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SPRING 2017

THE MAGAZINE OF THE

M GERALD R. FORD SCHOOL OF PUBLIC POLICY
UNIVERSITY OF MICHIGAN

COLLABORATION
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THE MAGAZINE OF THE
GERALD R. FORD SCHOOL
OF PUBLIC POLICY

“Thank you for a decade of collaboration and for all you’ve done to advance our school and mission!”

State & Hill

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Au revoir

Susan M. Collins reflects on a decade of service and the years ahead

“I’m Susan Collins, the Joan and Sanford Weill Dean of Public Policy.”

It’s been ten years since Susan M. Collins joined the Ford School as “the Joan and Sanford Weill Dean of Public Policy,” a phrase she has repeated, with no small amount of pride, thousands of times over the past decade. She will step down from the role at the end of her second and final term this June, and looks forward to a long overdue sabbatical, and throwing her energies into research, teaching, and public engagement.

Collins sees transitions as healthy—opportunities to make new connections and to innovate—but the end of her tenure is also bittersweet.

“Once the Ford School gets into your blood, it kind of stays there,” she says.

Collins has forged strong relationships during her deanship—across the university and around the world, as well as within the Ford School family. Those are connections she has come to treasure.

“Small but mighty.”

“I always get a laugh when I say the Ford School is small but mighty, because of course, I’m kind of small,” says Collins.

The Ford School is still the smallest of U-M’s schools and colleges in lots of dimensions, she says, but it’s bigger than it was when she arrived. And if you count faculty impact, talented and driven students, and fascinating, highly engaged alumni, she says, the school is among the best.

One of the priorities that Collins is known for championing during her tenure is spreading the word about the community’s accomplishments—raising the school’s visibility at U-M, and in policy circles more broadly.

“Susan pushed hard, and really had to drag the faculty behind her,” says **JOHN CHAMBERLIN**, who served as interim dean in the late ’90s. “I think she exercised real leadership there.”

THEN & NOW

Across all programs, student enrollment has grown by

55%

with 248 students in the fall of 2007 and 384 today.

THEN & NOW

This year, U-M recognized the Ford School's graduate program as the most diverse on campus

"Having done the analysis."

Collins wants to be clear—she's not a self-promoter, and she wasn't interested in visibility for visibility's sake.

"I was a really staunch supporter that you don't talk until you have something to say—you don't want to be known as the wind bag; you want to be known for having done the analysis, for having depth of understanding of what the challenges are," she says. "It's one of the reasons I've always cared about having a foot in academia, because that's one of the things academics stand for."

Collins had spent most of her life on the East Coast. She earned a bachelor's in economics at Harvard and a PhD in economics at MIT. She taught at Harvard, then at Georgetown, where she worked simultaneously as a senior fellow at the Brookings Institution.

On the East Coast, she says, visibility was always a priority.

But when Collins came to the Ford School, and saw the caliber of the work being done by faculty and alumni, she felt the school didn't get the attention it deserved.

"Not the goal, just the means."

Collins made an early commitment to faculty recognition, and invested a considerable amount of time in nominating faculty for prestigious awards both within the U-M community, and beyond. As a result of her efforts, 10 Ford School faculty members were recognized with a range of awards, including a National Medal of Science, a Thurnau Professorship, a Distinguished University Professorship, and more.

Collins set out to publicize faculty work, and the work of the school and its alumni, through communications, as well.

At the start of her deanship, the Ford School had a web site and a newsletter.

LinkedIn had launched in 2003; Facebook and Flickr had launched in 2004; YouTube had launched in 2005; Twitter had launched in 2006; but the school didn't have a single social media account. The school's communications suite now includes all of these, plus a biannual magazine, a sophisticated website, and a well-known lecture series—all of which allow the school to reach new audiences.

Collins also promoted Ford School accomplishments, and the legacy of President Ford, during back-to-back centennials that attracted hundreds of visitors, and national attention, in 2013 and 2014.

"Under Susan's leadership, the visibility of the Ford School—both internal to U-M and more broadly—has been transformed," says **PAUL COURANT**, who served as director of the school for four years in the '80s and two years in the '90s, and who

is now serving (for the second time) as acting provost at U-M.

But visibility and engagement—ideals Collins has pushed for—weren't the goal, she clarifies. "They're just ways to accomplish the things that further our mission and the things that our students, and alumni, and staff, and faculty all care about."

"The real goal, and the underlying work"

The real goal, and the underlying work, was educating students for careers of influence, conducting top-notch research, and tackling real-world challenges through service and engagement on policy issues that matter.

THEN & NOW

Since 2006, the market value of the Ford School's endowment has grown from \$28 million to \$39.5 million*

Increasing access to higher education, improving public health, fostering international development, advancing sustainability, eliminating discrimination—this was the mission, along with preparing students for careers of influence in these and other policy areas.

For students, it's been possible to make a difference in many of these fields while pursuing their degrees.

Over the past decade, students have assisted dozens of public sector

Collins (right) and former Fed Chair Ben Bernanke (left) at the Economic Club of Grand Rapids dinner.



Collins (left) with President Barack Obama at a presidential forum on jobs and economic growth.



Collins (left) and Paul Courant (right) perform in annual faculty skit with Bob Axelrod (played by Yoda).



THEN & NOW

Ford School media mentions have **QUADRUPLED** in the past eight years, from **590** in 2008 to **2,396** in 2016

organizations through the Applied Policy Seminar. They've organized International Economic Development Program courses and trips to 10 nations. They've interned with more than a thousand organizations doing meaningful work all around the world. They've raised more than \$100,000 for worthwhile causes through the student-led charity auction. They've led student organizations; they've volunteered extensively; they've founded nonprofits. Collins, who believes deeply in engaged learning, "has lauded and supported all of that work," says **SUSAN GUINDI**, director of student and academic services.

"An outsized impact"

For Collins herself, the focus was on improving economic policy, and improving policy education more broadly. She's done that as a member of the board of directors of the Federal Reserve Bank of Chicago and the bank's Detroit branch, as an active participant in the annual Jackson Hole economic summit, as a contributor to White House conversations on jobs and economic growth, and as president of the

Association of Professional Schools of International Affairs (APSA).

Collins looks across the school today and sees a similar dedication to impact everywhere she turns.

She sees it in the explosion of engagement, among students and faculty, in the City of Detroit. She sees it in the Ford School's accomplished alumni, who are doing phenomenal work in the world, and going the extra mile to support students who share an interest in their fields. She sees it in the academic offerings for undergraduate and master's students—both programs that underwent extensive curricular reviews during her tenure, and that emerged from the process with important strengths. She sees it in expanding international engagement—with new courses, and multiple research initiatives, around the world. She sees it in the research and service portfolios of faculty members. She sees it in thriving Ford School programs like the Education Policy Initiative, Michigan Public Policy Survey (p. 10), Energy and Environmental Policy Initiative, Policies for Action Research Hub, and Youth Policy Lab. She sees it in Poverty Solutions at the University of Michigan—a university-wide initiative to address poverty, but one that's led by Luke Shaefer, a professor of public policy and social work.

"The Ford School has an outsized impact in education, health policy, social policy, environmental policy, human rights policy—a wide range of things," says Collins. "Given our size, to have an impact in so many areas is impressive."

"We're very proud of things like that."

Beyond policy engagement, Ford School faculty members are also

sought-out sources for the media, providing data, context, and clarity as news stories emerge and unfold (p. 30).

Since 2008, when the Ford School began tracking, media mentions have quadrupled. This year, Collins notes, the University of Michigan compiled a list of faculty media mentions in international papers, and two of the top five U-M faculty members on the list were right here, at the Ford School. "We're very proud of things like that," she says.

Of course, policy engagement and visibility help our students, too, she argues. "If they're talking to employers who've heard more about where they're coming from, it's going to help them in their job searches."

That visibility has also helped with Collins' fundraising efforts on behalf of the school.

The Ford School has twice as many endowed funds now as it did at the start of her tenure, and the market value of the school's endowment has increased from \$28 million in 2006 to \$39.5 million today. Those resources will help Ford School students far into the future.

"You have to keep doing it."

Collins, a Jamaican American, has done a great deal to champion the school's diversity, equity, and inclusion agenda, as well.

"We're very proud that our master's program is the most diverse graduate program at U-M," she says. "We're proud of faculty research and policy engagement in this area (p. 23), we're proud of our ongoing participation in the Public Policy and International Affairs program (p. 16), we're proud to have hired 20 impressive new faculty—

Former Ford School deans and directors discuss the future of policy education during Ford School Centennial celebrations



U.S. Senator Olympia Snowe (R-ME) and Collins share a moment on stage during the senator's Policy Talks lecture.



With some creative adaptations, colleagues at the Detroit branch of the Chicago Fed commemorate Collins' contributions.

more than half of them women—and to have expanded our faculty's intellectual diversity, as well."

More recently, and under Collins' leadership, the school has worked to strengthen the climate of inclusion. She has pushed to ensure that the school's public lecture series, Policy Talks @ the Ford School, invites a diverse slate of speakers each year. And she has encouraged faculty and staff to lead community conversations on timely topics, and to offer more support to students and student leaders.

"If you look back at our speakers, they've included high impact Latinos, African Americans, many impressive women, and policy leaders with a range of political perspectives," she says.

"And we've made sure that any time it was possible, those speakers met and spoke to students, and could talk about their experiences in a small group, so students could reach out and ask them the kinds of questions they've asked me, 'What's it like to be a black woman, with kids, in a leadership role? How do you handle that?'"

THEN & NOW

In 2007, the Ford School offered master's students **\$154,900** in internship stipends; in 2017, we expect to give out **\$235,847** an increase of 52 percent.

Still, every two years, says Collins, there's a whole new group of students. "They don't remember. They don't know. They weren't here. So you have to keep doing it."

"If you want to go far, go together."

"If you want to go fast, go alone. If you want to go far, go together." It's an adage that Collins repeats often, and one that has informed her deeply collaborative approach to leadership and management.

"Collaboration is hard—not just hard work, but also difficult to do," she says. "I think it's important, though, for everyone who works in an organization to feel like their ideas matter. It doesn't mean we can act on everything, or that everything moves forward, but it's an important value."

More than that, Collins believes that collaboration—both within and outside of the school—advances innovation and creativity. She points to collaborative ventures the school has launched with alumni as one example—Mock Interview March, Alumni Admissions Ambassadors, Worldwide Ford School Spirit Day, and more.

"When you bring people together, and encourage them to think about a problem together, each sees it in a different way," she says. "That's really about diversity—the diversity of ideas and perspectives and backgrounds."

That approach, she says, is integral to the Ford School culture.

"You can't get away."

Collins hasn't had a sabbatical in 17 years—something known as 'a long dry spell' in academic circles—and will begin hers on July 1. After that? She'll return to the Ford School to serve as a collegiate professor, and has chosen to honor the Ford School's first dean, **NED GRAMLICH**, with her named professorship.

"The Ford School has had a number of wonderful leaders," says Collins, who will soon be introducing herself everywhere as "the Edward M. Gramlich Collegiate Professor of Public Policy." She notes that many of the deans that preceded her have stayed engaged with the school—something she plans to do, as well—and that they laid a strong foundation that has benefitted the school's students, faculty, and alumni ever since.

"BECKY [BLANK] focused on this phenomenal building, getting the BA program started, and launching the joint-PhD program," says Collins.

"EDIE [GOLDENBERG], Paul, Ned, and John positioned the institute to become a standalone school.... There were big shoes to fill."

THEN & NOW

Last year, more than **one in four** alumni (25.8 percent) engaged with the school through **events, career conversations, donations, and more.**

At the DC alumni reception this winter—Collins' last as dean—she sat down to converse with **KEITH FUDGE** (MPP '09), chair of the Ford School's Alumni Board, about the future of policy education, and her own plans for the future.

"You can't get away from us—we're all over the place," said Fudge.

"I won't be trying," she replied, with a smile.

Back at the Ford School, Collins talked more about her plans for the future.

"There are so many ways to make an impact—on policy issues that I really care about—through research, teaching, and engagement," she says. "The Ford School is a wonderful platform for that." ■

In honor of her decade of leadership, members of the Ford School Committee have established a new fund—the **Susan M. Collins Fund**—to support Collins' most important priority: students.

"I've been involved with the Ford School in one way or another since 1971, and I've seen the school's growth and progress over decades," says **JAMES HUDAK** (MPP '71), chair of the Ford School Committee. "Susan has been central to that growth, going above and beyond—particularly for students—time and again."

Gifts of any size are welcome, and are a simple way to thank Collins for her many contributions to the school.

To make a gift, visit fordschool.umich.edu/giving/how-give.

Seven ingredients for effective collaboration

Ford School faculty members often engage in collective problem-solving—with other scholars, of course, but also with policymakers and practitioners all around the world. The goal of these collaborations?

Finding better solutions, and mutually beneficial outcomes, to real-world challenges that matter.

Documenting human rights abuses in nations just emerging from conflict. Identifying effective ways to improve youth outcomes.

Resolving longstanding environmental standoffs. Improving policing strategies.

The list of collaborations is long, always growing, and impressive.

While the individual objectives vary from case to case, faculty employ a number of key strategies throughout the process.

1 Listening attentively

JOY ROHDE, author of *Armed with Expertise: The Militarization of American Social Research during the Cold War*, has recently been appointed to a National Academies committee charged with surveying the state of social and behavioral sciences. **The goal:** Identifying advances that can contribute to national security.

The job will begin, says Rohde, with listening. “Instead of starting with our own work—what each committee member’s research shows and what we think is important individually—we’ll focus on understanding the needs and interests of many scholarly communities and government practitioners.”

2 Responding to the needs of partners

With a \$2.6 million grant from the John and Laura Arnold Foundation, **SUSAN DYNARSKI**, **BRIAN JACOB**, and **ROBIN TEPPER JACOB** launched the Youth Policy Lab last fall. **The goal:** To provide real-time technical support to organizations that work to improve outcomes for Michigan youth.

The impetus for the lab, says Tepper Jacob, was the team’s prior experience with randomized trials to measure the precise impact of policy interventions. That research took years to design and complete, she says, but “the organizations we were serving needed to act much more quickly.”

3 Engaging diverse stakeholders

BARRY RABE is chairing an EPA-assembled committee charged with breaking a decades-long stalemate over the devolution of water permitting authority from the federal government to individual states. To do so, Rabe is working with two-dozen diverse stakeholders, including state and tribal governments, with a broad range of views on the issue.

The ideal is for stakeholders to come together around one viable agreement, says Rabe, but you can’t always get there on complex issues. Instead, the final report will highlight majority opinions, as well as dissenting views. **The goal:** Informing practices now with key insights from diverse stakeholders, while documenting concerns that will warrant continued attention in the years ahead.

4 Mobilizing students

ELISABETH GERBER, who regularly leads the Ford School’s Applied Policy Seminar, often taps students to assist with policy-relevant research projects for community partners. Since 2010, Gerber has managed

more than 50 such partnerships for federal agencies, local government leaders, not-for-profits, and more.

“I work with partner organizations to scope the project, and over the course of the semester I work with them to guide and supervise and mentor the students,” says Gerber. In the end, she says, both parties benefit. **The goal:** To serve real-world organizations while creating hands-on learning opportunities for students.

5 Acknowledging context

As senior legal advisor to the Documentation Center of Cambodia (DC-Cam), **JOHN CIORCIARI** has spent many years helping to preserve the testimonies of victims and perpetrators of the country’s genocidal Khmer Rouge regime. More recently, though, Ciorciari and his colleagues have come together to advise new documentation groups forming in Afghanistan, Syria, and other nations emerging from conflict.

While DC-Cam has shared technical lessons, helped mobilize funding, and advocated for policies that protect and promote the documentation process, says Ciorciari, they have favored multidirectional learning. **The goal:** Fostering locally-driven solutions that fit each country’s unique historical, political, and cultural context.

6 Looking to the past

“If there’s a rule or practice that doesn’t seem to make sense, you have to do some work to find out how it became that way,” says **PAUL COURANT**, referring to policies, practices, and strategies that cause problems, or thwart solutions, far into the future.

DAVID THACHER’s investigations of law enforcement policies have benefitted from just this type of historical lens. By looking at history, says Thacher, you get more than a point-in-time description of contemporary problems. **The goal:** To identify weaknesses, gaps, and other blind spots that evolved over time.

7 Looking to the future

Last summer, **BETSEY STEVENSON** was tapped by the White House to facilitate a meeting with leaders from 25 companies, some of them competitors, who hoped to work together to advance inclusion and diversity initiatives. Stevenson was delighted to help consortium members craft their mission and identify shared goals.

“These companies realize these practices aren’t just good for women, or for families,” wrote Stevenson. “By helping attract and retain top talent, they also make good business sense.” **The goal:** Identifying practices to reduce gender and racial pay gaps while supporting business growth far into the future.

CLOSUP and the M's, the power of partnership

It's been eight years since the Ford School launched the Michigan Public Policy Survey, which collects data and opinions about a broad range of state and local policy challenges from local government leaders. After 16 surveys, 60 reports, and more than 1,000 media mentions, we look back at the origins of the survey, and the partnerships that have been critical to its success.

They could have seen the survey as a threat

LARRY MERRILL, executive director of the Michigan Townships Association (MTA), remembers his first introduction to the Michigan Public Policy Survey.

TOM IVACKO (MPA '93) and **DEBRA HORNER** visited him at the MTA offices in Lansing to describe the vision: To collect data and opinions on a broad range of state and local policy challenges by surveying the chief elected and appointed officials of every jurisdiction in the state—small townships with a few hundred citizens, sprawling cities with hundreds of thousands, and everything in between.

“They were seeking our buy in as a partner,” says Merrill, “to help generate questions and provide some guidance on how to frame them.”

Ivacko, program manager at the Center for Local, State, and Urban Policy (CLOSUP), will never forget Merrill's response. “We said, here's what we're thinking of doing, and they welcomed us with open arms,” says Ivacko.

Fortunately, it was a response shared by the Michigan Municipal League and the Michigan Association of Counties, as well. “They could have seen [the survey] as a threat—that we would be collecting data that might make their jobs harder—but they saw it as an opportunity, instead,” Ivacko says. “I feel so grateful.”

With buy-in from “the M's”

To CLOSUP, those partnerships weren't just niceties; they were critical to the survey's success. “We wanted to be sure local leaders would take the time to complete the survey, that the survey would be relevant to them, and that it would be relevant to state leaders, too,” says Ivacko. “We also wanted to ensure the data and findings would be valued on the back end—that state and local leaders would use the data in their work.”

With buy-in from “the M's”—CLOSUP shorthand for the survey's Michigan association partners—CLOSUP launched its first MPPS in the spring of 2009. For that survey, and for each survey since, CLOSUP staff outlined topics that might merit investigation, then contacted the M's to collect their experiences, reflections, and ideas about each. When CLOSUP staff drafted questions, they shared those, as well. “Sometimes we'd hear about important aspects of the issue that we were missing, or response options to include, or suggestions on wording,” says Ivacko.



CLOSUP team plans fall 2017 survey.

“The relationship between state and local government is so important for effective governance, but it’s so hard to do well.” — Barry Rabe

Today, the MPPS is recognized as the only policy survey of its kind—one that takes a census approach, including every unit of general purpose local government across an entire state. And response rates of 71 percent, on average (73 percent in recent years), indicate that Michigan’s local leaders have indeed found the survey relevant.

A feedback loop and finger on the pulse

BARRY RABE, director of CLOSUP, sees the survey as a hallmark example of what a great, public university like Michigan can do for its state.

“The relationship between state and local government is so important for effective governance, but it’s so hard to do well,” he says, noting that states with strained relations are all across the nation and are contending with dozens of complex policy challenges including fracking, transportation, and public education.

“In these and other areas, it’s often hard to understand what local governments need and want,” he continues, “but the MPPS provides a kind of feedback loop, a finger on the pulse of what local jurisdictions are thinking about the most critical policy issues of the time and region.”

The issue is there in black and white

Merrill notes that participation in the survey has benefitted his association, as well.

When local leaders hear about issues from constituents, he says, the language and information are often framed by personal and political views. With the Michigan Public Policy Survey, he says, “that color is gone, and [the issue] is there in black and white...with a real sensitivity to and awareness of the issue’s complexity.” That objective framing, Merrill believes, has helped local government leaders see issues more clearly, and has helped the association discover shared priorities and emerging trends.

When the MPPS focused on transportation issues, says Merrill, it became apparent that a majority of townships across the state were struggling to contend with necessary road repairs. Data on “dark stores assessing,” or the practice of basing retail store property taxes on the value of similar, but abandoned (“dark”) buildings, was helpful in conversations with state lawmakers. And longitudinal data on local fiscal government health has convinced Merrill, and many others, that while the state itself has largely recovered from the economic recession, its local governments continue to feel financial strain.



Larry Merrill (seated) and Michigan Municipal League CEO Dan Gilmartin

Respect for those serving

Resolving these challenges will take work, bipartisan buy in, and creativity. But valid and unbiased data will help local government leaders and other conscientious public servants make better policy.

“For all of the anger across the country directed at government, I wish people could see all those who are working to make things better,” says Ivacko, speaking of the M’s and the local government leaders they represent. “There can always be some bad apples of course, but they’re the exception. I have a lot of respect for those serving.” ■

A NEW PARTNERSHIP

with researchers at Michigan State University’s Institute for Public Policy and Social Research will allow CLOSUP to triangulate findings from the Michigan Public Policy Survey.

Tapping into MSU’s State of the State Survey, which gathers public opinion on a range of issues, as well as results from the new Michigan Policy Insiders Panel survey of state-level policy professionals, U-M and MSU researchers will be able to compare the opinions of state political leaders with those of Michigan citizens and local government leaders.

Boosting the power of activism, advocacy

By Erin Spanier

In 1773, colonial resisters protested the British tea act. In 1911, industrial workers demanded safer factory conditions. In 1913, U.S. women petitioned for the right to vote. In 1963, African Americans claimed equal rights and protections under the law.

Law, politics, and policy: When government is working effectively, they can help to ensure that regulations reflect society's evolving values. But when government fails to acknowledge and respond to the concerns of citizens, advocacy and activism can play a powerful role.



Phinney

Perhaps that's why **ROBIN PHINNEY** (PhD '10) and **LAGINA GAUSE** (PhD '16), recent Ford School doctoral alumnae, have focused their research on ways to improve the effectiveness of these powerful drivers of change.

For Phinney, the emphasis is on identifying the key characteristics shared by the most influential advocates for the poor; for Gause, the goal is boosting the power of contemporary protest.

Phinney summarizes her work in a new book, *Strange Bedfellows: Interest Group Coalitions, Diverse Partners, and Influence in American Social Policy*, forthcoming from Cambridge University Press.

Existing political science theories, she writes, can't really explain how groups

with limited resources and membership bases have been effective in influencing legislators. Phinney argues that their success comes from collaboration.

In general, she says, there are strong incentives for groups to carve out a niche and work by themselves. But when there's a larger threat, those natural barriers to collaboration can fall away—making it possible for diverse coalitions to advocate for shared interests collectively.

That collective action, she says, multiplies their influence because each group brings diverse strengths to the table.

But activism and protest can be costly, says Gause, “particularly for racial and ethnic minorities, the poor, and other resource-constrained groups.”



Gause

White, affluent constituents generally exert greater influence, writes Gause. But her recent research shows that legislators do respond to low-resource groups in the wake of effective protests.

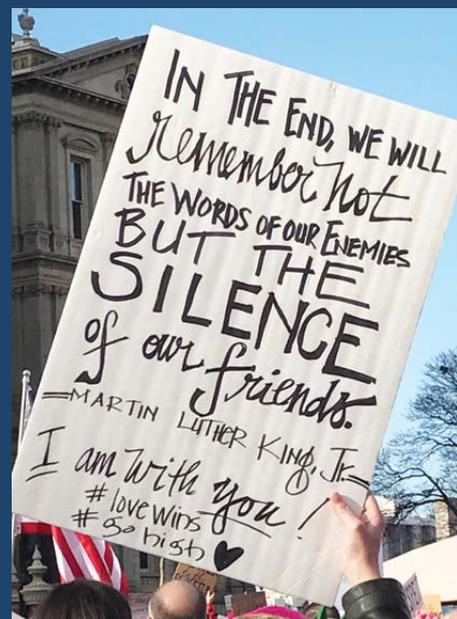
“The effort to fight back against a system that you feel doesn't adequately represent you is hard and frustrating,” says Gause, who is completing a year-long postdoctoral fellowship at Harvard's Ash Center for Democratic Governance and Innovation. “But my work says yes, it's hard, but in some ways the harder it is, the more likely it is to be effective.”

Gause notes that signing an online petition or promoting a twitter hashtag—common forms of contemporary activism—tend to pale in comparison to the effects of large-scale demonstrations like the women's marches and airport protests we've seen in the first quarter of 2017.

The recent airport protests, in particular, seemed powerful to Gause. “The fact that people were willing to engage in protest, and other forms of collective action, even when it wasn't their group being targeted, shows great promise.” ■

Ford School Spotlight

Fordies jumped into the nationwide surge of post-election activism, speaking at the Ann Arbor Women's March in January, protesting in support of immigrants and refugees in Detroit, and launching a collective giving fund—the High Five Fund—that will donate to a different cause each month. See more at fordschool.umich.edu/post-election-activism.



Does the “soft stuff” matter?



Philanthropic foundations. To many, they're organizations that deserve only reverence—founded and funded by ethical actors, managed by honest brokers, and characterized by selfless acts. But to **MEGAN TOMPKINS-STANGE**, who teaches courses in public management, philanthropy, and values and ethics at the Ford School, foundations are also powerful actors that merit some amount of scrutiny.

In her new book, *Policy Patrons: Philanthropy, Education Reform, and the Politics of Influence* (Harvard Education Press 2016), Tompkins-Stange explores, through anonymous, in-depth interviews with dozens of insiders, how influential foundations have worked to shape public policy, specifically in the education sector.

“For years, activist foundations have been engaging in the education policy arena, and using all of the tools at their disposal on behalf of an aggressive reform agenda,” she says, referring to the widespread adoption of common core curricula and the exponential growth of charter schools. But foundations have distinct philosophies—philosophies that guide their policy engagement, philosophies that warrant examination.

Tompkins-Stange illustrates these differences by focusing on some of the largest foundations in the sector—Kellogg and Ford, both founded during the Great Depression, and Broad and Gates, both founded during the tech boom. Whereas Gates and Broad were predominantly described by insiders as “market-oriented investors,” “directive,” “technical,” and “elite,” Ford and Kellogg were primarily described as “partnership-oriented grantmakers,” “adaptive,” “inclusive,” and “collaborative.”

These are important distinctions, notes Tompkins-Stange.

More directive foundations focus on being strategic, efficient change agents by using a top-down management approach, she says. One source commented that Gates and Broad ‘treat grantees like contractors,’ emphasizing accountability to specific benchmarks. “If you choose a contractor and manage his or her performance against the contract, you are likely to get compliance,” says Tompkins-Stange.

But while this managerial approach may be more effective in the short term, it can ignore what Tompkins-Stange describes as the ‘soft stuff’—building trusting relationships with the people and communities that will be impacted. Without these collaborative elements, chosen solutions and strategies can fail, says Tompkins-Stange. “People don’t [always] understand the relational components—the “soft stuff” of collaboration”—she says. “But that’s what makes or breaks a good organization, a good leader.”

To illustrate, Tompkins-Stange describes one local foundation’s attempts to address the soft stuff through the Brightmoor Quality Initiative (Tompkins-Stange serves as a consultant).

“People don’t [always] understand the relational components—the “soft stuff” of collaboration, but that’s what makes or breaks a good organization, a good leader.” — Megan Tompkins-Stange

The Max and Marjorie Fisher Foundation of Southeast Michigan has spent years investing in early childhood care and education in the Brightmoor neighborhood of Detroit. The goal: To improve outcomes for children and caregivers alike.

The foundation has worked to collapse the traditional hierarchical relationship between grantmaker and grantee, co-designing interventions with the caregivers themselves. As equal partners, expert caregivers see problems more holistically and legitimize the initiative’s efforts within the broader community, says Tompkins-Stange, who respects the approach, and hopes it’s a harbinger of what’s to come.

“Trust does matter, and there are ways you can increase it. And relationships do matter, and there are ways that you can build them. And psychological safety does matter, and there are concrete things you can do and learn to build respect among people in your organization,” she says, thinking—as is often the case—of her public management students. “I think good leadership and good management can be taught, but you have to approach the soft stuff in as serious and as rigorous a way as you approach the rest.” ■



Sen. Susan Collins (@SenatorCollins) • Feb 10
Sen. Susan Margaret Collins meets Dean Susan Margaret Collins, University of Michigan @fordschool of Public Policy.

Can firms do well by doing good? Can nations liberalize trade while protecting workers?

Marina Whitman on the aggregate advantages, and evolving schools of thought, in free trade and corporate social responsibility

By Anthony Cozart (MPP '18)

In the first days of Donald J. Trump's presidency, journalists from across the world called **MARINA WHITMAN**. They wanted to discuss the implications of Trump's meetings with auto executives. They wanted to understand how Trump's proposed tariff on Mexican imports might impact the U.S. economy. And they wanted to discuss protectionism more broadly.

Whitman's *curriculum vitae* as an international economist has a lot to do with those requests.

As a young professor at the University of Pittsburgh, Whitman took a leave of absence to become the first female economist on the Council of Economic Advisers (CEA) in 1972.

At the CEA, Whitman was responsible for advising President Richard Nixon on a wide range of economic topics, including trade, international economic development, transportation, and more. Today, 22 boxes of her work—more than 17,000 pages—are preserved in the Nixon Presidential Library.

After resigning from the CEA as Nixon's Watergate involvement became clear, Whitman returned to Pittsburgh and proceeded to join several of the most

prestigious institutions influencing trade agreements and international reforms. Then in 1979, Whitman was hired as GM's chief economist. Whitman and her staff followed and forecasted global economic conditions, and advocated against protectionist auto industry policies. In time, she was promoted to serve as group vice president of public affairs—a title that placed her among the highest ranking female business leaders anywhere.

It's clear—from Whitman's media interviews, from her recent op-eds in the *Detroit Free Press*, and from conversations with her in Weill Hall—that Whitman's perspective on contemporary trade policies is sought out by the media because it's grounded in economics, attuned to business interests, and deeply informed by decades of work with influential global organizations like the *Council on Foreign Relations*.

Removing barriers to trade has been a “win-win,” she says now, conferring benefits in the U.S. and abroad. “The pace at which poverty has gone down in the developing world [largely as a result of trade] is nothing short of remarkable.”

At the same time, Whitman acknowledges that advocates of liberalized trade have failed a sizeable subset of the

“The auto industry in the United States made more cars last year than ever before, but with less than half as many auto workers. So, go kick a robot.”



Whitman discusses policy with Michigan Radio.



Marina Whitman will retire this spring after 25 years of remarkable service at the Ford School—please join us in thanking and congratulating her: marinaw@umich.edu.

Whitman at the University of Pittsburgh.

U.S. population—and that those oversights were likely a critical factor in the recent Presidential election.

“While [economists] have been unanimous on the aggregate advantages of trade liberalization, we haven’t paid enough attention to the losers,” says Whitman. “There are many more winners than losers, but the losers feel it much more personally and intensely. And neither my profession nor the government has done enough to try to assuage some of the difficulties that [they] face.”

Whitman continues to advocate for free trade—most recently arguing that it has played an important role in building and buttressing *Pax Americana*. But she is perhaps best known to recent Ford School students for her expertise on corporate social responsibility (CSR). Since joining the faculty some 25 years ago, Whitman has taught “International Trade” and “Global Corporate Social Responsibility” to hundreds of students at the Ford School and Ross School of Business.

Although American firms have practiced CSR for more than a century, Whitman says the answers to key questions, like “what are managers responsible for?” “to whom?” and “why?” have continued to evolve. Increased competition, from deregulation and global trade, have changed business norms, encouraging companies to prioritize shareholder returns over workers and communities.

Despite this shift, however, Whitman notes that American companies are increasingly interested in acting more responsibly.

“There’s always the tradeoff between the positive impacts of a company—in creating jobs, wages, and taxes—and the negative externalities,” says Whitman. “A lot of CSR is trying to minimize those externalities.” Nike, Walmart, Apple, and Best Buy—among others—increasingly intervene throughout their global supply chains to improve factory working conditions. Other companies now track and seek to minimize their environmental footprints.

While empirical research has found it difficult to prove definitively that firms “do well by doing good”—a central question to CSR, but a difficult one to answer given the complexity of firms and markets—Whitman makes a strong case to her students, drawing on numerous case studies, research articles, and her own research and professional experiences. As a result, generations of students have graduated believing firms can.

JEREMY JEPSON (MPP '04), director of public affairs and corporate citizenship at Walt Disney Parks and Resorts, is one of those graduates. “Marina’s background and experience have been invaluable to Ford students interested in the intersection of policy and business,” he says. “She’s been a resource and inspiration to me for more than a decade.” ■



Ford School Spotlight

Forty-two Ford School students made their way to DC this February to meet with alumni and explore internship and career opportunities in the capital. Alumni “really brought their ‘A games’ when answering student questions, offering advice, and discussing policy issues as they play out in DC and at their organizations,” says **ELISABETH JOHNSTON**, the Ford School’s alumni relations manager.

35 years on

The life-changing legacy and lasting impact of the Public Policy and International Affairs program

By Jackson Voss (PPIA '13, MPP '18)

ANGELA BANKS (MPP '97) is a senior attorney for the U.S. Social Security Administration. **LATESHA LOVE-GRAVER** (MPP '02) is a senior policy analyst at the U.S. Government Accountability Office. **FAROUK OPHASO** (MPP '06) serves on the minority staff of the U.S. House Committee on the Budget. **CIERA BURNETT** (MPP '09) is a Foreign Service officer with the U.S. Department of State. And **EVAN RALEIGH** (MPP '12) directs Winston-Salem's Office of Business Inclusion and Advancement.

Not only are these all Ford School graduates, they are also alumni of the **PUBLIC POLICY AND INTERNATIONAL AFFAIRS** (PPIA) program, a summer training institute that prepares fellows—all students from backgrounds traditionally underrepresented in policy leadership—for graduate school, and careers of influence, in the field.

"The program was huge for me. And I imagine for others as well" says **LORELEI VARGAS** (MPP '96), a former fellow. "To this day, the people I met during that summer, I'm still friends with."

Vargas knows PPIA fellows who interned at the White House, or in Congress. She completed her own internship with Mario Cuomo, who was up for reelection at the time. "I got to work on the campaign and sit in on press conferences. It was a great opportunity to get a feel for politics and government from the inside."

MELLIE TORRES (MPP '97) says PPIA made it possible for her to consider a career in public policy. "I'm so forever grateful for the fellowship opening up this whole new focus for me. And the rigor of it was so mind-blowing," she says. "It was the first time I had to pull all-nighters!"

PPIA also helped bring Torres to the Ford School for her master's in public policy. "We had a reception at someone's apartment—a student's apartment—and professors came out," she says.

"It just seemed like a very down-to-Earth space; I was so comfortable with them... I didn't even want to think about other schools I had applied to. The professors just made me feel so welcome as a student of color."

Banks, Love-Grayer, Ophaso, Burnett, Raleigh, Vargas, and Torres are just a few of the 4,500 alumni of the Public Policy and International Affairs (PPIA) fellowship program. Over the past 35 years, many of those alumni have come to the Gerald R. Ford School of Public Policy for the fellowship's undergraduate summer institute, to complete their graduate studies, or both.

The fellowship is based around the PPIA Junior Summer Institutes—a national initiative launched by the Sloan Foundation in 1981.

These seven-week long institutes bring students from diverse backgrounds to the campuses of top public policy programs, where they take a rigorous course load. At Ford, that curriculum is focused on training students in quantitative and applied policy skills through courses in statistics and economics, and through rotating policy seminars, many taught by prominent faculty, that cover a variety of policy challenges.

These summers of hard work and networking have helped to train a generation of public service leaders. Most alumni of the Junior Summer Institutes go on to complete graduate degrees in public policy or international affairs.

Today, PPIA Fellows serve as Foreign Service officers for the State Department and USAID; as administrators in federal, state, and local government; as policy advisors for the United Nations; and as program managers, research analysts, fellows, consultants, and more for a wide array of groups, both public and private.

Alumni of the program have tended to rise up to important positions—and many credit PPIA for setting them on the course.

Early fellows (summer of '91).





Monica Rodriguez (PPIA '16)
and Roger Sanchez (PPIA '16)



Mellie Torres (MPP '97)

Seventeen PPIA alumni are currently working on master's degrees at the Ford School—12 of whom attended the summer institute here, as well. According to **BETH SOBOLESKI** (MPP '89), director of admissions and recruiting and PPIA Board of Directors secretary, this is one of the largest groups of PPIA alumni studying at the Ford School at one time, something made more significant by the Ford School's unwavering commitment to the program.

"The Ford School's long and rich partnership with PPIA has been beneficial in so many different ways. The most obvious benefit is the relationships that we are able to develop with the fellows in the summer," she said. "It's so amazing to have an opportunity to get to know this talented group of students from across the country and to help them think about the next stage of their lives and careers."

Current Ford students who went through the program reaffirm many of the experiences and benefits described by Vargas, Torres, and Soboleski.

"PPIA gave me the tools I needed to excel beyond my undergraduate career," says **CORTNEY SANDERS** (MPP '17), who first came to Ford as a PPIA fellow in 2013.

"PPIA introduced me to the world of public policy . . . and connected me to a network of wonderful people both inside and outside of my own cohort." — Melvin Washington (MPP '18)

"No one in my family really knew how to navigate graduate school applications and interviews. It was the PPIA experience that set me apart from all the other students who came from a similar background of poverty and being a first generation graduate student."

"PPIA for me was nothing short of a life changing experience," says **MELVIN WASHINGTON** (MPP '18), another 2013 fellow.

"Even though I had always been interested in politics generally, PPIA introduced me to the world of public policy...and connected me to a network of wonderful people both inside and outside of my own cohort. The PPIA family has served as a wellspring of intellectualism, guidance, and friendship."

In the past, over 20 public policy schools offered the Junior Summer Institute to undergraduates as part of the PPIA fellowship program. But as external funding was redirected, many institutions stopped offering summer institutes. The Ford School, however, has offered a Junior

Summer Institute each summer since 1983.

"We're one of only two schools that has never missed a summer," says **SUSAN M. COLLINS**, Joan and Sanford Weill Dean of Public Policy. "When funding was pulled, the University of Michigan and the Ford School decided this was a program we were deeply committed to, and the decision was very, very clear."

When the program began, both the summer program and graduate fellowships awarded to participants were fully paid for by external foundations. When outside funding for PPIA ended in 2006, the university and the Ford School stepped up to provide funding for the full costs of the summer program, including room and board, a stipend for each fellow, summer instruction, as well as a guaranteed graduate fellowship of at least \$5,000 for PPIA alumni who choose to continue their studies at the Ford School.

"That's a decision we're all really proud of, and one we continue to support to this day," says Collins. ■

PHOTOS: TOP RIGHT, CLARION UNIVERSITY

Ford School Spotlight

The Ford School offers a bittersweet farewell as **SANDRA DANZIGER** retires this spring. Danziger's list of career accomplishments is impressive, but perhaps her greatest legacy will be her dedicated mentorship of hundreds of students. "With her retirement, the Maize and Blue gets a bit bluer," writes Rodney Andrews (PhD '07).





BA program celebrates 10 years

By Maxwell Bultman (BA '17)

When the Ford School launched a bachelor's degree program in the fall of 2007, undergraduate programs were rare among public policy schools.

The Ford School itself had long housed a successful master's program for early- and mid-career professionals, but in creating a bachelor's degree, faculty hoped to provide University of Michigan undergraduate students with something different—an interdisciplinary, liberal arts foundation.

And while this meant some level of experimentation in designing the program, the results, 10 years in, reflect the interdisciplinary ideals upon which the program was founded.

Almost half of early alumni have gone on to earn a graduate degree—60 percent of these in law; others in business, public health, public policy, urban planning, and other fields. A third have chosen to work in the private sector (many in law, business, consulting, and

communications); 20 percent in the non-profit arena; and 9 percent in government.¹

“This diversity of outcomes represents a great success for a program that was designed to prepare students for a broad range of career paths,” says Susan M. Collins, who began her tenure as dean when the first class of undergraduates began their studies at the Ford School.

JOE SHEA (BA '17), whose father Steve earned his master's degree at the Ford School in 1985, says he chose the program to improve his critical thinking and analytic skills, and has always thought of the training as a mechanism for addressing problems and, ultimately, making the world a better place.

Joining in the fall of their junior year, undergraduate students like Shea come to the school deeply connected and engaged across campus, notes Collins, who continues to be impressed by the caliber of students the program attracts. The very first class of undergraduate students included the leaders of a dozen student organizations, the

winner of a Hopwood writing award, the editor-in-chief of the *Michigan Daily*, and more.

At the Ford School, these engaged students balance core courses with semester-long policy seminars—small interdisciplinary classes that allow them to learn about particular policy areas while honing their writing skills. Later, they work with faculty advisers to design their own “focus areas,” by handpicking four courses across campus that will give them an opportunity develop a deeper and more holistic understanding of a policy area that interests them.

In addition to giving students a measure of control over their education, program director **SHARON MACCINI** believes there's educational value in the process of sitting down and thinking about what you want to explore. “Good analysis is fundamentally interdisciplinary,” Maccini says. “And so I think drawing from a range of disciplines is really important—not just for policymakers, but for anyone who wants to think about challenges and opportunities in a comprehensive way.”

NICOLE AUERBACH (BA '11), a college basketball and football reporter for *USA Today*, focused on “women’s health policy.” **CRAIG KAPLAN** (BA '15), a cybersecurity account executive at the for-profit Darktrace, focused on “American energy policy and its effects on economics, national security, and international affairs.” **NATALIE RELICH** (BA '09), executive director of the non-profit OHorizons, focused on “environmental policy and sustainable development.”

Many students pursue these interests beyond graduation, and beyond the classroom. **MATTHEW MEJÍA** (BA '12), now a policy and research associate at the Harlem Children’s Zone, focused on “education policy” and helped to organize the school’s first student-run diversity summit. It is this type of thinking that the Ford School’s undergraduate program seeks to foster in students, along with a willingness to act on their beliefs, and to follow through on lessons they’ve learned along the way.

But there is one other element to the bachelor’s program that is not so easily captured with anecdotes and

statistics. Sitting in her office on the Ford School’s main floor, Director of Student and Academic Services **SUSAN GUINDI** was asked what, if anything, an article on the program shouldn’t miss. The answer, she said, was what the undergraduate presence brings to the school.

“Our undergraduate students bring idealism and energy to the program,” Guindi said. “Their enthusiasm for the school and their studies is infectious.” **RUSTY HILLS**, who has taught scores of undergraduate alumni over the years, couldn’t agree more. “The students bring an enthusiasm to the study of public service that is sorely needed,” he says.

Ten years into the bachelor’s program, that energy is still on display—both inside Weill Hall and through the work the Ford School’s undergraduate alumni are doing each day. After all, this was a program that started out with few models to copy. It only makes sense that its students and alumni continue to shape its direction. ■

¹ Data from 2009–2012 graduates



Donavan McKinney (BA '14) at graduation.

Curricular Enhancements

Faculty, staff, and students recently completed a 10-year curricular review and recommended several additions to the BA program’s core curriculum:

- » A four-credit course on research design and methods;
- » A one-credit applied learning course on collaborative and inclusive policymaking; and
- » A three-credit course on values and ethics, which will include content in diversity, equity, and inclusion.



Upper left: Nicole Auerbach (BA '11), a college basketball and football reporter for *USA Today*, takes notes while embedded with #1 pick Andrew Wiggins at the 2014 NBA draft.

Above: Matthew Mejía (BA '12), a policy and research associate at the Harlem Children’s Zone, at Marcus Garvey Park.



Left: Natalie Relich (BA '09), executive director of OHorizons, reviews water filter construction manual with members of Rotary’s Clean Water Ecuador Team.



APSA (@apsiainfo) • Feb 3

APSA knows closing ourselves off makes us ill prepared to deal with global challenges. <https://apsia.org/about-apsia/statement/> ... #Diversityisourstrength



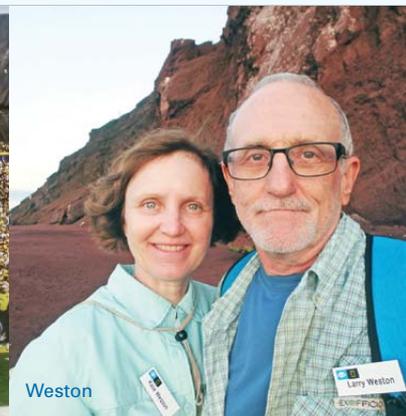
Omenn, Darling



Weiser



Brook



Weston

A powerful match

U-M match spurs student support endowments, generates new gifts to existing ones

In September, the University of Michigan made an announcement. In hopes of inspiring new gifts for student support, U-M revealed that it had set aside \$40 million for a time-limited matching gift program. For every qualifying gift of \$2, the University would invest another \$1 in the donor's selected fund.

SUE JOHNSON, the Ford School's director of development, was delighted.

"The match demonstrates the university's serious commitment to making a U-M education more accessible," says Johnson. "It also provides a fabulous incentive for our alumni and friends to further the impact of their support."

In the weeks following the announcement, Johnson shared the news with a good number of alumni and friends. And within a month, the first qualifying gift had been made by a 1968 alum, who wished to remain anonymous while establishing a fellowship in honor of one of the Ford School's longest-serving faculty members, Professor Emeritus **LARRY MOHR** (MPA '63, PhD '66).

"I'm quite flabbergasted, and of course, honored," Mohr wrote to Johnson when he learned about the gift.

By the end of January, five more gifts would qualify for the match—all targeted toward supporting Ford School students in the years to come.

MARTHA DARLING and **GILBERT OMENN**, longtime friends of the Ford School, established a permanent endowment for graduate student internships in health, science, and technology. As students, Darling and Omenn had participated in transformative internships, and they believed in paying it forward. While they had been providing annual support for Ford School internships for nearly a decade, the new fund—amplified by the U-M match—would support that work far into the future.

LYNN AND STUART WHITE of Grand Rapids, and U-M Regent **RONALD N. WEISER** (BBA '66) and **EILEEN L. WEISER** (MMus '75) of Ann Arbor, made gifts to an existing fund that honors the University's most prestigious alumnus, President **GERALD R. FORD** (AB '35, HLLD '74). The Gerald R. Ford Presidential Fund, established with major gifts from a number of generous benefactors, will help the school recruit and nurture generations of students who exemplify the president's lifelong commitment to service, bipartisanship, and civility.

DOUGLAS (MPA '67) and **MARIANA BROOK** were the next to give. The Brooks had established a bequest to support former members of the military who wanted to continue their studies and launch careers in public service. In light of the match, they decided to seed the fund early, so they could meet the students they were supporting and see the impact of their fellowship.

Then Kate and Larry Weston used the match to expand an existing fund—the **MARGARET E. WESTON** (MPP '08) Endowment for Education Policy—that they had established in memory of their daughter, Maggie, in 2015.

It's March as we write this, and U-M's matching gift program has inspired nearly \$500,000 in contributions that will support Ford School students far into the future. The match is still active, notes Johnson, but will only be available while funds last. ■

TO LEARN MORE about U-M's student support match and the types of gifts that qualify—including multi-year pledges and pooled gifts from several donors—contact Sue Johnson, the Ford School's director of development, at suejohn@umich.edu or 734-615-4001.



U.S. Embassy Athens (@USEmbassyAthens) • March 1

Amb @GeoffPyatt speaks to Masters of Public Policy students from @UMich @fordschool about U.S. response to the refugee crisis in #Greece

Keeping the doors open

U.S. refugee policy at a crossroads

By Jacqueline Mullen (MPP '18)

Take a moment to let this sink in.

In 2016, the UN Refugee Agency reported 65.3 million forcibly displaced people around the world, including 21.3 million refugees. That's the highest rate of forcible displacement since the agency began tracking the metric 65 years ago.

"Globally, one in every 122 humans is now either a refugee, internally displaced, or seeking asylum," reports the agency. "If this were the population of a country, it would be the world's 24th biggest."

It makes you wonder: How can policymakers ever hope to tackle a problem of such magnitude?

But **STEVEN CORLISS** (MPP/JD '88), director of the agency's division of programme support and management, takes a different perspective. If we focus on a "human tide" or "refugee crisis," people tend to get overwhelmed. Instead, he says, we should focus on people.

That view is echoed by **HARDY VIEUX** (MPP/JD '97), the Ford School's current Towsley Foundation Policymaker in Residence. Vieux is legal director at Human Rights First, where he represents U.S. asylum seekers.

While Corliss and Vieux live and work on opposite sides of the Atlantic (Geneva and DC, respectively), they share a passion for serving populations often overlooked. A few minutes with each, and it's obvious that their long hours come from being inspired, not discouraged, by the work.

They are also not alone in believing in the power of personal narratives to encourage others to join them.

One such narrative was recently shared by Ford School alumnus **RICHARD NGUYEN** (MPP '08), the son of Vietnamese refugees who arrived in the U.S. in the 1970s following **PRESIDENT GERALD R. FORD**'s commitment to welcome innocent victims of war.

"Ford did more than just direct resources to assist Vietnamese refugees," Nguyen wrote in his January op-ed, "A Republican president set the gold standard for welcoming refugees." Ford also took a personal interest, visiting refugee camps, including the camp where Nguyen's father awaited asylum.

Globally, one in every 122 humans is now either a refugee, internally displaced, or seeking asylum.

"Having the President of the United States shake [my father's] hand and show support for refugees left a strong impression," he writes. Ford's actions toward Vietnamese refugees allowed America to advance its values and interests alike, says Nguyen. "I hope [today's] leaders have the moral courage and strategic insight to do the same."

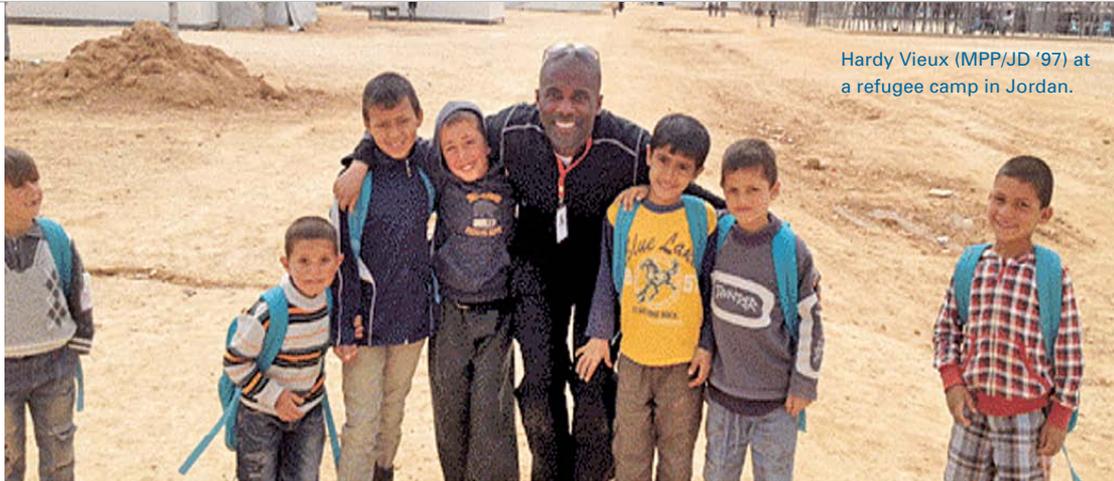
Four days after Nguyen's op-ed was published, however, President Trump issued an executive order barring all refugee admissions to the United States for 120 days. The order sent ripples throughout the world. In the refugee

President Ford welcomes refugees at Fort Chaffee, Arkansas.



Steven Corliss (MPP/JD '88) at a UN refugee camp.





Hardy Vieux (MPP/JD '97) at a refugee camp in Jordan.

policy sphere, resettlement agencies, humanitarian organizations, students, scholars, and especially refugees themselves grappled with the impact.

Vieux, who postponed his initial interview that week to help colleagues respond to the executive order, says he understands why some people worry that refugees might make our country less safe. “I think that’s a valid question to ask,” he offers. “However, our answer for the longest time has been a solid ‘no,’ given the way our vetting processes work, particularly with resettlement.”

This March, Vieux organized a panel of veterans to discuss the intersection between national security and human rights. Panelists expressed concern about recent policies that seek to restrict immigrants and refugees, particularly halting all flows from several Muslim-majority nations.

Such policies could actually harm U.S. security by giving talking points to those who thrive off of ‘us-vs.-them’ narratives, Vieux worries.

JOHN CIORCIARI, director of the Ford School’s International Policy Center, concurs. “A willingness to serve as a beacon and protector for victims of persecution has long been a significant aspect of America’s global leadership,”

he writes. “Refugee admissions are a crucial means by which the U.S. expresses its values and demonstrates the will to uphold them.”

The most important part of refugee policy today, Corliss believes, is “keeping the doors open” to people seeking protection, both in countries neighboring conflict zones and those further away, including through resettlement to the United States.

But calls for humanity to ‘do the right thing’ can only go so far and need to be reinforced with evidence-based policy arguments, Corliss adds.

One idea gaining traction within the humanitarian community is to quantify the economic benefit of welcoming refugees. Economic impact studies can show how refugees “spark regional economic growth, job creation, and prosperity,” says **STEVE TOBOCMAN** (MPP/JD '97), executive director of Global Detroit.

Tobocman and Associate Dean **ELISABETH GERBER** are co-leading a course for graduate students to begin work on the first economic impact study of refugees in southeastern Michigan.

Corliss holds firm to the belief that the increase in forcibly displaced people worldwide is a problem that the international community can manage. “You can see that in the fact that countries with far fewer resources are grappling with the most substantial numbers of refugees,” he notes.

In order to solve the problem, however, “We all have to be on the same page,” says Vieux.

Advocates hope different approaches—sharing personal narratives; describing how refugee resettlement boosts, rather than diminishes, national security interests; and quantifying the economic benefits of refugees—will encourage more stakeholders to get involved.

Vieux’s end goal is to reach a refugee policy that is “durable, coordinated, and humane.” Is it realistic?

“I do hold a lot of hope. I’ll blame the people that raised me for that,” says Vieux, who comes from a family of Haitian immigrants. “I get up [believing] today might be a better day than yesterday. I owe that to my work and the people we serve.” ■

Ford School Spotlight

Students organized a number of creative fundraisers this year for their annual charity drive including “No-Shave November,” which raised \$1,200 for the cause. (**JON HANSON**’s hirsute beard, captured here at Michigan Stadium, garnered the most pledges.) Proceeds from this year’s fundraisers will benefit the Foundation for Flint’s “Kids Fund.” See more at fordschool.umich.edu/2017/charity-auction.



Diversity, equity, and inclusion

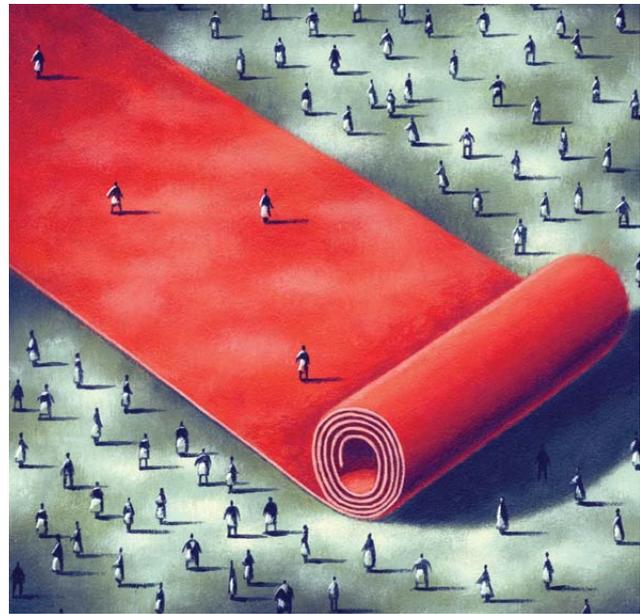
Building on the longstanding success of faculty research and policy engagement

A key pillar of the Ford School's recently released Strategic Plan for Diversity, Equity, and Inclusion (DE&I) is to build on the longstanding success of faculty research and policy engagement in this space. Here's a quick snapshot of just a few of the many DE&I-related projects current Ford School faculty members are pursuing:

Even as the economy has improved, unemployment among workers with less education, especially those living in high-poverty areas, remains high says **LUKE SHAEFER** of a new research project he's conducting with **BRIAN JACOB** and **ELISABETH GERBER**. In a collaborative project with the state, researchers will design and manage a randomized controlled trial to assess the impact of Michigan's Community Ventures program, which helps structurally unemployed adults succeed in the labor market. The Community Ventures model "has significant potential to inform policymaking in other states and at the federal level, making a Michigan-based program a model for the nation," they write.

PAULA LANTZ leads U-M's Policies for Action Research Hub. Funded by the Robert Wood Johnson Foundation, the hub conducts policy-focused research to improve population health and diminish health disparities. Lantz and her colleagues have recently completed a landscape analysis of domestic "social impact bonds," aka "Pay for Success" demonstrations. Through this financing model, private sector capital is used to fund social service or prevention interventions—supportive housing, early childhood education, employment training after incarceration—with a potential payout from the public sector if the intervention achieves success and provides value to the government. The team is also working on an analysis of international Pay for Success demonstrations with the goal of further identifying the potential, and challenges, associated with this public-private partnership approach to tackling social disparities in health.

DAVID THACHER is studying police "use of force," and the way departments review incidents in the aftermath. His goal? To encourage departments to consider review procedures that go well beyond compliance. "A lot of people think police use too much force, and I think the most common response is 'we need to hold police accountable, and we need to punish more cops,'" he says. "I think that's probably true in some cases, but we're not going to get very far that way. The real progress in



reducing use of force doesn't come through those punitive, compliance based strategies, but by learning from our own best officers."

The list goes on and on.

Last fall, **BETSEY STEVENSON** advocated for a new policy that would require large employers in the U.S. to submit pay data that can be disaggregated by race, ethnicity, and sex. More recently, she met with the governor of the Reserve Bank of Australia to discuss ways central banks can increase diversity, equity, and inclusion. **SHOBITA PARTHASARATHY** is exploring how poor women in the developing world can better contribute to, and benefit from, science and technology-based interventions. **ANN CHIH LIN** and colleagues, including Ford School alum **MOHAMED ABBADI** (MPP '16), are testing whether brief conversations that encourage non-Muslims to think about times when they were excluded, or made to feel different, can reduce bias against Muslims.

"Given the extensive need to care for vulnerable communities and improve people's lives, we're proud of the breadth and depth of faculty research and engagement in this area," says Susan M. Collins, Joan and Sanford Weill Dean of Public Policy. ■

FACULTY FINDINGS

In education policy



Brian Jacob on the promise, and limitations, of “next generation” teaching technologies

In “Can technology help promote equality of educational opportunities?” **BRIAN JACOB** and coauthors, including Ford School alumna **SUSANNA LOEB** (MPP '94), explore the promise and limitations of “next generation” educational technologies like virtual schooling, intelligent tutoring, and blended learning.

The researchers find many benefits to these new technologies: “Unlike teachers, technologies have no preferences for the schools in which they work,” they write. “As such, technologies [have the potential to] reduce inequalities in resources across schools.” Ultimately, however, the researchers conclude that the evidence to date suggests that technologies alone cannot eliminate the significant achievement gaps prevalent in schools across the nation. » [Read “Can technology help promote equality of educational opportunities?” in the *Journal of the Social Sciences*.](#)

Natasha Pilkauskas on the link between mom’s education and employment

Over the last 40 years, more and more moms have stepped into the workforce. Today, about 70 percent of moms work ‘outside the home.’ But surprisingly little is known about the labor force trajectories of these mothers: When we follow the same mothers over time, what do their patterns of employment look like? And are these patterns in any way connected to a mother’s level of education?

Using longitudinal data from the Fragile Families and Child Wellbeing Study, **NATASHA PILKAUSKAS** and coauthors found that the least educated moms—those who had never earned a high school degree—had a much tougher time in the labor force. While moms with more education tended to increase their labor force participation as their children aged, the significant labor force challenges faced by moms without a high school degree—including unemployment, underemployment, and stepping out of the labor force entirely—persisted over the decade-long study. » [Read “Maternal labor force participation and differences by education in an urban birth cohort study” in *Demographic Research*.](#)



Safiya Merchant (@SafiyaMerchant) • March 20
 @UMich Poverty Solutions, led by @fordschool @profshaefer,
 is pairing low-income youth with campus jobs this summer

Kevin Stange on the [missing] link between school facility upgrades and student achievement

Do better school facilities make better students? It's a question that education policy leaders have debated for many years—and for good reason. Some state and local governments make enormous investments, funded through voter-approved bonds, to build and repair public school facilities; other community schools, particularly those in disadvantaged neighborhoods, remain in a constant state of disrepair.

KEVIN STANGE and colleagues, including former Ford School research scientist **ISAAC MCFARLIN JR.**, explore the effects of nearly 1,400 capital campaigns initiated and financed by hundreds of local school districts

across the state of Texas. Comparing districts where bond referenda narrowly passed to those where similar bond referenda narrowly failed, they examine student outcomes in the years before and after the improvements. Their finding: That there is little evidence to indicate that school facility upgrades improve student outcomes or reduce achievement gaps. Far more effective, they note, are operational investments that reduce class sizes or improve a school's instructional capacity. » [Read "Investing in schools: Capital spending, facility conditions, and student achievement" in the *Journal of Public Economics*.](#)

Susan Dynarski on the many positive effects of Boston's charter high schools

Using charter school admissions lotteries, which randomly identify students to attend oversubscribed charters across the nation, **SUSAN DYNARSKI** and coauthors are able to estimate the effects of a charter school education. Focusing their analysis on charter high schools in the

City of Boston, the researchers compared the outcomes of those who won the lottery to those who lost.

The researchers found that those who studied at Boston's charters experienced many positive effects. They were more likely to pass the state's rigorous high school exit exam, more likely to qualify for a state-sponsored scholarship, more likely to fare well on the SAT, more likely to take and pass AP exams, and more likely to enroll in a four-year degree program. » [Read "Stand and deliver: Effects of Boston's charter high schools on college preparation, entry, and choice" in the *Journal of Labor Economics*.](#)

Susan Dynarski notes that while Boston's charter high schools appear to produce many positive effects for students, not all charters have the same success rates. She and her colleagues, including **BRIAN JACOB**, will soon release an analysis of the effects of Michigan charters.



Boston charter controversy, Nov. 2016

» [Read more about these "faculty findings," and many others, at \[fordschool.umich.edu/faculty-publications\]\(https://fordschool.umich.edu/faculty-publications\).](https://fordschool.umich.edu/faculty-publications)

Ford School Spotlight

This year's Integrated Policy Exercise featured "Policymaker," a new digital platform designed by **ELISABETH GERBER** in collaboration with **JAMES DEVANEY** (MPP/MBA '05), associate vice provost for academic innovation at U-M, and a team of developers and designers. More than 160 Ford School students participated in the two-day simulation, role-playing leaders of Michigan's charter school reform debate and conducting business through the new app.



Faculty News



Ciorciari

Dynarski

Hausman

Recent publications by **ROBERT AXELROD** include “Challenges in researching terrorism from the field” with **SCOTT ATRAN** (*Science*); “How historical analogies in newspapers of five countries make sense of major events: 9/11, Mumbai, and Tahrir Square” (*Research in Economics*); and “Strategic aspects of cyber attack, attribution, and blame” (*Proceedings of the National Academy of Sciences*).

Based on number of media mentions outside the U.S., **JOHN CIORCIARI** is U-M’s top international expert of 2016. His recent publications include “Victim testimony in international and hybrid criminal courts” (*Virginia Journal of International Law*) and “Nationalist protests, government responses, and the risk of escalation in interstate disputes” (*Security Studies*).

U-M has tapped **PAUL COURANT** to serve as interim provost and EVP for academic affairs. On June 26, U-M will host Courant’s bicentennial colloquium, “The evolving bargain between research universities and society.” Courant’s latest paper is “Faculty deployment in research universities” (*Productivity in Higher Education*).

ALAN DEARDORFF has been quoted in a number of national news articles exploring the likely economic repercussions of the Trump administration’s movements to rethink American trade policy.

SUSAN DYNARSKI and former postdoc **KATHERINE MICHELMORE** (Syracuse) received a \$120,000 grant from the Russell Sage Foundation to use longitudinal data to explore educational disparities. A new study by Dynarski and Ford School colleagues **BRIAN JACOB** and **MAHIMA MAHADEVAN** (MPP ’11) shows that Michigan charter school practices rarely differ from those of traditional publics. Dynarski continues to be a prolific education policy writer for *The New York Times*. Also see “Faculty Findings” (p. 25).

ELISABETH GERBER’s “Policymaker” simulation tool, which helps faculty facilitate active learning about stakeholder engagement and policy decision-making, made its debut at the Ford School’s 2017 Integrated Policy Exercise (IPE) and APSA’s 14th annual Teaching and Learning Conference in Long Beach, CA.

Resources for the Future honored **CATIE HAUSMAN** with its Krutilla Research Stipend Award for promising young scholars of environmental and resource economics. Recent papers include “Price regulation and environmental externalities: Evidence from methane leaks” (*NBER*) and “Climate change is projected to have severe impacts on the frequency and intensity of peak electricity demand across the United States” (*PNAS*). Her op-ed, “Why utility companies have little incentive to plug leaking natural gas,” appears in *The Conversation*.

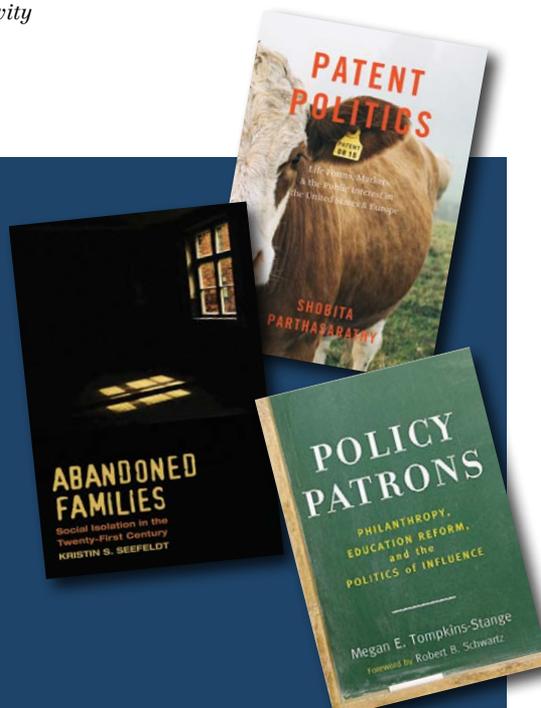
Recent papers by **BRIAN JACOB** include “The measurement of student ability in modern assessment systems” (*Journal of Economic Perspectives*); “When evidence is not enough: Findings from a randomized evaluation of Evidence-Based Literacy Instruction” (*Labour Economics*); “Are expectations alone enough? Estimating the effect of a mandatory college-prep curriculum in Michigan” with **SUSAN DYNARSKI** (*Educational Evaluation and Policy Analysis*); “Measuring instructor effectiveness in higher education” with **KEVIN STANGE** and **PIETER DE VLIETTER** (*NBER*); and “How the U.S. Department of Education can foster education reform in the era of Trump and ESSA” (*Evidence Speaks*). Also see “Faculty Findings” (p. 24).

PAULA LANTZ’s “Pay for Success and population health: Early results from 11 projects reveal challenges and promise,” appears in *Health Affairs*; Lantz offered a webinar on the work in January.

MELVYN LEVITSKY has been quoted in a number of national and international news articles about President Trump’s foreign policy moves. Based on media mentions outside the U.S., Levitsky is among U-M’s top five international experts of 2016.

Ford School Spotlight

Book Talks @ the Ford School this spring highlighted three new books by Ford School faculty members: **SHOBITA PARTHASARATHY**’s *Patent Politics*, **KRISTIN SEEFELDT**’s (MPP ’96, PhD ’10) *Abandoned Families*, and **MEGAN TOMPKINS-STANGE**’s *Policy Patrons*.





Lantz

Levitsky

Rabe

Stange

Stevenson

Weiss

Yang

ANN CHIH LIN and colleagues, including Ford School alumnus **MOHAMED ABBADI** (MPP '16), received a \$150,000 grant from the Russell Sage Foundation to test an intervention to reduce bias against Muslims.

Data from **SARAH MILLS'** recently completed survey of Michigan farm landowners and the ways they are impacted by wind energy turbines, summarized in "Farming the wind," has been cited by a number of media outlets.

SHOBITA PARTHASARATHY'S second book, *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe* (Chicago University Press), was released this January. The book was the focus of a U-M symposium, "Patents, Social Justice, and Public Responsibility," that took place this March. Parthasarathy's op-ed "Obama administration's big science and tech innovation: Socially engaged policy," appears in *The Conversation*.

NATASHA PILKAUSKAS and former Ford School postdoc **KATHERINE MICHELMORE** received a junior faculty grant from Poverty Solutions to investigate whether the Earned Income Tax Credit (EITC) reduces housing instability. Pilkauskas' paper, "Giving unto others: Private financial transfers and material hardship among families with children," is forthcoming in the *Journal of Marriage and Family*. Also see "Faculty Findings" (p. 24).

The National Academy of Public Administration has tapped **BARRY RABE** for a number of energy and environmental reviews including a Presidential transition report on energy and environmental policy concerns and a review of the Bureau of Safety and Environmental Enforcement. Rabe is chairing the EPA's Assumable Waters Advisory Committee.

DANIEL RAIMI has signed a contract with Columbia University Press for his first book, tentatively titled *Fracking in the USA*. Recent papers focus on state and local government revenue from oil and gas production and the impacts of hydraulic fracturing on drinking water in the U.S.

LUKE SHAEFER'S recent publications include "How should we define low-wage work?" (*Monthly Labor Review*) and "Can poverty in America be compared to conditions in the world's poorest countries?" (*American Journal of Medical Research*). He continues to lead Poverty Solutions at the University of Michigan, which announced its first nine grant recipients this January. Shaefer and Ford School colleagues **BRIAN JACOB** and **ELISABETH GERBER** received funding from J-PAL to conduct a randomized trial of Michigan's Community Ventures program, which helps provide stable, living-wage jobs for low-income, structurally unemployed individuals.

KEVIN STANGE'S recent publications include "Price regulation, price discrimination, and equality of opportunity in higher education: Evidence from Texas" (*NBER*) and the edited NBER volume, *Productivity in Higher Education*. Stange and former postdoc **STEVEN HEMELT** (UNC-Chapel Hill) recently won a \$260,000 grant to explore cost drivers in higher education. Also see "Faculty Findings" (p. 25).

BETSEY STEVENSON contributed to a *Bloomberg View* piece on "17 metrics to watch in the Trump era" and wrote "Manly men need to do more girly jobs" (*Bloomberg*), which was picked up by dozens of news outlets.

KAITLIN TONER RAIMI'S recent publications include "The promise and limitations of using analogies to improve decision-relevant understanding of climate change" (*PLOS ONE*) and "Environmental peer persuasion: How moral exporting and belief superiority relate to efforts to influence others" (*Journal of Environmental Psychology*).

SUSAN WALTZ has authored a chapter on "Linking transitional justice and human rights" in a new book, *Transitional Justice in the Middle East and North Africa* (Oxford University Press).

JANET WEISS is spending the spring as a visiting scholar at George Washington University's Trachtenberg School. While in DC, Weiss is working on early childhood

education with the Office of Planning, Research, and Evaluation and consulting with the Performance Improvement Council.

MARINA V.N. WHITMAN is quoted in an AP story about "How a Trump tariff could sideswipe the U.S. auto industry" that was picked up by more than 300 news outlets around the country. In December, Whitman published two op-eds: "Where will public goods stand in Trump's administration" (*Detroit Free Press*) and "How the TPP's demise threatens U.S. national security and *Pax Americana*" (*The Conversation*).

JUSTIN WOLFERS continues to write for *The New York Times* with columns on "Trump and Carrier: How a modern economy is like a parking garage," "Why most economists are so worried about Trump," and more.

DEAN YANG is featured in *Experimental Conversations* (MIT Press), a collection of interviews with prominent development economists. In December, Yang spoke with BBC's "World Hacks" for a program on improving the power of remittances. His most recent paper, "Revising commitments: Field evidence on the adjustment of prior choices," with **JESSICA GOLDBERG** (PhD '11), appears in *The Economic Journal*.



Mitts



Silva

Welcome!

The Ford School is delighted to announce that **TAMAR MITTS** and **FABIANA SILVA** will join us as assistant professors this fall. Mitts specializes in comparative politics and international relations, with a focus on political violence, conflict, radicalization, and extremism. Silva specializes in sociology, with a focus on group-based inequality in the labor market, race and ethnicity, and immigration.

Class Notes



Falik



Goldberg



Hathaway



Hatzigeorgiou

BART EDES (MPP '87) is excited to report that he now oversees knowledge management at the Asian Development Bank (ADB). In this role, he guides ADB's efforts "to transform the way in which we create, collect, store, access, share, and apply what we know to raise productivity, support innovation, and improve service to the developing Asian and Pacific countries with which we work."

BOB LEWIS (MPP '92) has been promoted to group head of the Global Finance Group at Sidley Austin in Chicago. **KAREN NOWAK LEWIS** (MPP/MBA '93) took a new position as director of strategic opportunities at Chicago Wilderness, a non-profit regional conservation alliance.

DAVID IANNELLI (MPP '93) recently founded Hudson Pacific, "a data-driven consultancy that counsels organizations on public affairs issues, reputation, and crisis management." Previously, Iannelli was executive vice president of global research at Hill+Knowlton Strategies.

COLLEEN HEFLIN (MPP '95) has been promoted to full professor at the University of Missouri's Truman School of Public Affairs.

JOHN ZIRALDO (MPA '96) has been appointed vice president of programs and strategy at the Skillman Foundation in Detroit.

STEVE TOBOCMAN (MPP/JD '97) was quoted in a recent *Wall Street Journal* story about Midwest states embracing immigration and refugee resettlement as an economic development driver, in contrast to the recent executive order suspending all refugee resettlement. Steve continues to serve as director of Global Detroit and to co-chair the Welcoming Economies Global Network. This semester, he is co-leading a Ford School seminar, with **ELISABETH GERBER**, on the economic impact of refugee resettlement in Southeast Michigan.

SEAN JONES (MPP '00) was appointed the senior deputy assistant administrator of USAID's Bureau for Food Security in Washington, DC

CALI MORTENSON ELLIS (MPP '01, PhD '15) is a Hayward R. Alker Postdoctoral Scholar Research Associate at the University of Southern California Center for International Studies. This fall, she will join the faculty of the public administration program at The Evergreen State College in Olympia, WA.

This spring, **PERI STONE-PALMQUIST** (MPP/MSW '05) celebrates her fifth anniversary leading the Student Advocacy Center of Michigan, which helps struggling K-12 students in Washtenaw, Wayne, and Jackson counties and beyond. She reports that she was gratified to play a part in ending

"zero tolerance" laws in Michigan, an issue that sparked Peri's interest in attending the Ford School and one she studied in depth while pursuing her degrees. The new laws, which passed in December, go into effect this August.

STEPHEN BALL's (MPP '07) "The joy of mentoring—from thousands of miles away," was published in *Harvard Magazine* in December. Ball is government affairs counsel and East Coast regional director at CSAA Insurance Group. He also serves as a contributing writer for *Black Enterprise Magazine*.

NAOMI GOLDBERG (MPP '08) was recently promoted to research and policy director for the Movement Advancement Project, an LGBT think tank where she's worked for the past seven years.

ANDREAS HATZIGEORGIOU (MPP '08) was interviewed by the Carnegie New Leaders podcast for a program on "Global cities, migration, and Stockholm's economy."

BEN FALIK (MPP/JD '09) is now corporate social responsibility lead for Fiat Chrysler Automobiles (FCA). In his new role, Ben manages Motor Citizens, FCA's national employee volunteer program, and works with the FCA Foundation to blend service and philanthropy.

BRIDGET HATHAWAY (BA '09) is a senior associate at Bodman PLC in Detroit where she represents clients involved in complex commercial litigation matters.

QING MIAO (MPP '09) joined the Rochester Institute of Technology as an assistant professor of public policy last fall. She completed her PhD in public administration at Syracuse University, and her research areas include environmental economics and policy, technological change, and public finance.

OLUSHOLA SAMUEL (BA '10) got engaged to Kelley Stokes in November—they will marry in 2018. Olushola is working at Beaumont Health in Southfield Michigan, and Kelley is a development officer at Wayne State University.



Chiara Zoe

Avinash

Class of 20??

JENNIFER HONG WHETSELL (MPP '11) and her husband Jason welcomed a daughter, Chiara Zoe Whetsell, on December 15.

NIKETA BRAR (MPP '15) and Joe Kurstin welcomed Avinash Brar Kurstin into the world on December 31. Avi's mom will soon return to work in her new role as director of policy for Chicago Treasurer Kurt Summers.



Lewis

Moore

Samuel

Stone-Palmquist
(in red)

Tooley

Williams

Ziraldo

This May, **RACHEL WHITE** (BA '10) will graduate from Michigan State University with a doctorate in education policy. After graduation, she will serve as a postdoctoral fellow at the University of Southern California's Rossier School of Education. Rachel is a recipient of the Association of Education Finance and Policy's New Scholar Award for 2017.

CHRISTINA ZAJICEK (BA '10) has been promoted to director of sales for ForeFront Power, the distribution generation platform of SunEdison. Over the past few years, Christina reports that she "developed, contracted, and financed the largest community solar program in the nation in Minnesota." She now plans to develop new solar programs to increase access to clean and reliable energy for large energy users across the nation.

PARVATI PATIL (MPP '11) has relocated to Seattle with her family and is now working with the Global Good division of Intellectual Ventures (she previously worked at the World Bank in Washington, DC). Parvati reports that the Global Good team "collaborates with Bill Gates to invent, deploy, and commercialize technologies specifically focused on improving lives in developing countries." She looks forward to catching up with the Ford School community in Seattle.

JENNIFER WILLIAMS (MPP '11) earned her doctorate in urban and regional planning at U-M last summer with a dissertation on "Understanding low-income residents' sense of community in post-apartheid housing developments in South Africa." She is now working as a housing and community development research analyst at Sage Computing, a Virginia-based government contractor for HUD.

KATIE D'HONDT (BA '12) has joined Booz Allen Hamilton's Strategic Innovation Group in Washington, DC. She works on projects related to cybersecurity and change management.

JONATHAN MOORE (MPP '12) is a 2017 Brookings Institution Legis Congressional Fellow. He is working with the House Ways and Means Health Committee Democratic staff.

In November, **NATHAN RIX** (MPP '12) was named a Navigator Award winner by Route Fifty, a subsidiary of Government Executive, for his work establishing Oregon's recreational marijuana program. In the same month, he was appointed director of executive projects with the Oregon Department of Human Services, where he reports that he's leading a team to redesign the state's foster care system.

JUSTIN TOOLEY (MPP '12) is special assistant for legislation and policy at the Office of the State Superintendent of Education in Washington, DC. Previously, Justin worked as a legislative assistant for Congressman Jim Cooper from Tennessee.

VANESSA KARGENIAN (MPP '13) and **BRENDAN MALONE** (MPP/MAE '15) are coauthors on a new paper, disseminated in the Finance and Economics Discussion Series of the Federal Reserve Board, on "Distributed ledger technology in payments, clearing, and settlement."

LORIG STEPANIAN (BA '13) was recently hired as a senior account executive on the consumer team at M Booth agency.

After running a non-profit company focused on entrepreneurship in Johannesburg, **MADELYNNE WAGER** (BA '13) is now working as a consultant in the investment climate team at the World Bank in Washington, DC. Next year she will move to France, then Singapore, to complete her MBA at INSEAD.

STEPHANIE ZAMORANO (MPP/MA '13) married Adrian Rodriguez on January 21, 2017. Many Fordies were in attendance, including **POOJA BHATT** (MPP '13), **MONICA COX** (MPP '13), **CHRISTINA HAJJ** (MPP '13), **SAM LOPEZ** (MPP '13), **KANIKA SHIELDS** (MPP '13), **SARAH ZARATE** (MPP '13), and **ALISON STROUD** (MPP '14).



IMAH EFFIONG (MPP '14) and Josh Wondra (LSA PhD '17) were married in Dallas, Texas on August 20. They currently live in Chicago, Illinois.

ISAAC EPSTEIN (MPP '14) was elected to the New Hampshire House of Representatives in 2016 to represent Strafford District 13. He serves on the House Election Law Committee.

JONATHAN LUKE (MPP/MA '15) took a job with the Canada Revenue Agency last October, conducting experiments and research projects to improve tax collection and to understand tax evasion.

Submit class notes and photos online at fordschool.umich.edu/stay-connected/class-notes.

In Memoriam

Richard Beers (MPA '53)
Richard Schwartz (MPA '57)
Charles Hetrick (MPA '57)
Patricia Arnaudo (MPA '65)
Herbert Freye (MPA '66)
Eunice Burns (MPA '70)
Ignacia Baez (MPP '03)

To share condolences, or to notify the Ford School of an alum who has recently passed, please contact Elisabeth Johnston, the Ford School's alumni relations manager, at ejohnst@umich.edu.

This list, which runs from January 2016–January 2017, was generated by U-M's alumni records office.

Discourse

Ford School faculty in the news

In the months following President Trump's win, national discourse has pivoted toward the new administration. As executive orders are released, as cabinet picks are announced, and as policy priorities emerge, the media has turned to many Ford School faculty members for context and clarification.

"The financial sector will get a nice sugar high for a few years, and then crash the economy."



Michael S. Barr on the likely impact of dismantling Dodd-Frank. *Fortune*, Dec. 8, 2016.

"By encouraging men to cling to work that isn't coming back, Trump is doing them a disservice."



Betsey Stevenson on why "manly" men should consider "girly" jobs. *Bloomberg*, Dec. 7, 2016.

"Fasten your seatbelts. It's going to be a bumpy night."

Ambassador Melvyn Levitsky on what to expect from President Donald Trump's foreign policy. *Estadão de São Paulo*, Jan. 20, 2017.



"A good number of the policy steps that [Trump's energy secretary] took in Texas are actually pretty similar to what some Democratic governors along the coasts or in the industrial Midwest have tried in recent decades..."



Barry Rabe on "confirming team Trump." *Brookings*, Jan. 18, 2017.

"Unless the President-elect changes his stance in important respects, the outlook for a rise in the priority of public goods, at both the national and the international levels, is bleak indeed."



Marina v.N. Whitman on public goods in the new administration. *Detroit Free Press*, Dec. 13, 2016.

"Mr. Trump's anti-regulatory zeal may help businesses but hurt workers; his anti-trade agenda could help sellers but hurt buyers; and his instincts to protect existing jobs may advantage existing businesses at the expense of the next generation of entrepreneurs."

Justin Wolfers on why economists are worried about the new president. *New York Times*, Jan. 11, 2017.



Upcoming events

PHOTO: BENTLEY HISTORICAL LIBRARY



» Commencement and charge to the classes of 2017

Sheldon H. Danziger, president of the Russell Sage Foundation

Saturday, April 29, 2017 Ann Arbor, MI (livestream)

» The evolving bargain between research universities and society

A major colloquium organized by Presidential Bicentennial Professors Sue Alcock and Paul Courant

Monday, June 26, 2017 Ann Arbor, MI

» 7th annual Worldwide Ford School Spirit Day*

Toast the Ford School and its namesake, President Gerald R. Ford

Thursday, July 13, 2017
A watering hole near you

» Bicentennial fall festival and Homecoming 2017

With activities at the Ford School and all across campus, including U-M vs. Rutgers at Michigan Stadium**

Friday–Sunday, October 26–28, 2017
Ann Arbor, MI

» Understanding racial, gender, and socioeconomic inequality: Contributions of Michigan social science

A bicentennial symposium hosted by the Ford School and the Institute for Social Research

Thursday–Friday, November 9–10, 2017 Ann Arbor, MI (livestream)

» More events and event details available at fordschool.umich.edu

*To host a Spirit Day gathering in your city, contact Elisabeth Johnston, manager of alumni relations: 734-615-5760 or ejohnst@umich.edu

**Information on football and tailgate tickets will be available this summer.



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TOM DINELL (MPA '50) and LARRY COLLINS (MPA '49) enjoy a drink (with one in reserve). PHOTO: BETTY LOU (BIDWELL) MORRIS (BA '47, MPA '50)

AFTON BRANCHE (MPP '17) and JACKSON VOSS (MPP '18) with more contemporary (and caffeinated) Ford School drinkware.



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