papers, a four-week statistics course through U-M’s Inter-university Consortium for Political and Social Research (ICPSR), and a four-week ICPSR series called Methodological Issues in Quantitative Research on Race and Ethnicity. For more information, see www.emergingscholars.net.

In February 2006, Daphna Oyserman was invited to address the 23rd annual Cross-Cultural Winter Roundtable for Psychology and Education, Teachers College, Columbia University, New York City. The title of her talk was “Possible Selves and Social Identities: When and How They Promote School Performance.”

Trina Williams Shanks was featured in the January/February 2006 edition of the NAACP’s *Crisis* magazine regarding the non-profit organization Christian Community Services, Inc., which she helped to found in Nashville, Tennessee.

GRANTS

Federal Grants

Jorge Delva, Co-Investigator

(James Jackson, PI [ISR])

Department of Health and Human Services, National Institutes of Health
National Institute on Aging

Family Connections Across Generations and Nations—NIDA Supplement

Overall Award Amount: \$449,781

SSW Award Amount: \$79,063

Robert Taylor, Co-Investigator

(James Jackson, PI [ISR])

Department of Health and Human Services, National Institutes of Health
National Institute of Child Health and Human Development

National Survey of American Life

Overall Award Amount: \$1,273,185

SSW Award Amount: \$46,097

Mieko Yoshihama, PI

Department of Health and Human Services, Centers for Disease Control and Prevention

Communications Campaign to Prevent IPV Among Metro Detroit Indians

Award Amount: \$1,952,101

Mieko Yoshihama, PI

U.S. Department of Justice,
National Institute of Justice

Justice System Responses to Intimate Partner Violence in Asian Communities

Award Amount: \$570,448

Foundation Grants

Paula Allen-Meares and Larry Gant,

Co-Investigators

Skillman Foundation

Community Building Partnership for Selected Detroit Communities

Award Amount: \$900,000

Ruth Dunkle, PI

Gerontological Society of America/
John A. Hartford Foundation

Social Support and Patterns of Formal

and Informal Help Use for Mental Disorders: Understanding the Effect of Aging Using the National Survey of American Lives (Dissertation funding for Amanda Toler)

Award Amount: \$50,000

Sean Joe, PI

Foundation for Child Development Building ESIN's Capacity to Deliver Web-Based Career Development and Research Activities

Award Amount: \$25,000

Trina Shanks, PI

University of Kansas/Ford Foundation SEED Impact Assessment Survey (see article on p. 2)

Award Amount: \$52,000

Kristine Siefert, Co-Investigator

(Xiao Xu, PI [U-M Obstetrics and Gynecology])

Blue Cross Blue Shield Foundation

The Impact of Medical Liability Crisis on Obstetrical Practice in Michigan

Overall Award Amount: \$74,800

SSW Award Amount: \$11,449

Other Non-Federal Grants

Letha Chadiha, PI

U-M Detroit Health Services
Research Initiative

A Planning Initiative: Developing an Empowerment Health and Stress Program with African American Informal Caregivers of African American Elders in Metropolitan Detroit

Award Amount: \$14,888

Charles Garvin, PI

Ann Arbor Public Schools,
Huron High School

Enabling Adolescents in Culturally Diverse Environments to Peacefully Resolve Ethnic Group Conflicts

Award Amount: \$3,500

Charles Garvin, PI

U-M Office of the Provost for
Academic Affairs

Enabling Adolescents in Culturally Diverse Environments to Peacefully Resolve Ethnic Group Conflicts

Award Amount: \$3,500

Charles Garvin, PI

Ypsilanti Public Schools,
Ypsilanti High School

Enabling Adolescents in Culturally Diverse Environments to Peacefully Resolve Ethnic Group Conflicts

Award Amount: \$3,500

Leslie Hollingsworth, PI

U-M Office of the Vice President
for Research

Social Workers' Genetic Beliefs About Severe Mental Illnesses: A Preliminary Pilot Study

Award Amount: \$6,000

Sean Joe, PI

U-M Office of the Provost for Academic
Affairs

Emerging Scholars Interdisciplinary Network (ESIN)

Award Amount: \$88,500

Beth Reed, PI

U-M School of Social Work
SSW PROWD Project

Award Amount: \$5,000

Mary Ruffolo, Co-Investigator

(David Neal, PI [UM Dept. of Psychiatry])
State of Michigan Department of
Community Health

Integrated Care for Medicaid Consumers with Behavioral Health Care Needs: Evidence-Based Practice

Overall Award Amount: \$1,042,128

SSW Award Amount: \$7,978

Mary Ruffolo, Co-Investigator

(David Neal, PI [U-M Dept. of Psychiatry])
State of Michigan Department of
Community Health

Integrated Care for Medicaid Consumers with Behavioral Health Care Needs: School-Based Mental Health Outreach

Overall Award Amount: \$1,042,128

SSW Award Amount: \$98,479

SHIRLEY LOCKERY

Despite retiring in 2003, Shirley Lockery's dedication to students and the School has been unremitting. Since then she has assisted the Office of Student Services with their recruitment efforts. She finds this work especially enjoyable because it gives her a great opportunity to interact with students and encourage them to attend a program and school that she knows is the best.

Assistant Dean Tim Colenback is grateful to Lockery for her devotion. "She is an invaluable contribution to the Office of Student Services. We all enjoy her sharp wit, candid analysis, and strong commitment to ethical work. Her wisdom and passionate dedication to social justice have made a huge impact on our team."

When Shirley Lockery enrolled in college, she had already been a registered nurse for nearly twenty years, including five years in the U.S. Air Force Nurse Corps. Despite her late start, Lockery remained focused on her desire for higher education and became more interested in social work along the way. After completing a bachelor's degree in sociology, she went on to receive an MSW, MPA, and PhD in social work from the University of Southern California (USC).

In the social work field, Lockery drew on her experiences as a geriatric nurse, when she had often cared for ill, elderly patients. She shifted her focus toward the more positive aspects of aging and was pleased to discover that most elderly individuals were living healthy, productive lives. At the time, gerontology was just beginning to develop, and Lockery was fortunate to take part in some of the first summer institutes at the Ethel Percy Andrus Gerontology Center at USC, where ultimately she received one of the first certificates in gerontology.

Lockery's research focus has always been to advance and disseminate knowledge about gerontology, specifically issues

facing older African Americans and other ethnic minority groups of color. She examines the health-, retirement-, policy-, and service-related issues that older individuals face. The quality of her research has led to national recognition as a scholar in ethno-gerontology, as well as fellow status with the Gerontological Society of America.

Lockery describes teaching, one of the many highlights of her career, as "ambitious but rewarding." She strove to design her classes in such a way as to challenge and engage students in critical thinking while instilling an attitude that supported continuous learning and professional growth. She still receives thanks from students long after graduation, when they realize the value of their education.

Associate Dean Siri Jayaratne describes Lockery as "one of the most dedicated advisors in the School. She played a significant role with international students and went out of her way to help ease their transition." Dean Paula Allen-Meares also expresses admiration for Lockery's dedication to teaching. "Professor Lockery is dedicated to our students and cares deeply about their professional and academic development."

In 2001 Professor Lockery was honored with the University's Distinguished Faculty Career Development Award, having been nominated by her colleagues and members of the School's Executive Committee. She received this award in recognition of her "exceptional commitment to advising and mentoring students, particularly dual degree (MSW/MPH), international, African American, and gerontology students."

"This honor was truly one of the greatest moments of my career at the School," states Lockery. "It is so rewarding to know that my hard work is valued by the School and appreciated by my colleagues."

While "busy" is not a word that many associate with retirement, it is the only way that Lockery can describe her experience. In addition to recruitment work, she has volunteered in the Medicaid/Medicare Assistance Program, served as an advisory council member for the program's Area Agency on Aging 1-B, and helped to establish and codirect an



U-M Photo Services, Martin Vloet

Shirley Lockery

after-school tutoring program. Always the student, she also takes drawing, painting, and photography classes at Washtenaw Community College.

When reflecting on her career, Lockery feels that one of the most important challenges facing social workers today is the necessity of keeping the faith and having a nonjudgmental attitude in helping others. Her advice: "We need to revisit the roots of our profession when social workers stepped up and let their voices be heard on behalf of, and for the betterment of, everyone in our society. We can't do everything, but we must stay true to the basic tenets of our NASW Code of Ethics if we are to be effective purveyors of change."

—Amanda S. McCaughey is a member of the Dean's office staff.

Out-of-State Field Placements Increase

This year's out-of-state field placements have increased. The four students going to Jackson, Mississippi, to work with the School's Program for Youth and Community are only one example (see article on p. 6). Other field placements will take place in Illinois, California, Texas, New York State, Washington State, South Dakota, and Nicaragua.

The main reason for the increase in out-of-state placements has been students' requests to work with particular organizations, which all provide experience that students typically cannot receive in the local placement area.

Poland Trip Offers Jewish Educational Experience

The Sol Drachler Program in Jewish Communal Leadership recognizes the importance of developing professional leaders who are familiar with the issues facing the global Jewish community. It has, over the past three years, made educational trips a priority to provide students opportunities both to learn from and contribute to unique Jewish communities. As an outgrowth of a student proposal, the Drachler Program is participating in a seven-day intensive educational experience in Poland April 30–May 7, 2006. The trip is made possible chiefly by the support of Metro Detroit's Ben Teitel Charitable Trust, initiated by Gerald S. Cook. Additional funding comes from the U-M International Institute, Drachler alumni, and individual donors throughout the United States (Jane F. and D. Larry Sherman, U-M SSW alumna Joan Fisch, Ben and Marta Rosenthal, Victor and Barbara Klein, and Robert Deutsch).

With the Second World War having occurred more than a half-century ago,

the reality of the Shoah (Holocaust) is diminishing. Today's young adults crave knowledge about this great tragedy, yet there are few opportunities for graduate professional students to learn about the Shoah in Eastern Europe coupled with an exploration of the rebuilding of once vibrant Jewish communities. The Drachler



trip is intended to fill this void with an intensive experience in Poland.

In addition to the necessary focus on concentration camps and Holocaust monuments, the visit to Poland offers an opportunity to explore the richness of the thousand years of Jewish life, history, and culture that existed there until the middle of the last century. Additionally, the recent Jewish renaissance in Poland has resulted in establishment of new Jewish schools, synagogues, and social service agencies. No trip to Poland, or to any other community, would be complete without the opportunity to meet with the members and leaders of the community to learn how they are meeting the current needs of their community and to hear their hopes and dreams for the future.

Prior to the trip, the ten students participated in a series of three extensive lectures designed to provide in-depth background on the long history of Polish Jewry pre-1930, the Holocaust, and issues facing the Polish and Polish-Jewish community today. Students are involved in all aspects of the trip, including pre-trip preparation, development of special programming during the trip, and post-trip speaking engagements to share their experiences with members of the Jewish and general community.

The Sol Drachler Program in Jewish Communal Leadership, one of only a handful of such programs in the country and the only one housed at a public university, is a collaboration of the University of Michigan School of Social Work and the Frankel Center for Judaic Studies. Alumni from Baltimore to Be'er Sheva serve in positions of leadership in all areas of Jewish professional life, including Jewish community centers, federations, Jewish camping, family services, and Hillel Foundations.

—Robin S. Axelrod is clinical assistant professor of social work and director of the Sol Drachler Program in Jewish Communal Leadership.

Henry J. Meyer Award Winner Announced

Perry Silverschanz was awarded the School's Henry J. Meyer Scholarship Award, which supports and honors students in the Doctoral Program in Social Work and Social Science whose written work integrates the two areas. Her entry was titled "Thinking of Lesbian, Gay, and Bisexual Persons as Bicultural: Implications for Social Work."

Trailblazing Alumna Shares Fundraising Success

How can human service organizations generate donations to get the resources they so desperately need to fulfill their mission? After years as a social worker and working with nonprofits, Terry Axelrod (MSW '71) developed a four-step system for powerfully connecting donors to the mission of an organization. Axelrod's approach is delivered through Raising More Money, Inc., a successful Seattle-based company she founded in 1996 that provides critical sustainable funding strategies for nonprofits. This system has been taught to more than 2,000 nonprofits, including five of the nation's top ten



charities, and has garnered national attention among nonprofit executives and fund development officers in the United States and abroad.

On November 14, 2005, Axelrod came to Ann Arbor and shared her exper-

tise with School of Social Work students in a presentation entitled "Re-Igniting the Passion for Your Mission." The session was sponsored by Nonprofit Enterprise at Work (NEW), an Ann Arbor-based management support organization for nonprofits, which has hosted SSW interns for over a decade. In her presentation, Axelrod outlined effective strategies for re-engaging board members and identified ways for them to reach out to new individuals and community leaders in order to advance and support the mission of their organizations. For more information, visit www.raisingmoremoney.com.

—submitted by Jennifer M. Acree,
MSW '05



Shenaaz Janmohamed, MSW student, conducts a needs assessment in earthquake-ravaged Pakistan.

Student Helps in Pakistan Earthquake Relief Work

Sponsored by the School of Social Work, MSW student Shenaaz Janmohamed spent winter break working with Relief International, an international NGO located in Mansehra, Pakistan, that is committed to community development and empowerment. Shenaaz assisted with earthquake relief work by helping to build shelters and conducting needs assessments.

Dissertations Defended

Jung-Hwa Ha

(Social Work and Sociology)

"Determinants and consequences of changing social support following late life widowhood"

Bowen McBeath

(Social Work and Political Science)

"Shifting principles in a sacred market: Nonprofit service provision to foster children and families in a performance-based, managed care contracting environment"

Rebecca Stotzer

(Social Work and Psychology)

"Hate crimes against gay men: The role of attitudes and threats to masculinity"

DEVELOPMENT NEWS

CONNECTING WITH ALUMNI

It was a busy winter as the Office of Development and Alumni Relations hosted events for the School's alumni, friends, and donors in Michigan, Illinois, and Florida. The fun started in October with the School's second annual Homecoming Tailgate (see p. 19) and continued into November when a joint reception with U-M Flint's Department of Social Work was held for alumni at the Harding Mott University Center located on the Flint campus.

After the holiday break, many members of the School's faculty and staff headed to Chicago for the Council on Social Work Education

(CSWE) Annual Program Meeting, where on a chilly February evening over 200 social work alumni and friends from the University of Michigan, Wayne State, and Michigan State University gathered together for a lovely evening of food and conversation.

The School's final stop was Florida, where Dr. Joseph Himle (MSW '84, PhD '95) was a featured speaker during the University's Michigan Difference Seminars. Dr. Himle's presentation, "Psychological Treatment of Depression," was well received by audiences in both Naples and West Palm Beach and was described by attendee Seymour Padnos as "the best lecture in the series!" Dr. Himle, along with man-

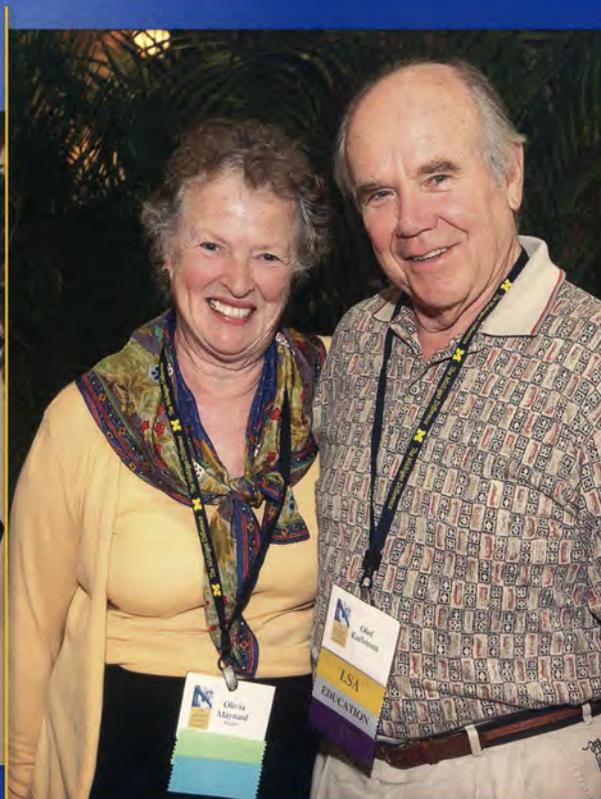
ager of development and alumni relations Lindsey Rossow-Rood, also hosted a small lunch in Naples, where alumni had an opportunity to hear more about the work being done at the School.

Reaching out and connecting with alumni is a high priority for the School of Social Work, and some exciting lectures and events are already being planned for the next school year. For a list of School-wide activities, please visit our Web site, www.ssw.umich.edu, and look for the events section on the home page. You may also contact Lindsey Rossow-Rood in the Office of Development and Alumni Relations for more information at 734-763-6886 or via e-mail at lrossow@umich.edu.

Photos this page: Christopher Bridge Photography



Dr. Joseph Himle (MSW '84, PhD '95) discusses the symptoms and signs of clinical depression at the Michigan Difference Seminar in Naples, Florida.



University Regent Olivia P. Maynard (MSW '71) and her husband S. Olof Karlstrom anticipate U-M President Mary Sue Coleman's opening session in Naples, Florida.



Also attending were true blue Michigan alumni Norbert Anderson and Barbara Etchells (MSW '73), who later introduced Dr. Himle to a capacity crowd of alumni.

IT'S GREAT TO BE A MICHIGAN WOLVERINE!

A group of over fifty alumni, friends, and family attended the annual School of Social Work Homecoming Tailgate before heading to the Big House to watch Michigan take on Minnesota for the much sought-after Brown Jug this past fall.

The School will once again be hosting a tailgate three hours before kickoff in the School's courtyard for the October 28, 2006, Homecoming match-up between the Wolverines and the Northwestern Wildcats. A limited number of tickets for the game will be available through the Alumni Relations Office. Please contact Becky Walsh by August 1 if you are interested in purchasing tickets: 734-763-6886 or ssw.alumnioffice@umich.edu.



Linda and Raymond Bates (MSW '76) warm up with hot cider.



Social Work alumni are all smiles at the 2005 Homecoming Tailgate!



The Dean greets Howard University Provost Richard A. English (MSW '64, PhD '70).

Board of Governors Adopts New Committee Structure

The School of Social Work Alumni Board of Governors reconvened at the end of January with the addition of four new members, a new group of faculty representatives, a new executive committee, and lots of new ideas!

Board President Sally Schmall (MSW '94) outlined her broader vision for the Board at the meeting, as well as her goals for 2006. She related that the Board needed to have "three fully developed committees by the end of the year that will assist us with the mission of developing initiatives that help strengthen the relationship between the School of Social Work, students, faculty, and its alumni."

The Board discussed a nominations committee, which will help recruit outstanding alumni to the Board; a scholarship committee to help secure funds for

student expenses not traditionally covered by loans and University awards; and an alumni relations committee to assist with alumni and student events. "We are excited that we will have more venues available for alumni participation and ways in which we can contribute to the School," says Schmall of the new committee structure.

Other members of the Board are Vice President Jane Dewey '76, Secretary Elizabeth Danowski '98, Tammy Burgess '94, Laurel Capobianco '96, Sean de Four '01, Amy Ellwood '83, Judy Garza '95, Anika Goss-Foster '94, Susan Leahy '79, Clarita Mays '86, Jose Reyes '95, and Carol Wasserman '84.

Faculty representatives are Robin Axelrod '97; Letha Chadiha '85, PhD '89; Larry Gant '81, PhD '86; Robert Ortega '83, PhD '91; Dean Paula Allen-Meares (*ex-officio*); and Lindsey Rossow-Rood (*ex-officio*).

FOCUS ON PLANNED GIVING

Charitable Gift Annuities...

A way to give and receive

For alumni and friends of the School of Social Work who have always considered making a significant gift to the School, but felt that such a gift would be out of reach because they were retired or planning for retirement, the University of Michigan now offers a popular charitable-giving opportunity that provides a lifetime income stream to the donor. It is called a charitable gift annuity and this is how it works:

- ▶ An irrevocable gift of \$10,000 or more is made to the University.
- ▶ The donor receives an immediate income tax charitable deduction.
- ▶ The donor receives quarterly lifetime annuity payments; interest rates are determined by age.
- ▶ Part of the annual income is tax-free.
- ▶ After the death of the designated beneficiary, the remainder of the gift goes to support the School of Social Work.

For more information, or if you would like a personal illustration of how a charitable gift annuity would work for you, please contact Lindsey Rossow-Rood in the School's Development Office at (734) 763-6886 or via e-mail at lrossow@umich.edu. Be assured that there is no cost or obligation involved in inquiries, which are strictly confidential.

Alumni Profile

LAURIE MCDONALD JONSSON, MSW '74

What happens when women business leaders meet with top government officials to discuss issues that are critical to women, such as children, health care, and the environment? Since 1996, businesswoman Laurie McDonald Jonsson has been exploring the answer to this question. Each year she arranges a delegation of approximately forty American women to meet with world



leaders and develop networks among women leaders of various countries.

With her woman-empowering focus, McDonald Jonsson combines business ventures and social work passions. “By taking these delegations and making links between countries, we have the opportunity to make a difference,” McDonald Jonsson says. “No one else is doing it this way.” Seattle attorney Carol Bailey Medwell, partnering with an upcoming delegation trip to China, has seen McDonald Jonsson in action. “Laurie is able to inspire women everywhere. She benefits the common good because she is committed to a vision of a better world.”

Ms. McDonald Jonsson’s interest in women’s issues developed while she

studied at the School of Social Work and worked among incarcerated women and at a women’s center. Upon returning to her native Seattle, she became director of the local YWCA, but quickly discovered that social work was dependent on grant money. “So I decided to go into business for myself and make enough money to fund my passions in social work,” she recalls—a resolve that led to business studies at the University of Washington.

Through her business endeavors, McDonald Jonsson practices the leadership that she hopes to foster in women: “I like to come on at the beginning, as a founder or founding director.” Together with her father, who pioneered the concept of cruise ships as a destination, McDonald Jonsson founded Sundance Cruises. Through the investment company that she founded, Stellar International, McDonald Jonsson invests in businesses that give back to the community, and she has dedicated one arm of the firm to investing in women-owned businesses. She is also founder of Expedia.com, Commerce Bank, and Puget Sound Bank.

After making her mark in the business world, McDonald Jonsson found her niche connecting women leaders when she helped coordinate a 1996 meeting of women presidents and prime ministers in Sweden. Afterwards, McDonald Jonsson suggested that the governor of Washington State form an executive women’s counsel to connect state leaders and women leaders from other countries. He asked her to chair it, and she helped organize a trip to Poland, Hungary, and the Czech Republic with U.S. Senator Patty Murray. They introduced women to each other who were of the same nationality but working in different fields. When

Polish women in one meeting expressed frustration regarding the lack of women in parliament, an American politician suggested that they nominate a businesswoman and support her campaign. “Now that woman is a member of parliament,” McDonald Jonsson says, “and her goal is to support women in parliament.”

To continue the work of connecting women and training women leaders, McDonald Jonsson co-founded the University of Washington’s Center for Women and Democracy. Here, she combines business development with global empowerment of women—“Commerce with a Conscience.”

As chair of the Center for Women and Democracy, McDonald Jonsson led a January 2002 delegation with U.S. Senator Maria Cantwell to Cuba. As a result of meeting with Fidel Castro, “Cuba opened trade with the United States for the first time since the embargo. Our discussion of issues that Fidel said were close to his heart—issues besides just trade—opened the dialogue.” Other trips include the Baltic countries and South Africa, where the American delegates arrive with a learning attitude. “We try to go to countries that can teach us as much as we can teach them.”

A practical result of empowering women, McDonald Jonsson believes, is empowering their families. “Women look to their families first. If you can empower a woman to have a business, that money will go straight back into her family. She will send her kids to school or give them good health care.”

She knows this from practical experience. “My top priority is my three children, who are now in high school. I try to show them the world as much as I can.”

—Tanya C. Hart is the editor of *Ongoing*.

1940s

Ann Gutwillig Barnett, MSW '44, was in the first graduating class of the School of Social Work. During her many years in the field, she worked as a reading specialist and psychotherapist. Ann retired a few years ago, and in a recent note to *Ongoing* she reminisced about the early days of the School when classes were held on East Ferry Street in Detroit. She continues to be impressed by the quality of the instructors, and particularly mentions Eleanor Cranefield.

Ralph Segalman, MSW '44, emeritus professor of sociology at California State University in Northridge, has been enjoying a "well-deserved retirement" for the past twenty years. He is married to Anita and has three married children and four grandchildren. Throughout his prolific career, he has published widely on social welfare, including *Reclaiming the Family* (ed.), *Dynamics of Social Behavior and Development*, *Poverty in America*, and *The Swiss Way of Welfare*. He is a charter member of the American Association of Social Workers, the Society for the Study of Symbolic Interaction, and the Academy of Certified Social Workers.

1950s

William Bechill, MSW '52, has remained busy in his retirement. Before then, he was chair of the advisory board for the Center on Global Aging at the National School of Social Services, Catholic University, in Washington, D.C. (2002–2005) and appointed chair of the Commission on Aging for the State of Maryland (1995–2003) by Governor Parris Glendening. William spoke at the celebration of the seventy-fifth anniversary of Social Security and the fortieth anniversary of Medicare at the National Council on the Aging's annual meeting in Philadelphia, Pennsylvania, March 2005. He is also the author of a background paper on the Supplemental

Security Income Program Seminar on SSI, held at Catholic University in December 2004, as well as a member of the Public Policy Committee of the National Council on the Aging.

1960s

Karen Cancino, MSW '66, retired in 2004 after thirty-eight years as a social worker in child welfare and school social work. She is still involved with the San Francisco unit of NASW-California Chapter, serving as secretary. Karen serves as legislative chair for the California Association of School Social Workers. She is on the Field Work Advisory Committee for the School of Social Work at San Francisco State University.

1970s

Mary Wesselkamper, MSW '73, as president of Chaminade University of Honolulu since 1995, was the first woman president of a four-year university in Hawaii. Chaminade is a college of about 1,100 students sponsored by the Marianist Christian brothers.

Ruth Z. Campbell, MSW '76, retired as the associate director for social work and community programs at the University of Michigan Geriatrics Center, where she had worked for over thirty years. In retirement, Ruth plans to continue her research and write about the needs and contributions of elders. She will spend a year in Japan writing and studying long-term care strategies and plans to produce a book of her research showing an understanding of the best ways to grow older.

Jeffrey Gambel, MSW '77, is chief of rehab medicine at the Walter Reed Army Medical Center in Washington, D.C. Jeffrey's work at the center has been featured in a variety of newspapers, including *The Washington Post* and *The New York Times*.

Michael E. Ross, MSW '77, worked for thirty-two years as a probation officer at the Wayne County Juvenile Court. After retiring in September 2003, he has been relaxing, traveling, and pursuing various hobbies. Michael now plans to return to social work on a part-time basis.

Marianne Udow, MSW '78, was appointed director of the Michigan Department of Human Services (formerly the Family Independence Agency) by Governor Jennifer M. Granholm in 2003. Prior to her appointment by the State, Marianne served as senior vice president of health care products and provider services for BlueCross BlueShield of Michigan. Marianne delivered the 2005 Fedele F. and Iris M. Fauri Memorial Lecture in Child Welfare at the U-M School of Social Work last November on "Child Welfare in Michigan: What Do We Know, Where Do We Go? A Public Health Perspective on Child Welfare."

1980s

Suzanne Model, PhD '85, co-edited *Child Rearing in Six Ethnic Families: The Multi-Cultural Dutch Experience* with Maja Dekovic and Trees Pels, published by Edwin Mellen Press in Lewiston, New York, in 2006.

Doreen Lichtman, MSW '86, retired from Botsford General Hospital in 2005 after fifteen years as a medical social worker. She is a certified leader for the Arthritis Foundation Self-Help Course and is a member of the Geriatric Social Workers of Southwestern Michigan. Doreen is the author of a new novel, *Survival from Malice*.

Barbara L. Pearson, MSW '86, has not been fully engaged in the social work field since 1990 after a nearly fatal case of encephalitis in March of that year. However, since that time she has been very active as a volunteer at various organizations.

Pam Trostle, MSW '87, leads a support group for people with bipolar disease at Fresh Start, a clubhouse in Pittsfield Township, Michigan. In a recent letter, Pam reminisced about her mentor, the late Reverend Ida Pettiford (MSW '49), who was the first black social worker to graduate from the University of Michigan. Pam's mother, Mary Jesson Baker, and Ida started Neighborhood Senior Services and the Turner Clinic.

1990s

Martha J. Atkinson, MSW '91, submitted a correction for a previous issue of *Ongoing*. She graduated in 1991, not 1993.

Jill Farrell, MSW '92, is president of Community-Based Resources, Inc., in West Bloomfield, Michigan. She works with children, teens, adults, families, and groups, primarily professional people of multicultural backgrounds. Her specialties are in the areas of trauma, anxiety, depression, adjustment, and personality disorders. Jill's accomplishments vary from working with the FBI, state, and local law enforcement in training on issues of sexual violence of and by youth, to researching and setting guidelines for the state's specialized treatment programs.

Kimberly Menzel, MSW '94, works as a counselor at a community center in the Upper Peninsula and has particular clinical interests in grief, eating disorders, women's self-esteem, adult children of alcoholics, depression in the elderly, and depression. Her current title is coordinator of outreach and bereavement programming. She maintains a long-term affiliation with the Community Coalition on Grief and Bereavement, as well as Survivors All, a group seeking to serve those directly impacted by the Vietnam War. She recently made her first trip to Vietnam.

Sally Schmall, MSW '94, recently accepted the position of dual career coordinator in the School

of Literature, Science, and the Arts at the University of Michigan. She continues to co-teach with Dr. Kathleen Wade on the subject of "Death, Loss, and Grief" within the U-M School of Social Work. Sally is in her first term as president of the School of Social Work's Alumni Board of Governors.

Amy Schulz, PhD '94, is co-editor and contributor with Leith Mullings (City University of New York) for the new book *Gender, Race, Class, and Health*. The book examines relationships between economic structures, race, culture, and gender, along with their combined influence on health. It brings into sharp focus the potential for influencing policy to improve health through a more complete understanding of the issues. Amy is a research associate professor with joint appointments in the Department of Health Behavior and Health Education and the Institute for Research on Women and Gender, and associate director of the Center for Research on Ethnicity, Culture, and Health at the University of Michigan.

Edmund Sprunger, MSW '95, teaches violin to children and conducts workshops and seminars for teachers as a Suzuki Method registered teacher trainer. He travels extensively in the United States and abroad, giving master classes for young violinists and lectures to groups of teachers and parents on issues of music, child development, and parenting. In May he will graduate from the Child Development Program of the St. Louis Psychoanalytic Institute. In October of 2005, *yespublishing.com* released his first book, *Helping Parents Practice: Ideas for Making It Easier, Vol. I*.

Cara Winters, MSW '96, founded Clinical Alternative Resource Associates, LLC (C.A.R.A., LLC), in March 2002 in the Atlanta metropolitan area. The services offered are designed to meet the needs of children, adolescents, and families in need of intervention through psychotherapy services. The mission of C.A.R.A.,

LLC, is to provide support and tools for families to foster healing and positive growth. The company grew from one to twenty employees in the first year and now employs sixty employees in five locations.

Tracy Lynn Thomas, MSW '98, has been named development director of Haven, a Pontiac, Michigan, nonprofit organization that helps victims of domestic violence and sexual assault through treatment, education, and prevention programs across Oakland County.

2000s

Christa Dumpys, MSW '00, transferred to the Seattle Department of Neighborhoods last October. She works as Downtown Neighborhood District coordinator, in which she serves as a liaison between community groups and the city government. She also helps with neighborhood improvement efforts, makes referrals to local human services, and helps community groups network. Prior to the transfer, Christa was director of a community center through the Seattle Parks Department for four-and-a-half years. She is participating in a local leadership program called "Leadership Tomorrow," which runs for ten months, finishing in June 2006.

Rebecca (Line) Starr, MSW '00, has been promoted to associate director of Detroit's Alliance for Jewish Education.

Alfred Perez, MSW '01, is pursuing his PhD in social welfare at the University of Chicago.

Christy R. Simpson, MSW '02, works as a forensic social worker/investigator for the DeKalb County Public Defender's Office, which provides legal defense and advocacy for indigent clients within the state, superior, and juvenile courts of DeKalb County, Georgia. In her position, she intervenes on behalf of mentally ill defendants, both clinically and legally.

ALUMNI DIRECTORY UPDATE

A great big THANK YOU to all of our graduates who participated in the School's first ever Alumni Directory project! We are in the final stages of editing and expect to have the directory published and mailed by the end of this year to everyone who filled out a questionnaire. We hope that it will be a great resource for those who would like to reconnect with college classmates or those interested in networking with other social workers in their area. If you have any questions or comments about the Alumni Directory project, please contact Lindsey Rossow-Rood in the School's Alumni Relations Office at 734-763-6886 or via e-mail at lrossow@umich.edu.

William Cabin, MSW '04, has an article, "The Causal Role of Marriage Formation in Welfare, Poverty, and Child Well-Being," accepted for publication in the spring 2006 issue of *Perspectives on Social Work*.

Nathan Keup, MSW '04, has been named facilities advancement coordinator for the Presbyterian Villages of Michigan (PVM). In this position, Nathan will provide administrative coordination, assistance, and support for the expansion and renovation of PVM facilities. PVM is a faith-based, nonprofit, multi-site system with more than a dozen senior living communities including continuing care retirement communities, subsidized senior housing, and market rate senior housing.

Amy L. Ai, PhD '05, served as a delegate to the first White House Conference on Aging since 1995. The theme of the December 2005 conference was "The Booming Dynamics of Aging: From Awareness to Action." Amy is an associate professor at the University of Washington and principal investigator on the Templeton Project on Spirituality and Cardiac Rehabilitation.

The Regents of the University

David A. Brandon, Ann Arbor; Laurence B. Deitch, Bingham Farms; Olivia P. Maynard, Goodrich; Rebecca McGowan, Ann Arbor; Andrea Fischer Newman, Ann Arbor; Andrew C. Richner, Grosse Pointe Park; S. Martin Taylor, Grosse Pointe Farms; Katherine E. White, Ann Arbor; Mary Sue Coleman (*ex officio*)

University of Michigan

Nondiscrimination Policy Statement

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex,* color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

*includes gender identity and gender expression

IN MEMORIAM

George P. Adams, Jr., MSW '49
January 21, 2006

Thomas W. Agler, MSW '77
January 2, 2005

Sr. Veronica Berg, MSW '74
August 31, 2005

Gabrielle M. Bublitz, MSW '83
November 22, 2005

Jack L. Butler, MSW '89
February 20, 2005

Germaine Chipault, MSW '68
January 23, 2006

Margaret Ann Crandall, MSW '70
November 11, 2005

Kathleen May Desgranges, MSW '77
October 30, 2005

Jeanne Grae, MSW '72
December 29, 2005

Michael C. Hardy, MSW '72
October 30, 2005

Grace D. Hoad, MSW '42
January 20, 2006

Mark A. Krell, PhD '78
August 18, 2005

Andrew D. Lewis, MSW '71
February 4, 2005

Lynn R. Malley, ACSW, MSW '71
September 9, 2005

Joenne R. McCoy, MSW '83
November 25, 2005

Linda Ellen Morse, MSW '74
January 1, 2006

Evelyn W. O'Connor, MSW '86
April 24, 2005

Betty M. A. Pecsénye, MSW '55
January 14, 2005

Stephen Forrest Prince, MSW '70
July 14, 2005

James E. Quackenbush, MSW '76
December 29, 2005

Ronnie S. Smith, MSW '93
October 12, 2005

Hinda Vozar, MSW '74
December 1, 2005

Roslyn R. Walker, MSW '61
February 14, 2005

M

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