

STATE & HILL

SPRING 2020

THE MAGAZINE OF THE

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

Leadership for a connected world

Inside:

Global experiential learning

Teaching diplomacy

Inclusive transportation and financial systems

Removing ballot box barriers



In this edition of *State & Hill*, you'll read stories of our growing strength in teaching diplomacy, international development, and international politics, and stories of how we're tackling inequalities in the financial system, access to voting, early childhood education, and college preparation. The education we provide is needed now, perhaps more than ever before.

Our world is in the midst of an unprecedented crisis. The COVID-19 pandemic and economic collapse threatens our community, the country, and our global society. As the dean of our great school of public policy, I see three lessons:

First, this pandemic reminds us that we are a global, deeply interconnected society. Our students must learn to lead and communicate across differences, to navigate cultural barriers, and to understand themselves in relation to people from different parts of the world. No scourge—not pandemic, poverty, nor climate change—can be defeated without international cooperation, without diplomacy, and without a shared commitment to the global public good.

Second, the crisis has tested government, corporate, and nonprofit leaders at all levels. It has thrown into stark relief the importance of our core values: that expertise, evidence, and courageous public service based on our shared humanity matter.

And finally, we know that while the virus touches all of us, its public health and economic impact is disproportionately felt by the most vulnerable people and communities. This crisis has laid bare once again the deeply pervasive inequalities in our society.

I'll note, with much pride, that over these difficult weeks, Ford School faculty, staff, and students found so many ways to improve our world. Even as we turned quickly toward virtual classes and remote work, we stayed engaged as a community dedicated to the public good.

Just a few examples (with many more here: fordschool.umich.edu/covid-19-impact)

- **LUKE SHAEFER** is advising Michigan's Governor on how to reduce the impact of the crisis on low-income families and successfully advocated to waive work requirements for TANF, to put in place an eviction moratorium, and to increase SNAP benefits.
- Our research centers are providing resource guides for small businesses, local governments, and others about how they can access help during the crisis.
- **PAULA LANTZ** and a team of MPP students are providing real-time research and policy analysis for the State of Michigan.

We're gathering stories of the many ways our alumni have helped in this crisis, and we'll share those over the summer. I'm deeply grateful that many alumni have contributed to our Student Emergency Fund to support our students who need extra assistance with family dislocations, lost wages, travel, rent, internet connection for learning and work, and more.

I am proud of the Ford School community's leadership during this crisis. We truly are a community dedicated to the public good.

MICHAEL S. BARR

*Joan and Sanford Weill Dean of Public Policy
Frank Murphy Collegiate Professor of Public Policy
Roy F. and Jean Humphrey Proffitt Professor of Law*

SPOTLIGHT

Recruiting in a pandemic

In early March, the Ford School sent out admissions decisions for its Master of Public Policy and Master of Public Affairs programs, with plans to welcome them to Weill Hall in early April. Less than a week later, staff and faculty were turning to contingency plans: a series of nine webinars and a fully **VIRTUAL SPRING PREVIEW** that would replicate—as best possible—some of the key experiences of interacting with and getting to know the Ford School community. The good news? Admitted students from all over the world tuned in.



STATE & HILL

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

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On the cover: Mosaic world map and wind
rose, set in grey, pink, and orange marble,
and bordered by typical Portuguese paving.
Belem district, Lisbon. Photo: iStock

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LEADERSHIP FOR A CONNECTED WORLD

**“Whatever affects one directly,
affects all indirectly. I can never
be what I ought to be until you are
what you ought to be. This is the
interrelated structure of reality.”**

Rev. Dr. Martin Luther King, Jr., 1965





Ford School to host champions of democracy from across the globe

The Ford School will welcome delegates from countries around the world as we host the National Democratic Institute (NDI) Symposium virtually or in-person October 12–16, 2020. NDI is a nonprofit, nonpartisan, non-governmental organization that works to support and strengthen democratic institutions worldwide through citizen participation, openness, and accountability in government.

In collaboration with the NDI, the Commission on Presidential Debates, and partners around U-M, the Ford School's Weiser Diplomacy Center will take the lead on an academic colloquium with the global NDI delegates, and other events tied to the presidential debate that will be hosted by the University of Michigan on October 15. Students will have opportunities to interact with and learn from symposium delegates.

“The symposium will illuminate how debates and other key democratic practices function in the United States and elsewhere and help build a stronger network of advocates for democratic principles, on campus and around the globe.” **JOHN CIORCIARI**, director of the Weiser Diplomacy Center



NDI's 2015 International Debate Symposium





United States



Czech Republic

Greece

Jordan

Morocco

Cape Verde

Senegal

Ethiopia



Cuba

Grenada

Costa Rica

Guatemala

Venezuela

Colombia

Peru

Brazil



Learning by doing— on a global scale

By Rebecca Cohen (MPP '09)

In 20 years of global experiences, roughly 600 Ford School students have traveled to 18 countries, not including internships or study abroad. The lessons they bring back with them have helped shape careers of impact.

From the idea that a group of students had in 1999 to offer hands-on international policy experience grew the Ford School's International Economic Development Program (IEDP). Born, too, was the central concept behind all of its global immersion offerings: that interacting with public policy officials abroad and witnessing their policy concerns, frameworks, and processes will challenge students' stereotypes and preconceived notions and provide valuable lessons that cannot be learned solely in a classroom. When done well, this type of experiential learning allows students to take an active role, bridge theory and practice, expand knowledge, and sharpen skills.

Professor **SUSAN WALTZ**, who has guided a number of IEDP trips, explains that the course is an experiential learning hybrid, and began with the idea that students could approach the work as if they were consultants for

the World Bank, OECD, USAID, and other international development agencies. "Today the endeavor is more typically cast as a learning experience for students, helping them appreciate the dynamics of policy formulation and implementation in a fundamentally unfamiliar context." Waltz gives students a "driving question," and then, as Waltz puts it, "the IEDP provides them the opportunity to *think* through—and to *walk* through—the experience of international project work from start to finish."

The late Professor **KATHERINE TERRELL**, an international labor economist with a joint appointment at the Ford School and Ross, provided the blueprint for IEDP. Terrell served as a faculty advisor for the first two trips. By leveraging her own contacts in Costa Rica and the Czech Republic, Terrell ensured students had access to high-ranking policy professionals working in the government, business, and NGO sectors. Over the years, nearly two dozen faculty have been involved in the program in one way or another, lending their expertise and contacts to the global experience.

IEDP begins with a classroom study of the economics, politics, and culture of the focus country. Students help plan who they meet with on the ground, thinking through why these individuals are important in the overall policy context. Waltz explains that going through this process is a learning experience for many students:



China



Myanmar

Philippines

“Students have to provide a rationale for who they want to meet with. High ranking officials aren’t the only ones who can supply useful information, and often they’re not accessible anyway. Smaller NGOs can provide community-level information that isn’t otherwise available.”

The course culminates with a weeklong trip to the country during which students engage in discussions with different stakeholders, including policymakers, foreign development agencies, business leaders, and civil society organizations. In these meetings and unscripted conversations lie opportunities for students to practice professional skills such as observation and active listening, behavioral awareness in different cultural contexts, thinking on their feet, and asking new questions that drive them to policy recommendations.

Susan Waltz spoke of how the course mirrors projects students might encounter in the future. “As with any work that takes you out of the office, the students must balance the intensity of the experience in the field with the analysis and writing of the report when they return,” Waltz said. She adds, “The job doesn’t end when you get back from the trip.”

The Ford School added to its international experiential opportunities in 2011, establishing a new Chinese policy course that includes a two-week study abroad component, led by professor [ANN LIN](#).

And over the past two years, the opportunities have grown dramatically, jump-started by major gifts from Ambassador Ron Weiser and Mrs. Eileen Weiser. In 2018, undergraduate students were newly offered an IEDP-like experience: a groundbreaking new seminar course that includes a study trip to Costa Rica.

This year over winter break, four students accompanied professor [HARDY VIEUX](#) (MPP/JD '97) on a trip to volunteer with the Forensic Anthropology Foundation of Guatemala,

“In IEDP, we helped build the experience, figured out the logistics, and engaged with policymakers at all levels. We had to determine what the right questions were to the right people, exactly what I do as a diplomat. Without the opportunities the Ford School provided me to visit and learn on the ground in Costa Rica, the Czech Republic, Paris, and South Africa, I wouldn’t be where I am today.”

KRISTEN GRAUER (MPP '01),
Foreign Service Officer, State Department

which memorializes disappeared persons, analyzes forensic evidence of rights abuses, and conducts public awareness activities around these priority issues. Students assisted with the organization’s internal monitoring and evaluation.

Student Initiated Projects now provide a wide range of opportunities for Ford School students to learn about foreign policy, national security, immigration, international development, and human rights.

Challenges and competitions are available for all levels of students. For example, the EU delegation’s Schuman Challenge is open to undergraduates. Graduate students actively participate in group projects and conferences around the world, such as in the North American Colloquium, to discuss topics of NAFTA, immigration, and climate change. In 2019, more than 100 students participated in global immersion activities at the Ford School.

As these offerings have grown, the Ford School also strengthened its infrastructure to provide additional support. The new Weiser Diplomacy Center and the International Policy Center provide funding, staff guidance, and logistical support for the experiential programs.

After traveling to Guatemala during her 2020 winter break, [MAGGIE BARNARD](#) (MPP '21) reflects on her experiences. “Applying the community collaboration lessons and program evaluation skills I learned in the classroom to a real-world situation was a crucial academic milestone for me.” She says that to do this work in a different country and to see first-hand the challenges that organizations face to find justice, will help her “set realistic expectations for what I might encounter in the future.”

Ultimately, Waltz says global experiences are “not *for* the students. It’s *about* them.” Just prior to print, students announced next year’s IEDP location: We’re off to Kenya! ■

Gerald R. Ford
School of Public Policy
UNIVERSITY OF MICHIGAN

Policy Talks @
the Ford School

Soundbites



The Ford School's Weiser Diplomacy Center officially launched last fall with visits from an all-star lineup of leaders in foreign affairs. Each visitor also met with students, faculty, and alumni in a variety of settings while in Ann Arbor.

“How do you end conflicts through diplomacy conflict resolution? You need to have talented people who invest themselves in the substance of these places.”

SAMANTHA POWER, former U.S. Ambassador to the United Nations, discusses her book *Education of an Idealist*, at the annual Vandenberg Lecture, September 25, 2019. Pictured above with Hank Meijer, whose family gift established the lecture.

“MLK first said: ‘The arc of the moral universe is long, but it bends toward justice’ in 1965. But nobody is going to do that bending if not for you and me.”

AMBASSADOR SUSAN RICE, former National Security Advisor and U.S. Ambassador to the United Nations, discussing her book, *Tough Love: My Story of the Things Worth Fighting For*, January 20, 2020.

“The goal of diversity is not to remind us how we’re all different. It’s to take people from different experiences and backgrounds and help us find a common future, and I think we are failing at it, and it’s beginning to cause rifts.”

CONDOLEEZZA RICE, former U.S. Secretary of State. “Democracy and America’s foreign policy identity: a masterclass with former U.S. Secretary of State Condoleezza Rice,” October 4, 2019.

“Through direct engagement we must create space and momentum for diplomacy.”

STEPHEN BIEGUN, then U.S. special representative to North Korea, and now U.S. Deputy Secretary of State, discussing the United States’ denuclearization efforts with North Korea. “International diplomacy challenges,” September 6, 2019.



Weisers and U.S. Rep. Dingell

“Here’s what works: science works. Best available data works. . . . Make your decision based on best available science. Not on bias, not on prejudice, not on what might be in your best political interest, but rather on science.”

DENIS MCDONOUGH, former White House Chief of Staff.
“New frontiers: Labor, immigration, and foreign policy,”
February 26, 2020.

“[The United States] stands for the principles of freedom, democracy, human rights, rule of law. . . . How much should American foreign policy reflect these ideals? . . . I always felt the highest American interest is to have a world that reflects our ideals because then the world is more congenial to American interests.”

STEPHEN HADLEY, former national security adviser; on a panel with Daniel Fried, former assistant secretary of state; and Liz Schroyer, president & CEO of U.S. Global Leadership Coalition.
“Diplomacy in a new transatlantic era,” September 13, 2019.

“We’ve got to get back to listening to each other and working with each other. We’ve got to start showing that democracy can work again. We’ve got to have debates that actually lead to decisions being made and action being taken. It’s the next generation of leaders who are going to have to model the best way to do that.”

HILLARY CLINTON, former U.S. Secretary of State.
“Reflections on foreign policy: Defense, diplomacy, and development,” October 10, 2019.

“[Middle Eastern] countries have an enormous sense of history. . . . You need to understand the history, understand where people are coming from, and then go and learn to listen.”

AMBASSADOR RONALD NEUMANN, with Ambassadors Gerald Feierstein, John Limbert, Ronald Neumann and Deborah McCarthy. “The U.S., Iran, and security in the Persian Gulf,”
November 21, 2019.



A world of difference

How the Weiser Diplomacy Center is preparing the next generation of foreign affairs leaders

By Rebecca Cohen
(MPP '09)

When the Weiser Diplomacy Center (WDC) launched in fall 2019, it made a big splash with incredible speakers that included Hillary Clinton, Condoleezza Rice, Stephen Hadley, Susan Rice, Stephen Biegun, and Samantha Power. Exciting as they are, close up interactions with high-profile leaders are only one aspect of WDC's approach to preparing students for a career in international affairs.

State & Hill sat down with WDC director and Ford School professor **JOHN CIORCIARI** to learn more about his vision for the center.

Three guiding principles shape John's philosophy for how best to prepare students to create and implement effective foreign affairs policy in the world today. First, he notes that diplomacy is multidimensional. This means that in addition to professional diplomats, many other actors shape international relations. These include businesses, defense and intelligence professionals, and official and civil society actors who exercise various forms of "soft power" through education policy, cultural activities, and the like.

Second, John believes that more emphasis should be placed on deep learning of the context and history of a region. For example, it may make little sense to spend millions of dollars bolstering a weak state's security and judicial institutions if the real problem is not a lack of capacity but a lack of social trust, perverse official incentives, and corruption.

Third, John stresses that a career in foreign affairs requires adaptability.

WDC prepares the next generation of foreign service professionals by providing a platform on which they can adapt and thrive in new situations. This includes teaching a broad history of foreign affairs, international law, and how international institutions function.

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Meet the diplomats

Many Ford School graduates go on to take the Foreign Service Officer Test and embark on a career in diplomacy. Trevis Harrold, Kristen Grauer, and Sean Jones offer their perspectives on diplomacy today and how the Ford School helped them forge a career in foreign affairs.



TREVIS HARROLD (MPP '17)
Foreign Service Officer,
U.S. Department of State

Current assignment: Coronavirus Task Force within the Department of State in Washington, DC, coordinating with Congress on the repatriation of Americans overseas.

WHAT IT MEANS TO BE A DIPLOMAT:

I've always wanted to serve my country. I'm proud that I was able to help cultivate trust and rapport with one of our allies on one of my first assignments: I coordinated the efforts of the U.S. Navy hospital ship that provided humanitarian relief and free medical services for 6,600 Jamaicans.

ON DIPLOMACY TODAY: Social media increases the pace and tempo of reporting and policy implementation, and the speed with which we have to react and analyze. Although social media allows us to directly communicate with residents, there is nothing better than in-person interactions, and this is why it is important we have people like us on the ground.

THE FORD SCHOOL DIFFERENCE: There is a lot of opportunity at the Ford School to really learn how to listen to opposing views, create space for disagreement, and make sense of viewpoints to develop an effective approach. I had no idea how much I would use this on the job.

For his achievements with the Navy hospital ship, Trevis received the prestigious Meritorious Honor Award from the U.S. Department of State.

“Our goal as diplomats ultimately is to help pave the way for constructive conversations and public investments that can lead to a more prosperous and relevant future for a country’s citizens.”

SEAN JONES (MPP '00)



KRISTEN GRAUER (MPP '01)
Foreign Service Officer,
U.S. Department of State

Current assignment: In training at the Foreign Service Institute before leaving for the Consul General, U.S. Consulate General, Marseille, France

WHAT IT MEANS TO BE A DIPLOMAT:

The most important aspect of our work is the protection of American citizens abroad. It's rewarding being the person there when something happens—an illness, a car accident, a family getting lost. As an economic officer, I seek to make a tangible impact through the connections I help build, including helping U.S. businesses more easily export goods and facilitating foreign investments to the United States.

ON DIPLOMACY TODAY: We work with people from all walks of life - scientists, journalists, and artists. We meet with all of these people, not just governmental officials. The whole point is to build relationships, which is best done face-to-face.

THE FORD SCHOOL DIFFERENCE: I am a consumer of research, and because of the quantitative experiences at the Ford School, I can speak the language, understand assumptions, and determine if I agree with the analysis.



SEAN JONES (MPP '00)
Mission Director, USAID/Ethiopia

Current assignment: Ethiopia, where my team and I help the country to be more resilient in the face of recurring climate, food security, and conflict shocks; prepare a healthy and educated citizenry whose economy will gradually be able to support one of the largest populations in Africa; and shift toward a democratic system for the first time in the country's long history.

WHAT IT MEANS TO BE A DIPLOMAT:

Core to my belief system is public service, and more specifically, social responsibility. After twenty years, six countries on three continents, and leadership of three Presidential Initiatives, I am proud of my small part in helping companies and governments embrace the once-radical worldview that companies have an immense responsibility to all of their stakeholders, not just to their shareholders.

ON DIPLOMACY TODAY: I believe that we are in the midst of a dramatic shift away from poles defined by traditional classifications, economic, and governance systems, toward poles that are defined by social messages that appeal to people across borders. As we sort out the ramifications, we can see that a potential challenge for diplomacy is that the integrity, coherence, and longevity of what holds the poles together may be just as fleeting at the original clever messaging that pulled seemingly-disparate groups of people from different backgrounds and nationalities together in the first place.

THE FORD SCHOOL DIFFERENCE: My inspiration came from working and studying every day with top minds, people who helped refine my thinking and direction, all the while providing me with a deep toolbox of skills that I still use every day.



Ciorciari

“To address today’s global challenges, we need professionals who have a strong grounding in history and social science and who can apply that knowledge to complex practical problems. The practitioners we engage at WDC will help train Ford School students to be leaders in translating academic skills into effective international policy practice.”

JOHN CIORCIARI, director of the Weiser Diplomacy Center

In addition, the other core skills that are part of Ford School education—such as leadership, listening across difference, rigorous analysis, and policy writing—are key for a career in foreign affairs.

With the understanding that adaptability, in particular, is not easily absorbed from a book, the WDC is integrating new engaged learning activities, open to all Ford School students, including seminars, career talks, simulations, and skill-building workshops with structured dialogue, scenarios, and case studies. One of these workshops, conducted by Ambassador Michael Klosson, vice president for policy and humanitarian response at Save the Children, helped students practice the skills needed to approach a complex decision. The session provided an interactive discussion of challenges and dilemmas NGOs must navigate, and drew on case studies and Save the Children’s experience.

WDC will continue to build on their momentum by inviting policy practitioners to teach seminars, speak at public events, and interact with students informally through coffees and office hours. WDC is also currently recruiting professors of practice to develop a suite of thematic and specific diplomatic courses.

In October, WDC will take the lead as the U-M welcomes representatives from countries around the world for the National Democratic Institute (NDI) symposium virtually or in-person. Learn more, page 4. ■

The Weiser Diplomacy Center was generously funded by a gift from Ambassador Ron Weiser and Mrs. Eileen Weiser. Its mission is to provide practical training to students interested in international affairs, to inform research on topics related to diplomacy, and to serve as a hub for U-M’s engagement with the foreign policy community.

“As someone who was younger than most of my peers, and never lived outside of Michigan, having access to the the diplomat in residence (at U-M) provided me with the confidence to move forward with a career in the foreign service.”

KRISTEN GRAUER (MPP '01)

SPOTLIGHT Seats at that table

On Martin Luther King Jr. Day, **AMBASSADOR SUSAN RICE** sat down with 20 Ford School students to discuss her career and leadership experiences working for the U.S. government. Students from several Ford School student organizations—Global Fordies, Out in Public, Students of Color in Public Policy, and Women and Gender in Public Policy—asked questions about succeeding in the federal workspace as members of minority identity groups. You can read more about this session at fordschool.umich.edu/ambassador-rice.



Even so, the first bird

By **Molly Spencer**

writing instructor at the Ford School

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In the west, etched and bony light of moonset.
East, warm breath of sun

fleshing the sky. Nothing

will ever be as legible
as these hills, still
black with their faith in themselves,

even as the stars drift

away again. Even as children wash up
on beaches. All those gunned down.
Even the fires, the gaining seas,

the waters churning
between one heart
and the next

heart, silt settling in the low spots—

Even so, the first bird has begun
the oldest song. A light

flicks on
over a sink.
Someone is awake

somewhere. Today is Wednesday. My body

adds itself again to the unfolding
rooms of time,
foot on the stair. This is how to go on

breaking
with the broken world—

little spun
ball, lifeboat, faithful, fist
full of wildflowers with their roots pulled loose.





A Winding Path

Professor Robert Hampshire brings his transportation expertise to the Ford School

By David Pratt

STATE & HILL: How did you come to be interested in transportation systems and policy?

ROBERT HAMPSHIRE: Well, it starts with me sitting in a café in Paris—

S&H: This is going to be a great story!

RH: *[Laughs.]* In 2006, I was finishing my PhD at Princeton in operations research. I was in Paris presenting on telecommunications networks. I was in a café, people watching, and I thought, everyone has a cell phone now, maybe I need a different research topic! Then I noticed all these people on bikes. They're holding baguettes, riding these bikes, and the bikes are all the same. The city had launched a bike sharing program, *Vélib'*. There were 20,000 bikes on the street that you could pick up or drop them off at 1,200 stations around the city. It was an interesting interface between the public and the city's economic system. Later that year, I took my first academic job

at the Heinz College of Information Systems and Public Policy at Carnegie Mellon. I began looking at the interaction of transportation systems and civil society. Who has access to transportation systems? What is their role in making cities livable? We worked with *Vélib'* and we worked with the city of San Francisco, where people were driving around, looking for parking, generating pollution, and the tall buildings trapped the pollution.

S&H: How is Ann Arbor doing with these issues?

RH: Ann Arbor is pretty near the cutting edge with managing parking and allotting public resources for transportation. A lot of people on campus are world experts in this area—

S&H: Like you!

RH: *[Laughs.]* Ann Arbor has the largest deployment of Connected Vehicles, run out of the U-M Transportation Research Institute, where I also have an appointment. About

3,000 local vehicles have two-way radios as part of this study, and many intersections have the technology, so cars “talk” to each other to prevent crashes. Traffic lights also have the technology, so your car communicates with lights, and they change based on traffic flow. You don’t have to slow down and speed up so much; that is where exhaust is generated. Parking in Ann Arbor is also quite advanced. Data from the meters helps with land use planning and road congestion. They adjust pricing at parking structures to incentivize people to park in underused areas, and they raise on-street parking prices in congested areas.

S&H: What might surprise our readers about the future of transportation? Ten years from now, I walk out onto State Street; what do I see that I might not imagine today?

RH: Well, one scenario is fleets of driverless cars going around with no one in them, because there’s nowhere to park, or it’s cheaper to keep driving than to park. We hope these cars are electric!

S&H: How did you get from the café in Paris to the University of Michigan?

RH: It was a winding path! My first day of graduate school at Princeton was 9/11. I was in a program called “Operations Research and Financial Engineering,” but in the wake of 9/11, I began courses in a program called, “Science and Technology Policy.” After my PhD, my first position was at the public policy school at Carnegie Mellon. I moved here in 2015, as research faculty at the U-M Transportation Research Institute. In 2018 I came to the Ford School.

S&H: Do you like it?

RH: I love it here, especially the focus on public engagement—directly working with policy makers, doing policy relevant research in a very direct way. We worked directly with the city of Paris and the city of San Francisco. A lot of my projects are working hand-in-hand with people implementing public policy. I find that important.

“A lot of my projects are working hand-in-hand with people implementing public policy. I find that important.”



The other problem may be new transportation technology not being accessible to low-income or vulnerable populations. Now, the good news is that driverless vehicles could extend the reach of public transportation, especially for older folks. If you are isolated or shut in, that is related to depression and other health problems. There is a great potential for driverless vehicles to provide mobility for aging adults.

S&H: Recently, the university has been making a great effort toward increased diversity, equity, and inclusion. Do you see the Ford School doing its part?

RH: I do. I am the DEI co-lead for the Ford School this year, along with Paula Lantz. Part of my research portfolio is a set of activities called “Public Interest Technology,” funded by the New America Foundation. The project is about how to educate the workforce and the public about technology’s role in society, especially with regard to data science perpetuating structural inequity or structural racism. We educate policymakers and data scientists so they have tools and practices that make them aware of possible negative consequences of what they are creating.

Ford master’s students in particular I find to be at the forefront of DEI issues, because, of course, social policy is a key area of inquiry here. The faculty are also more aware, compared to other places I have been. I feel very supported, from Dean Barr on down. The school recognizes that previous public policy decisions did much to create these social problems, although I would say the field has done much more that’s positive.

It’s hard. There is always more to be done. ■

FACULTY FINDINGS

Leveling the education playing field

By Rebecca Cohen (MPP '09)

Kevin Stange on college access

Colleges and universities—pressed by shrinking public support—have sought to maintain high-quality programs in part by raising tuition, and the increases show no signs of stopping. That leaves schools searching for ways to ensure higher-education accessibility for socio-economically disadvantaged students.

When Texas deregulated higher education in 2003, it allowed more flexibility in pricing and required more need-based financial aid, leading to tuition hikes for high-earning majors, such as business and engineering. Those decisions gave Ford School professor **KEVIN STANGE** and his colleagues a perfect testing ground for researching a high-price, high-aid tuition model.

Stange found that by raising tuition costs across the board while also increasing financial aid packages to select groups, socio-economically disadvantaged students entered college programs and pursued more lucrative majors—closing the post-college earnings gap between poor and non-poor students by more than a third.

“Free tuition is not the only way to increase [college] access. [Texas’s reform] is an example that’s the opposite of free tuition, and yet it didn’t hurt access. It might even have helped access,” says Stange.

This study was conducted with **RODNEY J. ANDREWS** (Ford School trainee and U-M Economics PhD '07).

» Read “Price Regulation, Price Discrimination, and Equality of Opportunity in Higher Education: Evidence from Texas” in the *American Economic Journal*.

SPOTLIGHT COVID-19

All hands on deck

Ford School faculty and research centers have been actively involved with the policy response to the COVID-19 pandemic. **LUKE SHAEFER** is advising the state on how to reduce the impact on low-income families. **MICHAEL BARR**, **BETSEY STEVENSON**, and **JUSTIN WOLFERS** have been actively pushing for strong measures to help families make it through the downturn. **JEFF MORENOFF** and **LIZ GERBER** are deploying their Detroit Metro Area Communities Survey to understand how households are coping with the virus and economic fallout. CLOSUP is revamping the Michigan Public Policy Survey to ask local governments across Michigan what they need to deal with the crisis. Poverty Solutions, Youth Policy Lab, and the Center on Finance, Law, and Policy have produced resource guides for small businesses, nonprofits, and Michiganders. Read more about these efforts and more at fordschool.umich.edu/covid-19-impact.



Robin Jacob on closing early childhood achievement gaps

The first five years of a child's life are considered the most critical for development. But for too many children from low-income households, learning opportunities in those first years lag behind those available to their peers from higher-income households. Often, these children are not able to catch up and fall further behind as they go through school.

The High 5s math enrichment program was developed at the University of Michigan by Robin Jacob, Anna Erickson, and Kristi Hanby (U-M Education PhD), with assistance from MDRC and math experts, Doug Clements and Julie Sarama (University of Denver), to help close this achievement gap.

New research from **ROBIN JACOB** and colleagues assessed the impact of High 5s on children's math skills, attitudes towards math, language ability, and executive function for a sample of kindergarten students in New York City. The study found the High 5s program closed nearly a fifth (18%) of the math achievement gap between low-income children and their peers on one of two measures of math achievement. This research provides preliminary evidence that engaging, hands-on, small group instruction may help close the math achievement gap in kindergarten.

ANNA ERICKSON (Ford School MPP '12) is a co-author on this paper.

» Read "Evaluating the Impact of Small Group Supplemental Math Enrichment in Kindergarten" in the *Journal of Research on Educational Effectiveness*.

LEARN MORE about the Ford School research centers

ROBIN JACOB is co-founder and director of the Youth Policy Lab, one of the Ford School's nine research centers. YPL helps community and government agencies make better decisions by measuring what really works in the social sector. Using rigorous evaluation design and data analysis, YPL works closely with partners to build a future where public investments are based on strong evidence, so all Michiganders have a pathway to prosperity. [Learn more: **youthpolicylab.umich.edu**](#)

KEVIN STANGE is a faculty lead for the Education Policy Initiative. The central mission of the Education Policy Initiative (EPI) is to engage in applied education policy research. EPI brings together nationally-recognized education policy scholars focused on the generation and dissemination of policy-relevant education research. [Learn more: **edpolicy.umich.edu**](#)

» Read more about these "faculty findings," and many others, at fordschool.umich.edu/faculty-publications.

SPOTLIGHT Michigan Data & Policy Fellows

Launched in 2019, Youth Policy Lab's Michigan Data & Policy Fellowship places students in state agencies for two years to help make specific and measurable improvements. The inaugural fellows are **AVA ATTARI** and **SARAH OSTYN**. Attari, working with the Michigan Department of Labor and Economic Opportunity, is exploring ways in which the state's Workforce Development Agency can engage individuals enrolled in Medicaid, TANF, and SNAP. Ostyn, placed at the Michigan Department of Health and Human Services, is working to improve performance and quality across Michigan's Maternal-Infant Health Program.

Attari



Ostyn



Toward a more fair and inclusive financial system

New FinTech collaborations boost Ford School's financial policy offerings

The Ford School is expanding its offerings of financial policy courses with FinTech (financial technology) Policy and FinTech Entrepreneurship classes. Taught by professor of practice **ADRIENNE HARRIS**, these new courses introduce students to the ways fast-changing technology is transforming finance. Harris, who most recently helped run an insurance start-up in Silicon

Valley, previously served as a Special Assistant to President Barack Obama at the White House.

The new course offerings are part of a larger FinTech Collaboratory that includes the Ford School, the Ross

School of Business, the College of Engineering, and other units on campus. The FinTech Collaboratory members, including Harris and Dean **MICHAEL S. BARR**, are researching a range of issues, including better understanding cryptocurrency markets, combatting market manipulation in high-frequency trading, and setting up new ways of financing green infrastructure projects.

One key focus for collaboration is how to make the financial system work better for low- and moderate-income households, here in the United States and in the developing world. Harris and Barr, for example, are leading a project with the Gates Foundation on Central Banks of the Future, focusing on policies and practices that can make the financial system more inclusive. Harris argues



Harris

» Learn more about the role of FinTech during COVID-19 in Adrienne's Michigan Minds podcast: <https://publicengagement.umich.edu/the-role-of-financial-technology-during-covid-19/>

that “technology can help lower the costs and expand the reach of financial services to poor households.”

Consumer protection is a core concern. “With some of these fintech apps, you have financial products and services that arguably no one is in charge of,” says Christie Baer, JD, assistant executive director of U-M's multidisciplinary Center on Finance, Law & Policy (CFLP), which supports the FinTech Collaboratory. “Without oversight, these products and services could be used to exploit the public.”

In the U.S., the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010 created authority for various federal regulators to oversee certain financial services and products. In the last few years, however, there has been a drive to deregulate the financial sector, as well as a large shift to virtual transactions that consumers may not fully understand. Some loan apps, for example, charge enormous interest rates and disguise their fees.

Founded in 2013, the CFLP unites faculty and students from more than a dozen U-M schools, including the Ford School, to create a safer and fairer financial system. The FinTech Collaboratory plans to bring together courses across campus in a coherent program, which Michael Barr, who serves as faculty director of the CFLP, says, “will teach about the financial regulatory structure, the public policy context, laws and regulations that affect start-ups, and how financial policy affects households and businesses.”

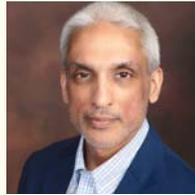
“The FinTech Collaboratory will be out in front, shaping policy,” says Barr. “U-M is uniquely positioned to come up with big solutions, because of our interdisciplinary approach. Elsewhere, you might hear about FinTech only in business schools. Here, we put together a cross-campus collaboration to solve ‘wicked problems’ in finance and policy.” ■

“Technology can help lower the costs and expand the reach of financial services to poor households.” **ADRIENNE HARRIS**



Tracking the issues

JAVED ALI, Towsley Foundation Policymaker in Residence: There is a lot more we can do at the national level and at the state and local level about the threat of **domestic terrorism**. After all of the domestic attacks in the summer of 2019, are we willing to accept that this is the new normal?



PAUL COURANT, Edward M. Gramlich Distinguished University Professor of Economics and Public Policy: If we were having a real discussion about policy, and not just about defeating the incumbent, then the main issue should be looking at the **Tax Cuts & Jobs Act**. That would be enough to run against, because it is bad policy, bad law, poorly written, helps people who don't need it, and created some stimulus in an economy that didn't need it.



ALAN V. DEARDORFF, John W. Sweetland Professor of International Economics: **The trade issue** is being side-stepped by the Democrats because they largely agree with President Trump. When they are running for office or in Congress, Democrats express doubts about trade agreements; when they become president, they learn they have to deal with other countries.



ELISABETH GERBER, Associate Dean for Research and Policy Engagement: All of the large automakers and tech companies, as well as thousands of startups, are working on the autonomous transportation revolution, but our basic **infrastructure** is falling apart. Interstate transportation is essential to our economy.



JONATHAN HANSON, Lecturer: Flying under the radar is a systematic effort to pare federal regulations relating to **environmental protection**, the consequences of which may not be known for some time. The administration has rolled back over 90 environmental rules, around air pollution, infrastructure, toxic substances, and water pollution, among others.



PAULA LANTZ, James B. Hudak Professor of Health Policy: The discussion about **health** is myopically focused on health insurance coverage and cost. Rarely do candidates talk about policies related to health: public health, social policy, and health care policy beyond insurance reform.



ANN LIN, Associate Professor: We should be talking about **legal immigration**, which can really change the country. We are seeing the destruction of a very effective asylum system, and that has caused a humanitarian disaster at the border.

We lose the dynamism that legal immigrants bring—whether skilled or unskilled—and when we close off legal means, we condemn those people to exploitation.



SARAH MILLS, Senior Project Manager, CLOSUP: With all the talk about the Green New Deal and changes in federal policy, people have to understand that state and local governments play a huge role in the decisions about where **renewable energy infrastructure** gets built.

Progress is being made in states like Iowa and Texas through a web of state and local policies that address tax policy, extend the grid, and other interconnected issues.



LUKE SHAEFFER, Kohn Professor of Social Justice and Social Policy and Director, Poverty Solutions: When talking about **judicial reform**, it's time to get down into the nitty-gritty of what that means, not just fines and fees, but things like driver's license suspension. The root cause

of these problems is money, as cash-starved states look for ways to balance the budget. The policies weren't explicitly intended to oppress those who are poor, but they have had that effect.

Before COVID-19 began to consume our daily news coverage, we asked nine Ford School faculty what policy topics 2020 political candidates should be talking about.

Barriers at the ballot box— 100 years and counting

By Daniel Rivkin

This year marks 100 years since the 19th Amendment officially granted women the right to vote. Some women, that is.

The milestone was significant, but the ballot box remained closed for many: Native Americans only gained access in 1924, Chinese immigrants in 1943, and Japanese and Korean immigrants in 1952. Despite the promise of the Fifteenth Amendment to the Constitution, ratified in 1870, it was not until the Voting Rights Act of 1965, almost 100 years later, that meaningful protections for voting rights for Black men and women, particularly in the South, were made real.

Barriers persist, and potential voters face many unreasonable ID laws, registration time or location constraints, voter list purges in many states, among many other problems. Overall U.S. turnout in presidential years has hovered between 55 and 58 percent of potential voters for the past four

elections. According to the Pew Research Center, compared to other OECD countries, the U.S. places 26th out of 32. One way to increase participation is simply to inform new voters about the registration and voting process.

EDIE GOLDBERG, a Ford School professor of public policy and political science, saw firsthand the need to educate students about the importance of their votes. On the Friday after the presidential election in November 2016, she was in her Washington, DC, office, meeting with students from a research class she was teaching as part of the semester-long Michigan in Washington program. One by one, students confessed their inability to concentrate on their research projects in the wake of the election.

They felt despondent or found the projects they were researching no longer relevant. One even burst into tears and vowed never to vote again.

It was not just students who had supported Hillary Clinton who had mixed feelings, she learned, but also those with a wide range of other political views. “As I heard these concerns, it made me think about our responsibility as educators to teach students how democracy works and their role in it,” Goldenberg—who served as the dean of U-M’s College of Literature, Science and the Arts from 1989 to ‘98—recounts.

Back on campus, she formed Turn Up Turnout, an initiative designed to “increase voter registration and voter turnout among students in midterm and local elections regardless of political affiliation.” (See *The Last Word*, p. 30 for more).

Goldenberg did not stop there. In August 2018, she co-organized a last-minute fall course titled “Producing Voter Engagement.” In the class, a mix of undergraduate and graduate public policy, political science, engineering, and film studies students created three public service announcements for the U-M community. The announcements garnered tens of thousands of views. The course will repeat in the fall of 2020.

The result of Goldenberg’s efforts were staggering. In the 2018-midterm elections, 41 percent of U-M students voted, nearly tripling the number from four years earlier. For her efforts, she was awarded the Standout Faculty Award as a Champion for Voter Engagement by ALL IN, a national student engagement organization.

“It’s important because young people may have thought the only way for them to get their voices heard was through protest,” explains Goldenberg. “They did not trust that voting is a real way to be heard.”



“Our whole representative democracy is based on the notion that voters can express their views at the polls. And if there are whole segments of the population that aren’t participating, their interests are just not going to be well represented,” Edie Goldenberg, November 20, 2019, *Forbes*.

Same-day voter registration line wraps around Ann Arbor City Hall, March 2020

While raising awareness about issues and the mechanics of voting certainly had its effect on Michigan college students, other voting barriers remained. **SHARON DOLENTE** (MPP '04, JD '04) a voting rights strategist at the American Civil Liberties Union of Michigan, had spent years trying to ensure full and fair access to the ballot in Michigan. She finally succeeded in the 2018 election. Michigan voters overwhelmingly approved Proposal 3 (Promote the Vote), which Dolente and her team wrote and led. As a result, all of Michigan’s registered voters can access an absentee ballot without giving a reason, citizens are automatically registered with the Secretary of State, and Michiganders can register to vote right up to and on Election Day. “Americans showed that they believe fair access to voting is a shared value, even if elected officials didn’t feel that way,” Dolente says.

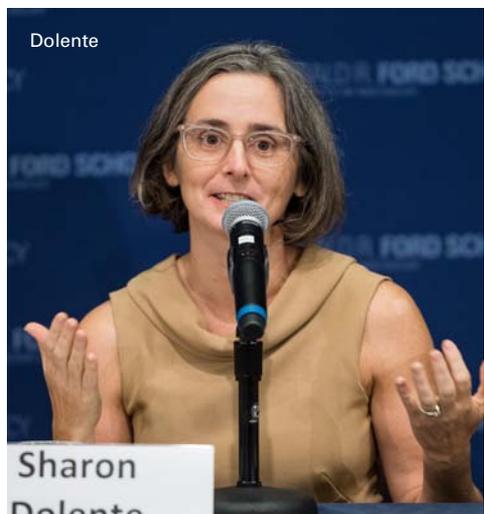
According to the NYU Law School’s Brennan Center for Justice—which publishes regular updates on voting legislation—state trends

are mixed. In 2020, 29 states are considering bills to make it easier to vote, while 15 have introduced measures that would create some barriers.

For Dolente, rule changes alone are not enough to ensure full participation. Her goal now is to reach communities who feel the democratic process does not work for them. “Civic engagement is key” to helping them institute a change in voting behavior, Dolente says, and that may involve cultural adaptation or multi-lingual outreach.

A recent study by the Knight Foundation concluded that out of some 330 million Americans, 100 million do not vote. Dolente expects Proposal 3 to bring more than 200,000 new voters to the polls in Michigan. In the March 2020 Democratic presidential primary alone, 260,000 more voters cast ballots than in the 2016 primary.

Yet for younger voters, *The New York Times* has reported that voting was down in the earliest 2020 primaries, and in the March primary vote, only 16 percent of Michigan voters were aged 18 to 29, according to the Washington Post’s exit polling, which mirrors but does not outperform their percentage of the population as a whole. Nevertheless, Goldenberg is hopeful her efforts could lead to as many as 75 percent of U-M students voting in the upcoming general election. Until then, she will continue to preach her mantra on why voting is so important. In short, she says, “It is essential for a functioning democracy.” ■



Dolente

Toward a brighter future

New gift from Joan and Sanford Weill supports education and employment initiatives

By David Pratt

Longtime friends of the Ford School **JOAN AND SANFORD WEILL** have made a generous new investment in the school's work with a gift of \$5 million.

Half of the Weills' gift establishes the Joan and Sanford I. Weill Youth Empowerment Fund, which will improve education and employment opportunities for disadvantaged youth from the Detroit area.

The other half establishes the Weill Scholars Fund, providing tuition support and stipends for promising Ford School graduate students from underrepresented backgrounds, such as

first-generation and low-income students. The gift "will help the school attract and enroll a diverse group of future leaders, which is key to building a more just, more equitable, and more inclusive society," says the Ford School's dean **MICHAEL S. BARR**. "We need these future public policy leaders now more than ever."

The seeds for Joan and Sanford Weill's broad philanthropic commitment to education were planted in 1980, when Sanford Weill partnered with the New York City Board of Education to create an academy of finance within John Dewey High School in Gravesend, Brooklyn. The academy gave direction to young people in



Michigan Engineering Zone

“The summer camp—even from a distance—will be life-changing for the students. These young people will network with and learn from folks in STEM from across the university.” **JEANNE MURABITO**

an economically challenged community, and it answered the need for an educated workforce in what we now call STEM disciplines.

Weill’s original idea became a global network, the National Academy Foundation, now known as NAF. Today, in Detroit alone, more than 2,500 students attend 20 NAF academies in 15 high schools. Curricula include finance, hospitality and tourism, information technology, engineering, and health sciences. Last year, 99% of NAF seniors nationally graduated high school, with 87% planning to go to college. For some Detroit youth, college may mean the University of Michigan, where the new Youth Empowerment Fund will dramatically boost existing programs designed to support high school students aspiring to higher education at a range of schools.

One such program is the Michigan Engineering Zone (MEZ), a robotics and engineering outreach hub in Detroit that is hosted by the U-M College of Engineering each spring for more than 350 high school students and teachers, including many from NAF academies in Detroit. The program gives high school robotics teams resources and training to design, build, and test their robots, preparing them for competitions. MEZ provides wrap-around services as well, such as college application workshops, writing workshops, and food each day. Nearly all students come from low-income communities, and more than 90% will go to college.

Now, MEZ can do even more.

“A STEM summer camp was always part of our vision,” says Jeanne Murabito, executive director of Engineering’s Office of Student Affairs, “but it was not feasible until we received this generous gift from the Weills.” Pre-pandemic, Murabito and colleagues were planning to use the Weill Youth Empowerment Fund to support sixty students from Detroit NAF academies in taking STEM classes and workshops this summer. Students were also going to spend time at the Ford School, to

understand the interaction of STEM and public policy, with MEZ also sponsoring events in Detroit during the school year.

Now, with spring and summer in-person programs not possible in the wake of COVID-19, faculty and administrators are busy moving this important learning online. The Ford School’s **ELIZABETH GERBER** will run an online policy simulation, and the summer camp is continuing virtually. “The summer camp—even from a distance—will be life-changing for the students,” says Murabito. “These young people will network with and learn from folks in STEM from across the university.”

“In the past,” Murabito notes, “these students would not have been exposed to U-M and might have been discouraged from applying here. The Weill gift is transformational. It changes the game for college readiness and for inclusivity in the STEM fields these students go into.”

Delann Pillavant, a MEZ student from Detroit’s Pershing High School, is a big believer in the concept. Delann has been accepted to U-M’s College of Engineering for fall 2020. She loves MEZ, and the summer camp idea. “The MEZ experience has been priceless,” she says. “Without it, I don’t know where I would be. The summer camp will give kids in STEM fields even more exposure and experience to compete with peers who come from more money.”

The Weill gift will also help the Youth Policy Lab (YPL), and the Education Policy Initiative (EPI) at Ford. YPL and EPI are comprised of data experts from across the campus who help state and local governments analyze public

continued on pg 24



SPOTLIGHT

Lead organizations, others, and self

In March, the school’s graduate career services office hosted Search Inside Yourself, a two-day mindfulness and emotional intelligence workshop for students and staff, as part of the Ford School’s Leadership Initiative. The highly interactive in-person session was originally developed at Google.

“Joan and Sandy have a deep commitment to educational advancement for economically disadvantaged young people with the drive and talent to succeed.” **MICHAEL BARR**



“Diversity, equity and inclusion are inseparable from academic excellence at the University of Michigan,” says President **MARK SCHLISSEL**.

On Oct. 6, 2016, the University of Michigan unveiled a strategic plan to address issues of diversity, equity and inclusion across the campus and in all university programs and operations. U-M committed to create an inclusive and equitable campus; recruit, retain and develop a diverse community; and support innovation and inclusive scholarship and teaching. Joan and Sanford Weill’s gift to the Ford School deftly—and generously—covers all three areas.

education and youth employment programs. Professor **BRIAN JACOB** is a faculty co-director and co-founder. “The Weill gift is amazing,” Jacob says. “We can give NAF a clear picture of how their students are doing.” EPI co-founder and co-director **SUSAN DYNARSKI** noted that “I love the Weills’ willingness to collaborate with public school systems with a data-driven strategy to advance educational opportunity.”

Dean Barr agrees. “Joan and Sandy have a deep commitment to educational advancement for economically disadvantaged young people with the drive and talent to succeed,” he says. “They are intellectually curious, steadfast in their support, and incredibly generous.”

The Weills are signers of the Giving Pledge, the international movement founded by Bill and Melinda Gates and Warren Buffett, comprising more than 200 philanthropists who have committed the greater part of their wealth to charity. On the Giving Pledge website, the Weills say, “Education and partnership are at the heart of everything we do philanthropically.”

The Weills latest generous gift to the Ford School will grow partnerships across campus and across southeast Michigan—in support of a brighter future for young people and greater diversity, equity and inclusion in STEM disciplines, public policy, and beyond. ■

Joan and Sanford Weill



“I commend Joan and Sanford Weill for their generosity and commitment to advancing these quintessential values of our institution,” Schlissel says. “Their gift will advance U-M and our society by creating opportunities for Detroit high school students and supporting graduate students in the Ford School who seek to study diversity and make a difference in public policy.”

Discourse

Ford School faculty in the news

“The government needs to make sure the hardest-hit families have enough income to keep food on their tables. . . in a rapidly unfolding crisis, the type of aid that’s offered may matter at least as much as the quantity.”

Betsey Stevenson and **Justin Wolfers**, on the type of stimulus needed to mitigate the economic effects of the COVID-19 crisis. *The New York Times*, March 18, 2020.



“I wouldn’t have been surprised if [the disparity] was AP (advanced placement) courses or gifted and talented programs or college advising. But I was more surprised by the disparity in CTE.”

Brian Jacob, on finding racial and economic disparities in access to career tech education in Michigan high schools. *Bridge*, February 5, 2020.



“The sheer numbers of people who will feel direct climate impacts in their lifetimes is very, very significant, and it points to why public policies are necessary right now to start reducing the risks.”

Daniel Raimi, on projections for Florida’s next twenty years. *Scientific American*, February 4, 2020.



“As the public health concerns surrounding the coronavirus pandemic are prioritized, it’s critical not to lose sight of the range of national security concerns that may arise.”

Javed Ali, on COVID-19 implications for national security. *The Hill*, March 15, 2020



“The stimulus bills being discussed in Washington are looking at payments to individuals and relief for key industries. Boosting the resources and capabilities of local governments should also be at the top of the list.”

Tom Ivacko and **Stephanie Leiser**, on challenges for local governments to respond to COVID-19. *The Hill*, March 20, 2020.



“Let’s be clear. This body of research doesn’t show that loans are the best way to fund college students. It just shows that if students don’t get enough money to pay for college, they can’t succeed.”

Susan Dynarski, on research that links additional borrowing with better educational outcomes. *New York Times*, September 10, 2019.



“Many low-earning hourly workers don’t have the option to work remotely, and this unexpected change in income will exacerbate challenges for families working hard to make ends meet.”

Luke Shaefer, on the loss of wages for hourly workers during the COVID-19 crisis. *Detroit Free Press*, March 14, 2020.



Faculty News



Collins

JAVED ALI wrote or co-authored multiple op-eds published by *The Hill*. He also appeared as a frequent commentator on MSNBC. Topics ranged from U.S. national security to crises in the Middle East.

JOHN AYANIAN, inaugural Director of U-M's Institute for Healthcare Policy and Innovation, is the founding editor of *JAMA Health Forum*, a new digital platform devoted to health policy and health system innovation.

MICHAEL S. BARR published a chapter titled "Crisis-era housing programs," on responses to the 2008 financial crisis in *First Responders*, edited by Bernanke, Geithner, and Paulson. Barr was appointed co-chair of the University of Michigan's Presidential Debate Initiative, and he organized a conference on Central Banks of the Future in October 2019.

SUSAN M. COLLINS was approved by the U-M Regents in March as the University of Michigan's Interim Provost and Executive Vice President for Academic Affairs, after having served in an acting capacity since February. She was also elected to serve a 5-year term as a member of the NBER Board of Directors, beginning in January 2020.

SUSAN DYNARSKI was named one of nine inaugural recipients of the University of Michigan Distinguished Diversity & Social Transformation Professorship because of her significant contributions to reducing socioeconomic and racial inequalities in education.

REN FARLEY's essay "The Importance of Census 2020 and the Challenges of Getting a Complete Count," on how Congress will use the results of Census 2020, was featured in the *Harvard Data Science Review* and Boston-based online news magazine, *The Conversation*.

In November 2019, **EDIE GOLDENBERG** received the Standout Faculty Award at the national *All In Campus Democracy Challenge* awards held in Washington D.C. for her "outstanding contributions to improving college democratic engagement" based on her work in fostering the *Big Ten Voting Challenge*.

In January, **CATHERINE HAUSMAN**'s research titled "Inequality, Information Failures, and Air Pollution" was published in the *National Bureau of Economic Research, Environment and Energy Program*. The working paper was co-authored with S. Stolper of U-M's School for Environment and Sustainability (SEAS).

YAZIER HENRY joined the U-M's Wallenberg Legacy Committee, which honors Raoul Wallenberg's (BA '35) humanitarian values with a medal award and accompanying public lecture, student fellowships, and summer travel awards.

In December 2019, **PAULA LANTZ** published an article, "Moving Upstream to Improve Children's Mental Health Through Community and Policy Change," with her son, Alex Dopp, in the *Administration and Policy in Mental Health and Mental Health Services Research* journal. She also served on the National Academies of Medicine panel to propose a new set of "leading health indicators" for the United States.

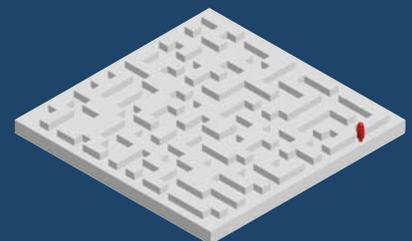
In 2019, **STEPHANIE LEISER** launched the Local Fiscal Health project through CLOSUP and in partnership with the Michigan State University Extension Center for Local Government Finance & Policy and the Michigan Department of Treasury. Stephanie is currently working with partners to develop a method to collect local government financial data to promote transparency and better diagnose fiscal stress.



SPOTLIGHT

The Received Wisdom

How racist are robots? Should we regulate gene editing? Have people stopped trusting experts? Does scientific research make the world a more unequal place? In their new podcast, *The Received Wisdom*, Ford School professor **SHOBITA PARTHASARATHY** and co-host Jack Stilgoe (University College London) explore the potential of science and technology by challenging commonly held wisdom in focused conversations and with special guests. Listen to the podcast at thereceivedwisdom.org.



The Received Wisdom



Henry

Lantz

Leiser

Parthasarathy

Raimi

Stange

Wolfers

Yang

BRIAN MCCALL co-authored "Employment and Job Search Implications of the Extended Weeks and Working While on Claim Pilot Initiatives," with Stephanie Lluís in *Canadian Public Policy*, Canada's foremost journal examining economic and social policy. The article was recognized as the 2019 Vanderkamp Prize runner-up for Canadian Public Policy/Analyse de politiques.

In February, **SHOBITA PARTHASARATHY** was a panelist at the National Academy of Sciences symposium on "the future of science in the U.S. and how it can best serve society in the 21st century." Parthasarathy also co-authored "Colleges Must Play a Role in Bridging Ethics and Technology" with D. H. Guston in the October 2019 issue of *The Chronicle of Higher Education*.

NATASHA PILKAUSKAS' paper, "Multiple job holding and mental health among low-income mothers" was published in *Women's Health Issues* and won the Editors Choice Award for best article in the issue. In February, Natasha and Katherine Micheltore were awarded a grant from the Russell Sage Foundation to analyze the extent to which Earned Income Tax Credit expansions have affected the job quality and long-term employment of unmarried single mothers.

DANIEL RAIMI co-authored "Florida Climate Outlook: Assessing Physical and Economic Impacts through 2040" for *Resources for the Future*, an independent, nonprofit research institution in Washington, DC. His research, "Partisanship and proximity predict opposition to fracking in Colorado," was accepted and will appear in the June 2020 volume of *Energy Research & Social Science*.

In 2019, **KAITLIN RAIMI** published three papers: "General belief superiority (GBS): Personality, motivation, and interpersonal relations" in *Self and Identity* with K. P. Jongman-Sereno; "Framing of Geoenvironment Affects Support for Climate Change Mitigation" in *Environmental Communication* with A. Maki, D. Dana & Michael P. Vandenberg; and "The Aversion to Tampering with Nature (ATN) Scale: Individual Differences in (Dis)comfort with Altering the Natural World" in *Risk Analysis* with K. S. Wolske, P. Sol Hart, and V. Campbell-Arvai.

KEVIN STANGE co-authored a book, *Productivity in Higher Education* (November 2019, University of Chicago Press). Stange also consulted with the Education Directorate of the Organization for Economic Cooperation and Development in Paris.

In October, Macmillan Learning published a two-part textbook by **BETSEY STEVENSON** and **JUSTIN WOLFERS**. The new text, *Principles of Economics*, employs real-life examples written in a familiar way to help students develop economic intuition and make economics a living, breathing subject.

ALI WEBB co-authored "Voices from the Field: 6 Leadership Imperatives for Philanthropy, Centered on Racial Equity," in *Nonprofit Quarterly*.

JANET WEISS is chairing a National Academy of Public Administration panel that is advising the Federal Aviation Administration (FAA) on registration of and policies for consumer drone use in the U.S. to maintain safety in the national airspace. The panel is concentrating on small drones, which have proliferated in recent years.

In 2019, **DEAN YANG** co-authored a working paper "Subsidies and the African Green Revolution: Direct Effects and Social Network Spillovers of Randomized Input Subsidies in Mozambique" with M. Carter and R. Laajaj that was published in the *National Bureau of Economic Research, Development Economics Program*.

CONGRATULATIONS



H. LUKE SHAEFER was promoted by the U-M Regents to full professor in March, and was named the inaugural Hermann and Amalie Kohn Professor of Social Justice and Social Policy. The Kohn

Professorship was established in January 2019 with a generous gift from **HAROLD L. KOHN AND CAROL K. KOHN**, in honor of Mr. Kohn's grandparents. The professorship will support a leading faculty member who, through scholarly and applied research, is giving voice to the disadvantaged in society and fighting for the rights of all people, regardless of position in society. Luke will deliver the Kohn Lecture on October 29, 2020. In November, Luke was named special counselor to the director of Michigan's Department of Health & Human Services on anti-poverty and economic mobility initiatives.

Class Notes



Alawami

Dorle

Dahran

BOB BROWN (MPA '71) sold The Scottish Salmon Company and fully retired from active business life at age 73.

JOHN REINEMANN (MPP '90) will begin teaching in the Certified Public Manager (CPM) program at the University of Wisconsin-Madison in fall 2020. He will continue to serve as an aide in the Wisconsin Legislature. John and his wife Sarah are parents to five-year-old twins, Lizzie and Teddy, so John's wages from his part-time instructor role are going straight into his twins' 529 accounts.

AARON SCHUTZ (MPP '92) works with local community organizing groups on racial justice, equity, and schools. He published *Empowerment: A Primer* (Rutledge 2019), which he says shows "how esoteric he is for a policy graduate."

BILL MOSELEY (MPP/SNRE '93), DeWitt Wallace Professor of Geography, Macalester College, was appointed in fall 2019 to the International Steering Committee of the High Level Panel of Experts on Food Security and Nutrition, which provides independent, comprehensive, and evidence-based analysis at the request of the UN Committee on World Food Security.

In Memoriam

NANCY GLASS (MPP '90) died at her home in Schoolcraft, Michigan on March 5, 2020, from complications of years of ill health. She was 57. She was a native of Portage, Michigan. While an undergrad at U-M, she played tennis. After graduating from the Ford School, she spent her career working in accountancy. She was active in government and electoral advocacy, volunteering in her community in many ways. She will be missed by her family, classmates, and all who knew her.

AIDOO OSEI (MPP '97) recently assumed vice president responsibilities for product strategy and innovation at Global Payments, Inc. He continues to serve on the board of Atlanta-based nonprofit Caring for Others, Inc.

STEVE TOBOCMAN (MPP/JD '97) co-authored an opinion piece in *Politico* advising Democratic presidential campaigns on how to improve their messaging on immigration to turn the issue from one that divides the voting public between two extremes to one that unites the country solidly behind values of inclusion and compassion.

MIKE LANDWEBER's (MPP '98) next novel, *The In Between*, came out at the end of February as an exclusive audiobook from Audible Originals.

MIKE SCHOLL (MPP/MUP '02) recently left the City of Loveland, Colorado Economic Development staff to join Ayres, a nationally renowned firm in Fort Collins, as an economic development and planning consultant.

KARISHMA SHAH PAGE (MPP '03) was selected to serve as co-leader of the K&L Gates Public Policy & Law practice. Established nearly 50 years ago and now one of the largest lobbying practices in a law firm, the group provides legislative and regulatory advocacy for a diverse range of clients.

JOSE STEVENSON (MPP '03) and his wife, Dalia Trinidad, welcomed their second son, Javier Gelvin Stevenson, on May 11, 2019. His older brother, Emmanuel Stevenson, is madly in love with his little brother. Jose continues to work at the Federal Reserve Bank of New York, where he has been for fourteen years.

BULBUL GUPTA (MPP '04) is CEO of Pacific Community Ventures in Oakland, CA, a community development financial institution doing small business lending in California and providing guidance to small business owners nationally.

KAY (MILEWSKI) KELLY (MPA '05) is a transportation climate change specialist for the state of Colorado's Energy Office. She works across all of the state agencies with a stake in transportation policy and their many stakeholder groups.

CHRIS DORLE (MPP '07) and Areeta Bridgemohan (MPH '09) were married on November 22, 2019 in Fredericksburg, VA with several Ford School alumni in attendance.

BRENDAN MORIARTY (MPP/MUP '09) joined the City of Oakland in January 2020 after a decade with the Trust for Public Land. In his new role, he manages the city's real estate portfolio to help confront issues such as homelessness and housing affordability.

NATHAN COLE (BA '11) recently published his third major book, *From Dawn to Perfect Day: Walking in the Light of Progressive Revelation*, which discusses the progressive nature of theological revelation.

LELIA GOWLAND (MPP '11) released her first book, *You Got This: The Ultimate Negotiation Guide for Professional Women* in November of 2019. She's grateful to Mary Corcoran's Women and Employment Policy class for exposing her to key research on the topic.

PARVATI PATIL (MPP '11) and her husband, Kripal Kavi, welcomed Aditi Kavi into their lives on June 16, 2019. Aditi means "boundless" in the Sanskrit language, and per her name, Aditi is quite boundless in her energy and curiosity! Parvati continues to work at Global Good on product development related to global health technologies, specifically focused on improving lives in developing countries.



Gowland



Gupta



Hossain



Osei



Shah Page



Ansari & Won

CHRISTOPHER CRACHIOLA (BA '12) was hired as a community planner in the transportation planning division at the U.S. Department of Transportation Volpe Center in Cambridge, MA. He is a recently returned Peace Corps volunteer where he served as a university instructor at Sichuan International Studies University in Chongqing, China.

ANJU MARY PAUL (PhD '12) received an honorable mention for the American Sociological Association's 2020 Distinguished Scholarly Book Award for her book *Multinational Maids: Stepwise Labor Migration in a Global Labor Market* (Cambridge University Press 2017).

JOHN STANCZAK (MPP '12) and Dr. Julie Rosenthal were married in November 2019 in Birmingham, MI.

POOJA BHATT (MPP '13) and **MONICA COX** (MPP '13) will be married later this year. They met at the Ford School in 2011. Both have founded their own consulting businesses in Portland, Oregon.

ROHAN DHARAN (BA '13) and Trisha Rai were married on November 26, 2019 in New Delhi, India. They met while Rohan was teaching in New Delhi as a Fulbright Scholar.

LAUREN FROHLICH (MPP '13) and Reece Flexner welcomed baby Asher Frohlich Flexner on October 3, 2019.

STEVEN RZEPPA (BA '14) became the mayor of Trenton, MI in November 2019 and will serve in the role for two years.

AHMED ALAWAMI (MPP '15) recently joined Latham & Watkins LLP in Los Angeles, California as a senior financial reporting analyst in their newly created statutory reporting team. He will assist various firm stakeholders in ensuring compliance with local statutory rules and regulations that govern financial and tax reporting in multiple countries around the world.

SAMINA HOSSAIN (MPP '15) married an old friend, Montasir Islam, on January 18, 2020 in Dhaka, Bangladesh.

DIANA WON (MPP '15) and **EMAD ANSARI** (BA '10, MPP/JD '15) celebrated their wedding in August 2019 in Germantown, NY, surrounded by family, friends, and Fordies. Diana is a program manager at the Pershing Square Foundation. Emad is currently on sabbatical from his assistant professorship at Lahore University of Management Sciences.

QI ZHA (MPP '15) moved back to Michigan and married Christopher Taylor in September 2019. She also started a new job as associate director of Blackpeak in January 2020.

PETE HAVILAND-EDUAH (MPP '16) was recently hired as a communications manager at Facebook to work on encryption and cyber security policy communications for Facebook Messenger.

ANDREA GILLESPIE (MPP '18) was hired as an advocacy coordinator at the American Jewish World Service in August 2018, and promoted to policy advisor in December 2019. In her new role, she oversees international human rights policy and advocacy for women, girls, LGBTQI people, and sex workers across the globe.

SARAH MAGNELIA (MPP '18) joined Temple University's Hope Center for College, Community, and Justice as a research project manager.

TALHA AZIZ MIRZA (BA '18) is in his second year at Berkeley Law School and externing at the UN Human Rights Council. He is happy to see that there are so many Michigan student externs and alums in Geneva!

MAX GIGLE (MPP '19) was hired in January 2020 as program manager for the state of Connecticut's Digital Service, a team focused on adopting and building digital technologies and practices for a more citizen-centered government.



SPOTLIGHT

A growing network

A record 55 students attended the Ford School's annual career exploration trip in DC, a two-day event complete with panels, power lunches, and policy talk. The trip is a chance for students to connect and engage with alumni, as well as for alumni to reconnect with each other and the school. An additional 110+ people turned out for the student-alumni reception and conversation with Weiser Diplomacy Center director **JOHN CIORCIARI**.



The Last Word

Edie Goldenberg wants students to register and vote.

Her “Turn Up Turnout” efforts have spread from the Ann Arbor campus to Dearborn and Flint, to all Big 10 schools through the Big 10 Voting Challenge, and to 25 other institutions in the state through the annual Michigan Student Voting Summit. The result was a nearly three-fold increase in U-M voter participation in the 2018 midterms—to 41 percent. **EDIE GOLDENBERG**, Ford School professor of political science and public policy, talks to *State & Hill* about her efforts.

STATE & HILL: What is Turn Up Turnout?

GOLDENBERG: This is a student-run, faculty-and staff-facilitated effort to increase campus voter participation. After the 2016 elections, I saw the disappointment some students felt about the results, and I realized that we weren’t doing a very good job at teaching civics. And then I learned that in the 2014 midterm elections student participation was only 14 percent, so I felt a responsibility to act, especially as a political scientist.

We need more than the students to drive Get Out The Vote efforts. Our current campus efforts involve the provost, deans, faculty, staff, and the offices of government relations and student affairs. We want to embed voter registration in all of the University’s processes. For it to be effective, our outreach has to adapt itself to the culture of each campus, school, and department.

Why are these efforts so important?

There is a big gap in civics education for young voters. Most new voters are in college. Many have questions about registration, do not know how to find information about the ballot issues and candidates, or are confused about where to vote or how absentee ballots work. Our efforts help fill these information gaps so young voters can confidently cast their votes.

How did you involve all of the Big 10 schools in the Voting Challenge?

By March 2017, when I saw the interest on the U-M campus, I asked President Schlissel about starting the Big 10 Voting Challenge, which seemed like a good vehicle to promote better voting habits. Within 48 hours, all the other schools in the conference had signed on! Though the schools were seeing students organize and protest, the voter

participation numbers were low, just like what we had at U-M. Expanding the challenge allows institutions—in the Big Ten and across Michigan—to share best practices. We held the first Michigan Student Voting summit in 2018 and in 2019, 25 schools participated. We are expecting even more at the May 2020 event.

What are your predictions for 2020 participation?

I expect turnout to be higher everywhere. That’s partly from our efforts and partly just that this is a high-interest election. Our 2016 participation was mid-40’s. I would aspire to 75 percent, but realistically, I feel we can achieve 65 percent. That would be encouraging to me, it would be good for U-M, good for Michigan, good for the country, and especially good for the students themselves. ■



Halftime, September 2018



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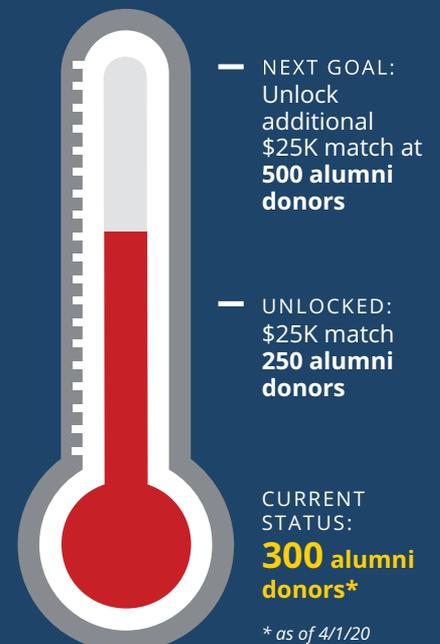
As you know, during this special reunion year, we are participating in an Alumni Giving Challenge! With matching funds from the Ford School Committee, our individual efforts combine to make a tremendous difference for Ford School students.* Now, more than ever in these extraordinary times, our students need your support as they traverse unique financial situations.

OUR STUDENTS NEED YOUR HELP

 The **Student Emergency Fund** provides financial assistance to students with sudden and unique challenges. The COVID-19 pandemic has compounded these existing challenges through loss of income, food and housing security, and health care for their families.

While our students have unique financial needs during this time, we are also aware of the important need for tuition assistance. The **Ford School Fund for Student Support** helps students as they continue their studies, and eases the burden of internship costs, books, tuition, and more.

*The Ford School Alumni Giving Challenge runs through July 9, 2020.



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day, March 10.

