

SP2 REVIEW

*Annual Publication
of the University of Pennsylvania
School of Social Policy & Practice*

2007

*Academic Programs
Research
Projects*



*Alumni
Faculty
Honor Roll*

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VISION

Entering its second century of leadership in social work theory and practice, the School of Social Policy & Practice (SP2) seeks to further its contributions as one of the nation's leading centers of knowledge development, knowledge transfer, and knowledge application in the human services. This vision is integral to, and reflected in, all aspects of the School's educational and research programs as well as in its work on the University of Pennsylvania campus, in the Philadelphia community, and in its social change efforts nationally and internationally.

MISSION

The School of Social Policy & Practice contributes to the advancement of more effective, efficient and humane human services through education, research and civic engagement. In pursuit of this mission, our theory-based masters and doctoral programs in social work, social welfare, nonprofit leadership, and social policy encourage students to think and work across disciplinary lines and cultures as well as across national and international boundaries. The pursuit of social justice is at the heart of the School's knowledge-building activities. Our innovative educational and research programs reinforce our vision of students' active engagement in their own learning as well as that of social agencies and larger social collectivities organized at the local, national, and international levels.



Richard J. Gelles, PhD
Dean

Published by the Office of Development and Alumni Relations

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Inside Cover: Candace diCarlo	Back Cover: Watercolor by Karen Singer, photographed by Emily Brueckner
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MESSAGE FROM THE DEAN

The School of Social Policy & Practice now offers five (5) degree programs—The Masters in Social Work (MSW), Masters in Nonprofit/Non-governmental Organization Leadership, Masters in Social Policy, Doctor of Philosophy (PhD), and the Clinical Doctorate in Social Work (DSW). In addition, our Masters of Social Work students have the option of selecting one of 12 dual degree programs. The School also houses seven centers and programs, including the Cartographic Modeling Laboratory, the Center for High Impact Philanthropy (CHIP), the Field Center for Children’s Policy, Practice and Research, the Ortner Center on Family Violence, and the Center for Research on Youth and Social Policy (CRYSP).

Our expansion from offering two degree programs to five posed an interesting problem for those of us at the School of Social Policy & Practice—how do we characterize ourselves so that we capture the values, goals, and missions of the entire school and not just a single or pair of degree programs? Put another way, what would be our “elevator speech” if asked to accurately and concisely describe who we are and what we do?

My first pass at an “elevator speech” is that the School of Social Policy & Practice is made up of *thought leaders at the cutting edge of social issues and social problems*. As scholars and researchers our faculty are thought leaders in the diverse areas of homelessness and housing policy, child welfare, serious mental illness, issues related to prisoner release back into communities, domestic violence, and welfare to work, faith-based social services, and the social impact of the arts.

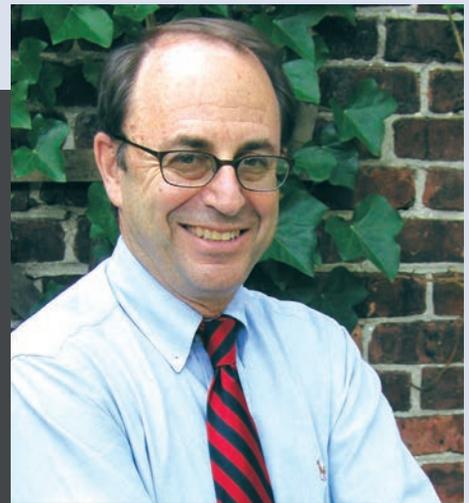
Our centers also are at the forefront of thinking in critical areas. The Center for High Impact Philanthropy was created to address the question of how philanthropists can achieve more social impact with their philanthropic dollars. The Field Center for Children’s Policy, Practice and Research steps up when child welfare systems fail to protect vulnerable and dependent children. This past year two faculty directors of the multi-disciplinary Field Center worked on the Mayor’s panel to examine the Philadelphia Department of Human Services. The Ortner Center on Family Violence focuses on helping victims of domestic violence.

Our degree programs set the standard for advanced education. The Masters in Non-Profit/Non Governmental Organization Leadership is offered in cooperation with the Wharton School and the School of Arts and Sciences and is the only degree program in the world that brings together expertise in social welfare with management, leadership, and finance. This year the school admitted the first class into the newly re-structured Clinical Doctorate in Social Work (DSW). The first class of 17 students may be paving the way to a new standard for social work education and elevated status of professional clinical social workers.

The combination of leading edge faculty, programs, and research has been brought together to create generation after generation of graduates who will be thought leaders, whether they are clinicians, agency leaders, or policy makers.

In January the School of Social Policy & Practice will commence our two-year Centennial celebration. During the next two years we will host the national meetings of the Council for Social Work Education (CSWE), Group for the Advancement of Doctoral Education (GADE), and Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). We will also be recognizing graduates who have become thought leaders in their respective fields. As we enter our second century, we will continue to be thought leaders as well as educate thought leaders.

Richard J. Gelles, PhD, Dean
Joanne and Raymond Welsh Chair of Child Welfare and Family Violence



WELCOME

from the Director



*Without deviation from the norm,
progress is not possible.*
~ Frank Zappa

Our challenge was for the Sociolog, SP2's premiere publication, to serve a broader audience. For years, it had been mostly alumni-focused. But, in order to keep up with progress -- a new name, new degree programs, new friends, and a burgeoning student and alumni body—we needed to expand the publication to reflect and embrace our School's growing, diverse constituency.

Enter the *Annual Publication*—a comprehensive guide (a first at SP2) that complemented alumni highlights with student demographics, faculty news, program and center descriptions, and financial information. This piece exceeded our expectations by not only engaging SP2's, but also Penn's community-at-large, as well as our colleagues in the social work and social policy education arena.

As we enter our second year of the annual publication (newly named the *SP2 Review*), we hope that you will refer to it again and again as a valuable resource.

Thank you for your continued interest in, and support of, the School of Social Policy & Practice!

Sincerely,

Nadina R. Deigh
Director of Development & Alumni Relations

from the Editor

Welcome back! We are excited to present the 2007 *SP2 Review*—the annual publication of the School of Social Policy & Practice. You will notice that the publication follows last year's format, but includes several new features:

Expanded Alumni Section. The new alumni section is more than just a report of past events; it is your road map to alumni connections. Not sure how to get in touch with an old classmate? Turn to page 56 for an Online Directory user's guide. Looking for some career guidance, but not sure where to turn? Find out why you'll love the Penn Alumni Career Network (page 57).

Separate Sections for Research Centers and Special Projects. Delve into the work of the seven distinct research centers beginning on page 16. Then turn to pages 41 and 42 to read about *Pipeline for Promise* and the *Feldman Initiative*—two of the School's newest projects.

Profiles of SP2 Community Members. The *SP2 Review* is the face of our students, alumni, and faculty, so don't miss their profiles in each section. For example, read about lecturer Walter Palmer's innovative charter school (page 50) and three generations of Penn alumni in the Townsend/Kelsey family on page 55.

As always, it is my pleasure to share with you the accomplishments of our School. For timely news throughout the year, be sure to visit www.sp2.upenn.edu and read *Penn Matters*, the online publication.

Sincerely,

Emily Brueckner, MSW'05
Editor, SP2 Review
Assistant Director, Development & Alumni Relations



MASTER OF SOCIAL WORK PROGRAM

The need for social change extends beyond Philadelphia. Whether it is in Philadelphia, PA, Hancock County, MS, Kumasi, Ghana, or somewhere in between, the outcome is the same: students in Penn's MSW program are learning to integrate interdisciplinary knowledge, theory and social work values with practice to address social needs. In preparing to become national and international leaders in the social work profession, MSW students seek opportunities to practice social work in diverse—and sometimes non-traditional—educational experiences.

Two programs in which MSW students participated this year—the new Feldman Initiative and the Global Health Framework Fellows program—offered social work settings outside of Philadelphia. Malik Cooper, Connie Hoe, Nahmee Yun (all MSW'07) and Crystal Lucas (a member of the class of 2008) took part in the Feldman Initiative and traveled to hurricane-ravaged Hancock County, Mississippi. Here, they assessed post-Katrina needs and worked with local agencies to provide ongoing recovery efforts (more about the Feldman Initiative on page 42). On the other side of the world, 2007 graduate Anastasia Shown Nadutey was part of a multidisciplinary team working in a Ghanaian sickle-cell anemia center (see Anastasia's highlight to the right). The new perspective and practical applications provided by these experiences offer an invaluable addition to an MSW education.

Back in Philadelphia, several changes in the past year have enhanced the already strong MSW program. First, BSW graduates in the Advanced Standing program prior to the 2006-2007 academic year had only one option: attend school full-time. With the introduction of the Part-time Advanced Standing program, these students now have the option of completing a Masters

WHAT'S NEW IN THE MSW PROGRAM?

- New Mission Statement
- 26 new field placements
- Modified elective requirements
- Part-Time Advanced Standing program
- MSW/Social Policy and MSW/NPL dual degree programs
- Opportunity to volunteer in Hancock, MS through the Feldman Initiative

degree in two years instead of one. In its first year, the Part-time Advanced Standing program enrolled three students. Now entering its second year, the program's enrollment has grown to five. Second, a change in the elective requirements affords students greater flexibility in selecting a course of study that best matches their educational goals. This year, advanced-year students are required to take one "practice" and one "free" elective, but are able to openly choose their remaining two courses. The previous elective system required that students split their electives between two "practice" and two "free" electives.

Program Director: Joretha Bourjolly, PhD

MISSION STATEMENT OF THE MSW PROGRAM

The MSW program promotes the profession of social work by educating students to become leaders for social change. We prepare them to be highly competent professionals who are skilled at providing effective service and integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs. The MSW program generates knowledge for application in the field and inspires students to academic and practice excellence. The philosophy of the program embraces diversity and promotes social change in order to achieve a more just society.



EYES ON AFRICA: ANASTASIA SHOWN NADUTEY, MSW

Anastasia's passion for international social work—specifically, social work in Africa—shines through within minutes of meeting her. So it comes as no surprise to learn that while she was a student in the MSW program, she crafted her educational experiences around her goal of someday living and working in Africa.

To begin with, when it came time to select her second-year field placement, Anastasia's top three choices were at agencies that were not among Penn's approved field placement sites. Not willing to give up her desire for an internationally-focused internship, she requested three potential field placement sites be evaluated by the Field Placement Office. The Office was able to arrange her second year placement at the Women's International League for Peace and Freedom, one of the agencies Anastasia had requested.

Next, Anastasia took advantage of the option to take up to two elective courses outside of the School of Social Policy & Practice. She drew on the University's vast academic resources and enrolled in GAFI 560 Women Leaders and Emerging Democracies in the Fels Institute of Government and PUBH 519 Introduction to Global Health in the School of Medicine. Both classes had a global focus that matched her area of study, and both fulfilled the requirements of her free electives in the MSW program.

Finally, by seeking out additional international opportunities with the same enthusiasm she used to individualize her core academic requirements, she applied, and was accepted, to become a Global Health Framework Fellow. It should be noted that only 12 Penn students were offered this opportunity. Through this program, she traveled to Kumasi, Ghana (two weeks after graduating from the MSW program) to do service and research on sickle-cell disease at an NIH-supported center. (The NIH supports collaborative work between the Children's



Hospital of Philadelphia and the Sickle Cell Clinic in Ghana). Directly from Ghana, she flew to Cameroon to participate in a multi-disciplinary community assessment of water source needs, led by Dr. Godlove Fonjweng and Dr. Christiaan Morssink, professors in the Schools of Engineering and Nursing, respectively. Her invitation to participate as the social worker in this project stemmed from the connections she made with professors and peers in other disciplines at the Philadelphia Global Water Initiative (PGWI) kick-off conference on November 13th 2006 at the University of Pennsylvania.

In September 2007, Anastasia began working as the Assistant Director of the African Studies Center at Penn. For more on Anastasia's work in Africa and at the African Studies Center, look for the alumni profile in the upcoming issue of *Penn Matters* (www.sp2.upenn.edu/pennmatters).



MASTER OF SCIENCE IN NONPROFIT/NON-GOVERNMENTAL ORGANIZATION LEADERSHIP

Normally, universities are the recruiter, but the success of the NPL program in the last three years has turned Penn into the recruited. And this goes beyond students' interest in the School: we're talking about non-profit organizations who want to partner with the NPL program. Shortly before receiving the "Non-Profit of the Year" Excellence Award from the Greater Philadelphia Chamber of Commerce, Philly Car Share contacted Eric Ashton, Associate Director of the NPL program, to inquire about having an NPL student complete a Leadership Practicum at their organization.

This year, the Leadership Practicum was restructured in order to maximize students' learning experience. Now for the first six weeks of the semester, all NPL students are placed at the same West Philadelphia non-profit, where they work on four different group projects. Students then spend the next 16 academic weeks of their Leadership Practicum at a nonprofit organization or foundation where they are mentored by an executive director or senior level manager. In addition, students work in a small group at one of several nonprofit organizations one day a week.

While Philly Car Share is a new addition to the Leadership Practicum, it is not the only high-profile agency to host NPL students during the year. The list includes organizations such as the Pew Charitable Trusts, Congreso de los Latinos Unidos, the Gloucester County (NJ) United Way, and the Wachovia Foundation. For several members of the Class of 2007, their Leadership Practicum led to a full-time job offer after graduation; two of them are working right in Philadelphia at the Philadelphia Eagles Youth Partnership and Big Brothers Big Sisters International!

The Leadership Practicum supplements a rigorous academic schedule that is centered around the year-long, required course, "Transformational Reasoning." Over two semesters, students take a total of ten courses – four electives within the program and four free electives (which can be taken outside of the School of Social Policy & Practice) in addition to "Transformational Reasoning."

Now in its third year, the program has an enrollment of 20, with two of those students completing an MSW/NPL dual degree. This diverse class includes students from Cambodia, Liberia, the Ivory Coast, India, and Taiwan. Every student has at least one year of work experience, and about half have served on a non-profit board. As Ashton points out, "All of the students already possess leadership qualities and traits. The program goes beyond this and teaches them to think about leadership in a new way, so that they learn the processes of leadership."

Program Director: Kenwyn Smith, PhD

www.npl.upenn.edu

The Leadership Practicum allows NPL students to meet, interact, engage, and learn from a seasoned leader in the nonprofit field. It provides an environment for organic learning and opportunities to witness events in which leadership skills are demonstrated in real time.

373

Number of Students
Enrolled in September 2007

MASTER OF SCIENCE IN SOCIAL POLICY

The social policy internship for the Master of Science in Social Policy is a hands-on learning experience that allows students to transition from studying theory and policy in the classroom to applying that knowledge to policy implementation issues in the “real” world. For members of the inaugural MSSP class, their summer internships were one-of-a-kind educational opportunities that served as the springboard for their social policy careers.

The locations of the internships and the projects on which students worked were impressive. At the Center for the Study of Social Policy in Washington, DC, Sara Bainton analyzed, ranked, and mapped states’ policies that affect children and families. In the same organization’s New York office, Kara Mergl studied the overrepresentation of minorities in the child welfare system. In Botswana, Amy Greene worked with the University of Pennsylvania to study the social policy implications of the country’s HIV/AIDS crisis. Suzie Lee worked at Lutheran Immigration and Refugee Services, analyzing the impact of the Patriot Act on immigrants’ eligibility for visas, and advocating for comprehensive immigration reform. Graduates of the program have moved on to employment in important roles that were identified or informed by their summer internships.

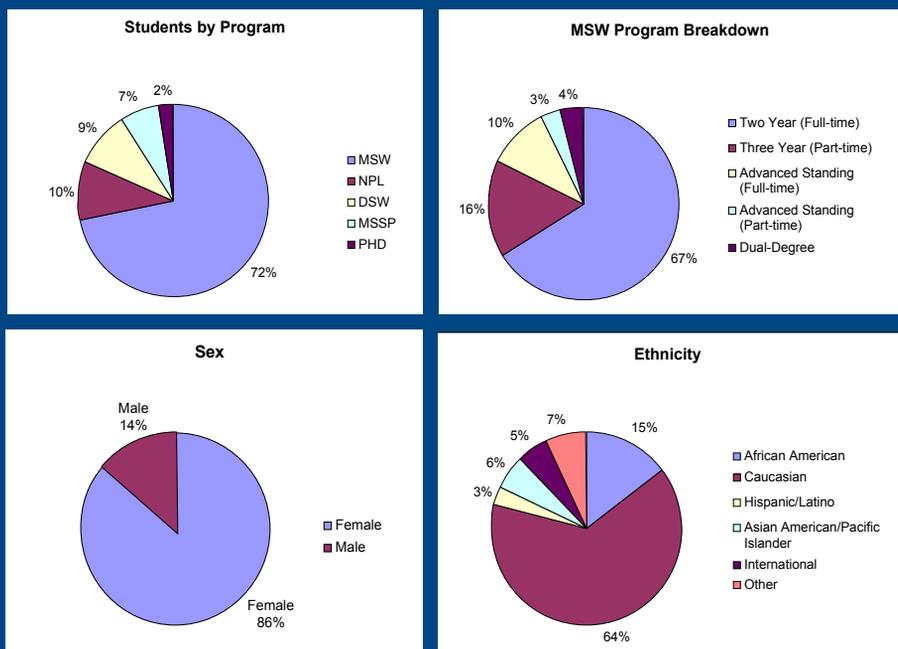
The social policy internship compliments the two-semester Capstone Seminar, in which students conduct and write a seminar report. The fifteen students who entered the MSSP program in fall 2007 will benefit from the expertise of Cassie Bevin, former legislative director in Washington, DC Ms. Bevin will co-instruct the Capstone Seminar and expand the internship opportunities for students at social policy organizations in Washington DC. This will continue to strengthen an important educational opportunity for those who want to affect changes at the policy and system levels.

Program Director: Carol Spigner, DSW

www.sp2.upenn.edu/programs/mssp

ENTERING STUDENTS 2007–2008 ACADEMIC YEAR

(These graphs highlight the entering SP2 student body, not the entire student body.)



PHD IN SOCIAL WELFARE

The PhD in Social Welfare at SP2 is a small, thriving academic community of about 25 doctoral students. Last year, over 90 interested individuals applied to or inquired about the program, and an exceptional new cohort was chosen from this pool. Five new students entered the program in the Fall, ready to begin study in an interdisciplinary program that will prepare them to be scholars, researchers, and leaders in the field of social welfare. Three of our new cohort possess the MSW degree and two are from other disciplines. As in the past, each student receives individual attention in order to maximize his or her ability to become independent scholars.

As of this year, students who are admitted to the program are supported financially and their tuition is waived for four years. Once in the program, the new students are linked with a faculty member who serves as their mentor and academic advisor. All of last year's graduates obtained faculty positions at top research universities (and many had more than one offer from which to choose).

The PhD in Social Welfare provides candidates with the framework necessary to engage with their colleagues on a competitive level, and it offers students superior mentorship and advising from leaders in their field. The high level of faculty scholarship recently earned SP2 the number two ranking among social work doctoral programs in the 2005 Faculty Scholarly Productivity Index. (Penn was preceded only by the University of California, Berkeley, and was followed by the University of Washington in St. Louis). The index, published by Academic Analytics, judges faculty members "on as many as three factors, depending on the most important variables in the given discipline: publications, which can include the number of books and journal articles published as well as citations of journal articles; federal-grant dollars awarded; and honors and awards."

The collegial and collaborative environment of the PhD program extends beyond the classroom. For example, the Doctoral Student Steering Committee (DSSC) will continue to produce *The Fellow*, the official peer-reviewed publication of SP2 doctoral students (the inaugural issue was published last year). As DSSC co-chairs Kristie Thomas and Sara Weisel Cullen point out, *The Fellow* "serves as a forum for students to share their ongoing work, academic successes, and accumulated knowledge with all members of the SP2 community."

Program Chair: Ram A. Cnaan, PhD

www.sp2.upenn.edu/programs/phd

RECENT GRADUATES: DISSERTATIONS AND EMPLOYMENT

- *Termination of Parental Rights and Adoption in Foster Care* (Min-Kyoung Song, University of Korea)
- *Access for Some, Justice for Any? The Allocation of Mental Health Services to People with Mental Illness Leaving Jail* (Amy E. Blank, Rutgers University)
- *Predictors of Departure from Supported Housing Among Persons with Severe Mental Illness* (Sungeun Lee, Post-Doc at University of Pennsylvania)
- *An Exploration of the Feasibility and Utility of the Dialectical Psychoeducational Workshop (DPEW) as a Preventative Intervention for Males at Potential Risk of Intimate Partner Violence* (Mary M. Cavanaugh, University of California, Berkley School of Social Welfare)

5

Number of Degree Programs



DOCTORATE IN CLINICAL SOCIAL WORK

When something good comes along, word spreads quickly. Such was the case with the new DSW program when the School began accepting applications last year. The program generated considerable interest and 19 students were accepted for the fall 2007 inaugural class—a number that exceeded even SP2's high expectations.

Given the innovative and accommodating structure of the program, it is no wonder so many were interested. Penn's Clinical DSW program differs from most doctoral social work programs in that it is a professional practice degree, designed to prepare students for advanced clinical practice and university-level teaching. Geared toward working professionals, Penn's DSW is an intensive accelerated program that enables students to complete the coursework and dissertation in three years, without career disruption. Unlike traditional social work programs, in which students complete their coursework before embarking on their dissertations, students in Penn's DSW program begin their coursework and dissertation work simultaneously and complete both in three years. After the first year, courses are taught in modules that meet one Thursday through Friday block each month, which allows for exposure to a wider range of topics and faculty. The courses and modules focus on clinical practice, research and teaching, and are taught by University of Pennsylvania faculty and nationally recognized experts in the field.

Program Director: Lina Hartocollis, PhD

PROFILE OF THE INAUGURAL DSW CLASS

Students earned their MSW degrees from a variety of schools, including University of Pennsylvania, Bryn Mawr, Smith, Simmons, Columbia, Marywood, Howard, and Adelphi.

Students come from Pennsylvania, New Jersey, and Maryland.

Students average twelve years of post-MSW experience in school social work, hospital social work, private practice, and other mental health and social service settings.

Student interests cover a broad cross-section of social work, including couples therapy, youth violence, trauma, social work in healthcare, mental health and minorities, cultural competence, self-esteem in adolescents, immigrant families and health disparities, children reared in non-traditional families.

INTERNATIONAL PROGRAMS

The numbers say it all. With alumni in 28 countries, seventeen students studying abroad last summer, and formal international exchange programs in four countries (with many additional informal opportunities available), the School of Social Policy & Practice is a leader in international social work education.

Formal exchange programs with Yonsei University in Seoul, Korea and the Nitte Education Trust in Mangalore, India are SP2's newest. Yonsei University, the leading private university in Korea that is comparable to Penn in all respects, has a large department of social welfare. The connections between the School of Social Policy & Practice and Yonsei University are strong, with some of SP2's Korean PhD alumni associated with the Department. In addition, Dr. Richard Estes (Director of International Programs at SP2) was a Fulbright Distinguished Scholar at Yonsei in 1994, and Dr. Kang Chul Hee, PhD'94, Associate Director of the Department of Social Work at Yonsei is currently a visiting scholar at SP2. The formal exchange was finalized this year, and beginning in fall 2008, SP2 students will have the opportunity to study at this prestigious Korean university. The exchange program with the Nitte Education Trust in Mangalore, India is based within their University's School of Management. The partnership with this premiere research university in South Asia creates the opportunity for exciting joint faculty research projects as well as student and faculty exchanges.

In order to offer a comprehensive menu of exchange opportunities, SP2 has arranged for students to have access to several exchange programs at other schools. For example, four SP2 students participated in the Boise State University School of Social Work's Spanish immersion program in Mexico this summer. The students spent four weeks in Cuernavaca and Buena Vista, where they lived with host families, attended classes every day, participated in study tours on the weekends, and completed a comparative study. The comparative study lies at the core of all SP2 international exchange programs because it gives students the opportunity to transfer their learning from their host country back to their country of origin. Students studying in Mexico conduct interviews in

Spanish (or English with a translator) in order to better understand Mexico's numerous community organizations.

SP2 students interested in international study also have the opportunity to craft an independent study project. This summer, Tessa Darlington (MSW candidate, May 2008) traveled to Greenland to study the relevance of its curriculum for students' transition into both young adulthood and their roles as adults within Greenland society. Because independent studies always compare the student's home to the country they are visiting, Tessa examined similarities and differences between education in Greenland and patterns of education among native Polynesians in Hawaii where she had taught for a year prior to beginning her MSW studies at Penn. In another independent project, Lina Salameh, a Palestinian student at SP2, examined Palestinian and Spanish social policies and their impact on immigrants in those countries.

SP2 students also participate in a wide range of international programs offered by other Schools and Department at Penn. Recent SP2 graduate Anastasia Shown, for example, traveled to both Ghana and the Cameroons to work on the Medical School's HIV/AIDS project. She was joined by Renee Lambert (MSW candidate, May 2008) in the Cameroons to work on the same project.

SP2 has seen a remarkable growth in interest on the part of its students in the international dimensions of social work theory and practice and, with their feet, have committed themselves to field experiences in societies urgently in need of the special knowledge and skills they bring.

These and other types of projects undertaken by SP2 students during the past summer have provided students with otherwise unavailable opportunities to gain valuable perspectives into social work practice across cultures and nations.

Director of International Programs: Richard Estes, DSW

www.sp2.upenn.edu/programs/international

12

Number of Dual Degree Programs

ESTES GIFT FOR STUDENT INTERNATIONAL TRAVEL

Long-standing faculty member and alum Richard Estes (SW '67) and his wife Gail are making a gift to the School in honor of its upcoming Centennial, and in support of the University's comprehensive capital Campaign. The gift will establish a **Student International Travel Fund** in support of financially needy students who, without the financial assistance of an air ticket, could not undertake a School-sponsored study abroad experience. The Estes' are making their gift in the form of a challenge—the Development Office must raise \$2.00 for every dollar given. If the office is successful, the International Student Travel Fund ultimately will provide international airfares for up to 100–150 students during its lifetime.

Dr. Estes has been a Professor at the School of Social Policy & Practice since 1973 and currently is Director of International Programs. His research focuses primarily on international and comparative social welfare, social indicators, and social reporting. He also is a specialist on issues related to social and economic development, poverty, and the commercial sexual exploitation of children. Dr. Estes serves on the boards of directors of many international and national organizations and was President of the International Society for Quality of Life Studies (ISQOLS) from 2005–2006.



SELECT OPPORTUNITIES FOR INTERNATIONAL EXCHANGE:

FORMAL EXCHANGE PROGRAMS:

- Rovaniemi, Finland: University of Lapland (in cooperation with the University of Vermont)
- Bielefeld, Germany: University of Bielefeld
- Mangalore, India: Nitte Education Trust
- Korea: Yonsei University and Kyung Hee University

INFORMAL EXCHANGE PROGRAMS:

- Mexico (in cooperation with Boise State University School of Social Work)
- Kenya (in cooperation with the University of North Carolina at Chapel Hill School of Social Work)
- Self-Directed Independent Study (students pick their own topic and country of study and many have chosen to focus on social issues in countries located in developing Africa and developing Latin America)

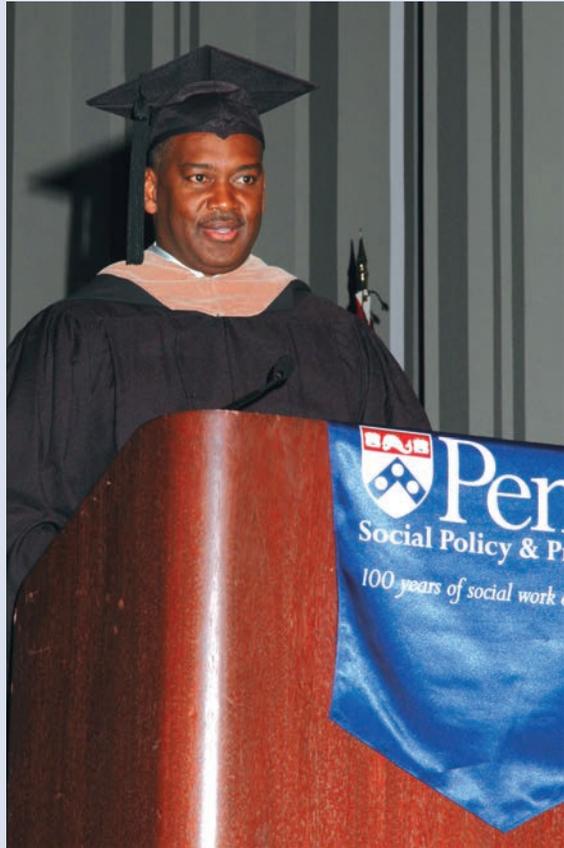
GRADUATION 2007

Emanuel D. Jones, Penn Engineering '81, MBA, delivered the Commencement Address to the Class of 2007 on May 14.

In his Commencement Address, entitled "Mending the Social Fabric Called Life," Mr. Jones offered words of wisdom to the graduates, reminding them that "leadership is not a choice you make, but a calling that must be fulfilled." He called on graduates to mend the "fabric of racism, fabric of sexism, fabric of ageism, fabric of hopelessness and despair," challenging them to:

- Sew respect into broken lives;
- Stitch together broken families;
- Weave dysfunctional communities together;
- Repair broken social service delivery agencies;
- Embroider yourself on our children's lives;
- Tailor programs to empower individuals to overcome poverty, homelessness, drug addiction, alcoholism, and disease; and
- Bridge the economic wealth divide that separates the rich and poor, the have and have nots.

Congratulations to the Class of 2007!



EMANUEL D. JONES

Emanuel D. Jones is President and CEO of Legacy Automotive which includes Legacy Ford of McDonough, Legacy Toyota of Union City, Legendary Ford of Marion, NC and ANSA Automotive of Macon, GA and Los Angeles, CA. He is the Georgia State Senator for District 10 which includes southwest DeKalb County and portions of Henry County.

Mr. Jones owns the Atlanta area's third largest African-American owned business. He received his MBA in Finance/Accounting from Columbia University in 1986, preceded by a BS in Electrical Engineering from the University of Pennsylvania in 1981. Mr. Jones was commissioned a Second Lieutenant in the U.S. Army Corps of Engineers in 1980 and rose to the rank of Captain. Mr. Jones graduated Class Valedictorian from West Fulton High School in Atlanta, Georgia in 1977. Mr. Jones held career positions with IBM

(81-'84) and Arthur Anderson & Co. (86-'88) prior to entering the automobile business in 1988. In November of 2004, Mr. Jones was elected to the Georgia State Senate; he took office in January 2005.

Mr. Jones is a proven leader whose efforts have been recognized by many organizations in the community, through honors and awards. He has served on several Boards in the community and recently became a member of the Advisory Board for the Field Center for Children's Policy, Practice and Research at SP2.

Mr. Jones was born and raised in Atlanta, Georgia. He currently resides in Ellenwood, Georgia with his wife, Gloria; sons, Emanuel II and Elam; and daughter, Emani. Mr. Jones is a member of the Shiloh Baptist Church in McDonough, Georgia.

2007 STUDENT AWARDS

These awards were presented at the Social Policy & Practice Commencement Ceremony on Monday, May 14, 2007.

ROSA WESSEL AWARD

Given to a meritorious graduating student selected on the basis of academic performance and one or more the following: exemplary student leadership, innovative activities in the field practicum, and exceptional community service.

Kara Mergl, MSW'07, MSSP'07
Gabriela Reason, MSW'07

DR. RUTH SMALLEY AWARD IN INTERNATIONAL SOCIAL WELFARE

Given to the member of the graduating class who, through his or her writing, participation in class discussions, and experience, has demonstrated an interest in, and a working knowledge of, the international and cultural dimensions of social work practice, and the application of practice to research.

Connie Hoe, MSW'07

BLACK MEN AT PENN SCHOOL OF SOCIAL WORK, INC. COMBATING RACISM AWARDS

Given to students who have demonstrated an understanding of American racism and a commitment to fight against racism and other forms of discrimination.

Sameena Azhar, MSW'07
Cannae Dirl, MSW'07
Sophie Dornstreich, MSW'07
Bernard Epstein, MSW'07
Alicia Marini, MSW'07
Lisa Tracy, MSW'07
Weihui Wang, MSW'07

HAL LEVIN AWARD FOR OUTSTANDING PHD STUDENT

Given to a meritorious doctoral student who is continuing the process of completing course work.

Joel Caplan

GRADUATION AT A GLANCE:

Date: May 14, 2007

Location: Irvine
Auditorium

**Commencement
Speaker:**

Mr. Emanuel D. Jones,
MBA

MSW Graduates: 147
Student Speakers:
Anastasia Shown and
Malik Cooper

NPL Graduates: 20
Student Speaker: Ariel
Kraten

MSSP Graduates: 8
Student Speaker:
Alisha Scruggs

PhD Graduates: 4
Student Speaker:
Victoria Stanhope



A Group of 2007 NPL Graduates

ACADEMICS

2006–2007 SCHOLARSHIP RECIPIENTS

Neysa A. Adams Award
Chasity M. Gary

Bell-Eisenberg-Leber Award
Jordane Jolley

Dorothy Kramer Bergstein Oncology Fellowship
Dana Marcone

Alan S. Fellheimer and Judith Eichen Fellheimer Fellowship
Okeoma Blessing Nwajuaka

Elizabeth Carlton Fiebach and H. Robert Fiebach Fellowship
Sharlis Alicea Anthony

Marie and Joseph Field Scholarship
Lauren Elizabeth Wagner

Ruth E. Fizdale Social Work Award
Lindsay Albright

Ralph and Ida Gumberg Endowed Scholarship
Bernard L. Epstein

The Heyer Foundation Graduate Prize Fellowship
Joel M. Caplan

Wilbur E. Hobbs Memorial Scholarship
Abram Harris

The Hornick Award
Crystal Monique Lucas

The Lilly Mach Lang Book Fund
Anne Hainsworth

The Anita Langsfeld Scholarship
Carla Merchan

The Lazarus Goldman Award
Manisha Joshi

Levin Endowed Scholarship
Kristie Thomas

Betsy Schur Levy and David W. Levy Scholarship
Renee Lambert

Claire Lomax and The Lomax Family Foundation Scholarship
Andrea Lorraine Bell

The Yale Mann Endowed Scholarship
Melissa Berrios

Bruce Newberg Scholarship
Erin Kathleen Crawford

Parents, Alumni, and Friends Scholarship
Elissa Maria Christina Bargas

Otto and Gertrude Pollak Scholarship
Joanna Bisgaier
Amber Hikes

Porreca Memorial Scholarship
Kara A. Mergl

The School of Social Policy & Practice Award
Melissa Madzel

Jean and Charles Segal Endowed Scholarship
Trinity Amber Thorpe

Thomas M. Shapiro and Aline Shapiro Scholarship
Courtney McCuen

Alan Simon Term Scholarship Award
Monica Arlene Barney
Latasha Forteau

The Louis and Bessie Stein Foundation Fellowship
Betty Kim

2007–2008 SCHOLARSHIP RECIPIENTS

Neysa A. Adams Award
Crystal Lucas

Bell-Eisenberg-Leber Award
Anthony Davis

Dorothy Kramer Bergstein Oncology Fellowship
Erika W. Parker

Ruth E. Fizdale Award
Tiffany Southerland

Ralph and Ida Gumberg Endowed Scholarship
Heather Sandala

Florence R. Hart Endowed Scholarship
Sara Ansell

Andrew Heyer NPL Scholarship
Jessica F. Blum
Michelle B. Johnson
Kimberly Kindig
Johnny Mendoza
Kimmie L. Weeks

The Heyer Foundation Graduate Prize Fellowship
Sara Wiesel Cullen

Wilbur E. Hobbs Memorial Scholarship
Abram Harris

The Hornick Award
Crystal Monique Lucas

The Lilly Mach Lang Book Fund
Sarah B. Smith

The Anita Langsfeld Scholarship
Alexander Tarsitano

The Lazarus Goldman Award
Jacob Matejowski

Levin Endowed Scholarship
Manisha Joshi

Betsy Schur Levy and David W. Levy Scholarship
Renee Lambert

The Yale Mann Endowed Scholarship
Melissa Berrios

Newberg Family Fellowship
John Wenger

The Evelyn Ortner Fellowship
Elizabeth Pelly

Parents, Alumni, and Friends Scholarship
Katharine Mecklenberg

Otto and Gertrude Pollak Scholarship
Joanna Bisgaier
Amber Hikes

Porreca Memorial Scholarship
Noelle Warford

Ann Nolan Reese Scholarship
Jill Helme
Daniel Hubbell
Tilak Mishra
Robin Rich
Jon Spack
Sarorng Sorn

Miriam Mednick Rothman Scholarship
Providenza Loera

The School of Social Policy & Practice Award
Elizabeth Daily
Julie Howard

Jean and Charles Segal Endowed Scholarship
Trinity Amber Thorpe

Patricia and David Silvers Family Fellowship
Damian Ramsey

Alan Simon Term Scholarship Award
Michael Evans
Latasha Forteau

The Louis and Bessie Stein Foundation Fellowship
Betty Kim

29

Number of Named
Scholarship Recipients
in 2006–2007



CLASS GIFT CAMPAIGN

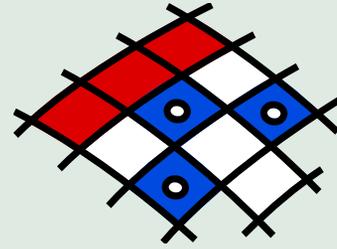
You know you've made a powerful gift when it transforms the drab and dreary into the bold and beautiful. Thanks to 144 generous supporters, this is exactly what the 2007 Graduating Class Gift Campaign was able to do to the SP2 student lounge. As the School continues to grow, there is an increased need for space where students can collaborate, study, and socialize in the building. By remodeling a former classroom (C-5) into the lounge, the students' space has almost doubled in size, and has been made over with vibrant colors, accommodating seating, a flexible workspace and new computers.

The 2007 Campaign, chaired by Jennifer Iorio, MSW'07 and Alicia Marini, MSW'07, raised over \$12,000 and included the participation of 75% of the graduating class. Led by Dr. Chul Hee Kang, PhD'94, a group of the School's Korean doctoral graduates generously served as the Campaign's matching donors, and contributed \$8,000 toward the Campaign total. In addition to providing crucial support for the Campaign, this initiative also marks the first time a group of international alumni have supported the School in such a way.

The motto for the 2007 Campaign—Winston Churchill's quote "We make a living by what we get; we make a life by what we give"—highlights the benefit of giving back, something central to the Class Gift. By giving back to the School through this Campaign, graduating students have left a legacy that will benefit their successors at SP2. In just three years, this young tradition has had a powerful impact on the Caster building: the 2005 and 2006 campaigns sponsored the renovation of classrooms A14 and D28, respectively, making the School of Social Policy & Practice an ever more vibrant learning community.



CARTOGRAPHIC MODELING LAB



From natural disasters like Hurricane Katrina to tragedies such as the Virginia Tech shootings, emergency preparedness has become a top priority for public safety officials around the country. Like many universities, Penn recently launched an instant notification system that can send text messages to the cell phones of students, faculty, and staff in the event of an emergency. This is the public face of preparedness; behind the scenes, planning and predicting solutions for any number of situations is much more complex.

Earlier this year, Penn’s Division of Public Safety turned to SP2’s Cartographic Modeling Lab for help in simulating an evacuation model for the University’s Commencement Ceremony. To do this, the CML modeled the Franklin Field environment and, after some research, decided to use SimWalk (an agent base computer simulation program) to evaluate evacuation scenarios of pedestrians. The program is a powerful analysis tool that uses microsimulation software to simulate realistic behavior. The data can predict things like the speed and duration of exiting and the number of individuals exiting at each location, and combine it with visual animation. Based on the overwhelming success of this project, the city of Philadelphia is thinking of building on the experience of the CML and Public Safety to set up city-wide standards for evacuation modeling.

In 1990, a group of City and Regional Planning doctoral students started the lab under the leadership of Dr. C. Dana Tomlin, Professor of Landscape Architecture. Dr. Tomlin is noted for developing map algebra, a language that allows conventional algebraic operations to be used in a series of equations involving different variables represented in map layers. Social Policy & Practice professor and current CML Director Dennis Culhane became involved with the lab through the Early Warning Information System (EWIS) project for New York City in 1995. Since these early days, one of CML’s flagship projects has been the Neighborhood Information System (<http://cml.upenn.edu/nis>), which integrates property information for the City of Philadelphia’s Office of Housing and Community Development and designated Community Development Corporations. The project uses data and social indicators to analyze property and neighborhood information for siting and the planning of programs.

Amy Hillier, a Social Policy & Practice alumna and professor, recently wrote an article entitled, *Why Social Work Needs Mapping*, and a quick overview of some of the CML’s major projects reveals how true this is. One project, the Trauma Resource Allocation Model for Ambulances and Hospitals (TRAMAH), maps the accessibility of trauma system resources at geographic levels ranging from local to national. Phase 1 of this application was to develop and deploy the web-based

GIS mapping system highlighting the distribution of trauma resources. In Phase Two, which will occur this year, the CML will continue to work with its partners to enhance the application by enabling end users to interactively adjust a set of variables. This enhancement will allow users to simulate changes to trauma systems online as a means of determining the optimal relocation or addition of trauma system resources. For social work professionals who serve abused children, independent elderly, individuals receiving long-term medical care at home, victims of domestic violence and others, the availability of trauma resources can be central to care. The application can be viewed at: maps.amtrauma.org/CML.TraumaCenters. Web

A second project is part of The Robert Wood Johnson Health & Society Scholars Program at the University of Pennsylvania, which “aims to develop leaders who will produce significant scholarship, design interventions, and build the infrastructure and prestige of a new field focused on the multiple determinants of health.” By linking Penn’s Health System data with the CML’s parcelBase and neighborhoodBase data sources, the project will provide a database to researchers. Researchers will be able to compare elements such as patient laboratory values and property and parcel information (including elementary school catchment, building code violations, and property sales history) in order to gain the “kinds of knowledge and actions that are needed to improve the nation’s health.”

The CML has also been working on many other projects, including Virtual University City, which will be a simulated, three dimensional, model of University City’s urban landscape; the University Land Acquisition Web Site Application to provide information regarding current and historical deeds; the Utility Emergency Services Fund Project that will create aggregate counts of energy assistance clients and grant amounts; and the Kids Integrated Data System (KIDS) to develop a database for community planning, program evaluation, and research purposes to benefit children and youth from birth to age 21.

Faculty Directors:	Charles Branas, PhD (Chair) Dennis Culhane, PhD Amy Hillier, PhD Dana Tomlin, PhD
Research Director:	Tara Jackson, PhD
GIS Director:	Marlen Kokaz, MRP, MS



CENTER FOR HIGH IMPACT PHILANTHROPY

"I want to make a difference. I have one million dollars to give. How can I spend it to *make the greatest impact?*"

Effective philanthropy isn't just about "making donors feel good," says Katherina Rosqueta, Executive Director of the Center for High Impact Philanthropy (CHIP). "It is about the ability to achieve social impact." However, too little information and too few tools exist that allow philanthropists to understand how to maximize the social impact of their gifts. Enter the Center for High Impact Philanthropy. Created in the spring of 2006, the Center is driven by its goal to "assist philanthropists in determining what impact they can expect for each charitable dollar, by using evidence and facts to inform the allocation of philanthropic gifts."



In its inaugural year, the Center's top priorities were to refine its aims and attract the high caliber, multidisciplinary team needed to achieve those aims. With a diverse start-up team comprised of five full-time and two part-time staff members with training in business, law, medicine, nonprofit management, and public policy, the Center is bringing the multi-disciplinary approach needed to understand where philanthropists can make the biggest difference. It is beginning research and analysis in two areas: U.S. urban education and global public health.

The team has already begun playing a critical convening role for individuals and institutions interested in more effective philanthropy. Center staff played a leadership role in convening the University of Pennsylvania's Global Development Initiative, a university-wide effort that links faculty and students interested in applying their work towards achieving the Millennium Development Goals. The Center's team was also instrumental in attracting the 2008 Net Impact Conference to Wharton. This conference will bring together over 2000 students, faculty, and business leaders interested in understanding how best to apply business tools and thinking to achieving social impact.

Executive Director: Katherina M. Rosqueta, MBA

www.impact.upenn.edu

SECOND ANNUAL BENJAMIN FRANKLIN LEADERSHIP SYMPOSIUM

The Benjamin Franklin Leadership Symposium on April 25, 2007 marked the official launch of the Center for High Impact Philanthropy. With a focus on the pertinent issue of Effective Philanthropy, the Symposium featured distinguished panelists who are experts in philanthropy and leadership. A keynote address by Dr. Judith Rodin, President of the Rockefeller Foundation followed two moderated panels—*Is Passion Enough?* and *Effective Philanthropy: Managing Impact*. David Ertel received the 2007 Benjamin Franklin Leadership Award during the luncheon.



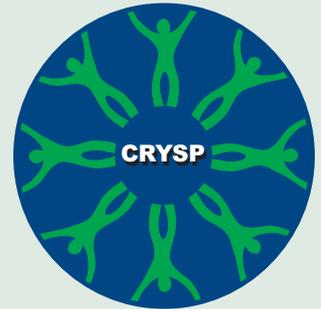
Photos from the 2007 Benjamin Franklin Leadership Symposium
 Left: Penn President, Amy Gutmann, delivers the symposium welcome; Center: The Effective Philanthropy panel moderated by John J. DiIulio, Jr., PhD; Right: Dr. Judith Rodin delivers the keynote address

CENTER FOR RESEARCH ON YOUTH AND SOCIAL POLICY (CRYSP)

Its mission is powerful and its research makes an impact. The Center for Research on Youth and Social Policy (CRYSP) “bring[s] about positive social change by improving the way human services are developed, delivered, and evaluated.” It uses applied research, planning, and technical assistance to assess progressive and forward-thinking programs in areas like housing, re-entry into communities after prison, and anti-violence initiatives.

Adequate and appropriate housing is central to overcoming many of the issues affecting vulnerable populations, and three of CRYSP’s current projects are with the Philadelphia Housing Authority (PHA). In the first project, CRYSP has been evaluating the progress of relocating PHA clients in the Ludlow section of Philadelphia to HOPE VI housing. The U.S. Department of Housing and Urban Development administers a grant program, called HOPE VI, which provides funding to clear virtually unlivable housing and rebuild the site with townhouses and garden-style apartments. In its efforts to revitalize Philadelphia, the PHA “uses HOPE VI funds in combination with funding from both private investors and other public entities to demolish old sites” and make new housing available to renters and homeowners of all income levels. Although the findings are incomplete, they indicate that the PHA has been successful in two ways: assisting 40 families in completing the application process for HOPE VI housing and helping clients who do not meet HOPE VI relocation criteria to overcome these barriers (which include things like poor credit and insufficient income).

In the second project, CRYSP is evaluating the PHA Amnesty Program, funded by the U.S. Department of Health and Human Services, Administration of Children and Families, which works with parents who are delinquent in their child support payments. The program aims to help them become current in those payments through a combination of partial support forgiveness, job enhancement skills, and legal lease participation if so desired. CRYSP’s third PHA project, which is close to completion, evaluated outcomes from a



Mentoring Demonstration Program. The program provides one-on-one mentorship to families living in PHA sponsored housing in the Mill Creek section of Philadelphia, and appears to be most successful in helping clients establish a credit history and helping those with poor credit adhere to a credit enhancement plan.

Other projects include an evaluation funded by the Marcus Foundation of “Violence Free Zone Programs” in Atlanta, which uses ex-offenders from the immediate community to form bonds with the young people most in need of mentoring; a study of the impact of victim input on parole release decisions (funded by the JEHT Foundation in New York); and, an evaluation of an outreach program for Latino prisoners in Philadelphia with HIV and substance abuse problems who are returning to their communities. This evaluation, funded by the Department of Health and Human Services through the Asociacion de Puertorriquenos en Marcha, found that clients in the program improved in many areas during their first three years back in the community. The findings are reported in a Special Issue of *The Journal of Evidence-Based Social Work*, edited by CRYSP Co-Director Susan C. Kinnevy, PhD, and Samuel MacMaster, PhD, of the social work faculty at the University of Tennessee. (The expected publication date is Summer, 2008.)

Program Director: Richard J. Gelles, PhD
Program Co-Director: Susan Kinnevy, PhD

www.sp2.upenn.edu/CRYSP

7

Number of
Research Centers

ORTNER-UNITY CENTER ON FAMILY VIOLENCE

Founding Benefactors: Evelyn Ortner and Robert Ortner, W'49

In the field of family violence, the existence of programs that advance research, awareness, advocacy, and education can mean the difference between life and death. Domestic violence is a pervasive social problem, and it affects all aspects of a victim's life. Hence, solutions to this systemic problem require an approach that spans disciplines to address the myriad implications of domestic violence.

With the powerful, interdisciplinary resources of the University of Pennsylvania behind it, the Ortner-Unity Center on Family Violence is effectively positioned to bring about this change. Since its inception, the Center has overseen the addition of a new course in Domestic Violence to the undergraduate curriculum and an advanced level Intimate Violence elective at the School of Social Policy & Practice. In the past year, the Center began to establish a resource library, which will be available to students, faculty and service providers who seek information about family violence-related topics. This comprehensive library will provide a venue to educate current and future practitioners and policymakers about the complexity of family violence.

On other levels, the Center continues to advance the conversation about domestic violence by situating discussion at the forefront of its programming. In addition to the annual lecture and reception held on November 1, 2007, the Ortner-Unity Center will host

a major conference in the spring for domestic violence service providers to address the needs of children in violent families. But in order for these conversations to be effective, they have to be ongoing. For that reason, under the direction of new Assistant Director Elizabeth Pelly, the Center will coordinate monthly meetings at the Ortner-Unity Center for service providers. In addition to its other activities, the Center grants a \$1,000 fellowship to a qualified SP2 MSW student.

With its scholarly team—comprised of Research Director Susan Sorenson and Research Fellows Susan Kinnevy and Karin Rhodes—the Center is positioned to be a leader in the field of domestic violence research. The Ortner-Unity Center is in the process of developing its website so that more information can be made available to service providers, members of the University, and the general public.

Director: Richard J. Gelles, PhD



CONGRATULATIONS TO MARY CAVANAUGH, PHD

Since 2005, Mary M. Cavanaugh has served as the Associate Director of the Ortner-Unity Program for the Prevention of Family Violence. Mary completed a joint PhD in Social Welfare and Criminology in May, 2007, and accepted a faculty position at the School of Social Welfare at the University of California, Berkeley. During her tenure at SP2, Mary was twice the recipient of the SP2 Excellence in Teaching Award for Part-Time Faculty.

FIELD CENTER FOR CHILDREN'S POLICY, PRACTICE, AND RESEARCH

Founding Benefactors: Marie Field and Joseph Field, C'52

Philadelphia, 2006. New Jersey, 1999. Tennessee, 2000. Connecticut, 1989. New York, 1995. The date and location always change, but the story is the same: yet again, a child welfare system failed to protect another vulnerable child.

After the Philadelphia Inquirer published a series of articles on the deaths of several children in the Philadelphia Department of Human Services system, Mayor John Street commissioned a Child Welfare Review Panel to conduct an in-depth study of Philadelphia's child welfare agency. With their national profiles, it is no surprise that the Mayor appointed two of the Field Center's four Faculty Directors to the panel: Carol Wilson Spigner of SP2 served as Co-Chair and Cindy Christian, MD of the School of Medicine and the Children's Hospital of Philadelphia served as the medical expert. The panel's report was completed and delivered in May 2007, and Mayor Street and the DHS Acting Commissioner have committed to implementing the recommendations of this ground-breaking effort. (For more on the Review Panel, see the highlight on page 21.)

Sadly, Philadelphia's child welfare system is not unique. Across the country, agencies charged with protecting abused and neglected children often struggle to coordinate endless amounts of data. But there's a bright spot on the horizon: technology's potential to transform case management and information sharing. Funded by a multi-year grant from the Hite Foundation, the Field Center has identified the development of a real-time accessible management information system as a priority in advancing the field of child welfare. The project, *Filling the Cracks in the Child Welfare System: Developing a Transparent and Effective Means of Managing Information and Improving Accountability*, began with research of existing child welfare information systems. Then, in March 2007, the Field Center hosted a day-long national Child Welfare Summit on Information Technology in New York. The goal of the summit was to establish the foundation for the eventual development of a casework management information system. Such a system would be able to track cases in real time, alert supervisors and agency officials about gaps or inadequacies in casework services and monitoring, and provide workers in the field with critical case information. Summit participants – key leaders and representatives from both public and private sectors across the country – included Commissioners, technology and program staff from multiple child welfare systems, child welfare information technology experts, U.S. House of Representatives staff, business and philanthropy leaders, the Annie E. Casey

Foundation's Casey Strategic Consulting Group, and the Field Center child welfare experts. In the upcoming year, the Field Center will be hosting the second part of this National Child Welfare Summit.

As Executive Director Debra Schilling Wolfe points out, "The Field Center's 'think-outside-the-box' approach allows it to transcend traditional barriers and creatively find solutions." With such a commitment to child welfare, it comes as no surprise that the Field Center's list of projects in the past year was a lengthy one. The Center worked on the Nancy Glickenhau Family Court Program, received a grant from the North Penn Community Health Foundation to provide technical assistance in the development of a Child Advocacy Center for Montgomery County (PA), hosted the annual Breakfast Symposium series, published three issues of *News From the Field*, and organized a documentary Film Contest on child abuse for local high school and college students.

Executive Director: Debra Schilling Wolfe, M.Ed.



ONE CHILD, MANY HANDS: A MULTIDISCIPLINARY CONFERENCE ON CHILD WELFARE

May 30 – June 1, 2007

In 2007, the place to learn about the "cutting edge work from the multiple disciplines that touch the lives of children, youth and families" was the One Child, Many Hands conference. The conference, presented by the Field Center for Children's Policy, Practice and Research, with the Children's Hospital of Philadelphia as the lead sponsor, was attended by professionals from the fields of social work, law, medicine, psychology, education and nursing and included workshops led by more than 80 presenters from across the country. The conference was dedicated to the memory of the late Myrna Field, former Administrative Judge of Philadelphia Family Court.

NEW REPORT ON DHS HIGHLIGHTS FAILINGS, MAKES RECOMMENDATIONS

By Judy Hill

This article was originally published in the Penn Current on July 5, 2007. Reprinted with permission.

A recent report on the City's Department of Human Services casts new light on the agency—and systemic failures within the department that have put Philadelphia's children at risk and resulted in several preventable deaths in recent years.

Carol Wilson Spigner, an associate professor in Penn's School of Social Policy & Practice, co-chaired the review committee, which analyzed the cases of 52 children— whose families were known to DHS—who died from 2001 through 2006. The panel also reviewed cases of children under its care who did not die, as well as young people who had entered the system recently. Focus groups, interviews and surveys of DHS workers and staff of contract agencies rounded out the committee's study, whose findings were presented to the mayor last month in a 230-page report.

The review was prompted by a series of articles in the Philadelphia Inquirer on child fatalities, some of which occurred while families were under the care of the department. In response to this high-profile lambasting, the mayor issued an executive order to create a panel to review the agency and issue recommendations.

Delving into the agency's records proved an often-overwhelming task, says Spigner, who describes the paperwork she and her team scrutinized as "voluminous." Sometimes, she says, "one case would be boxes and boxes of files." To make sense of the complex workings of the agency, they focused on questions of safety and how the department was organized to address safety.

What they found was an organization deeply confused about its mission that had become an agency of last resort. "They're expected to respond to a wide range of problems," says Spigner, "so the focus on child safety has been diffused. If you're responding to a person's housing needs because the housing authority is not doing its job, you have less time and energy to focus on children. That was a big finding."

The panel also found that the services a family received were "absolutely random," depending on the level of experience and empathy of the social worker assigned to their case. "The randomness was striking but not surprising given the absence of clarity about what the work is and the lack of support to frontline workers to help them make good decisions."



Spigner stresses that despite its challenges the DHS is not a failing institution. "Absolutely not. They have a number of strengths they can build on that need to be mobilized and enhanced. There are huge challenges, but it's not un-doable."

The report recommended the DHS step back and reassess its mission and its values and put the focus back on child safety. Other specific recommendations called for visiting all children under 5 within two hours of receiving a warning of neglect or abuse and requiring social workers to use a common set of guidelines to determine if a child is in danger.

Spigner is well aware that over the past two decades there have been numerous reviews of the department that have yielded little.

"There's a pattern," she says, "of having some kind of high-profile event, a study, then work initiated but not completed." She is hopeful, though, that this time it will be different. The report has garnered much attention in the print and broadcast media and has been welcomed by Mayor Street who, according to an article in the Inquirer, called it a "road map to lasting reform." Michael Nutter, the Democratic candidate for mayor, was quoted in the same article as saying that if elected he would use the report as a "blueprint for change."

Also encouraging is the fact that the mayor recently issued an executive order directing the DHS to implement the panel's recommendations, which include appointing a permanent oversight commission. That piece, says Spigner, is critical to effecting real change, especially with the upcoming political transition, which may bring a change in the leadership of the agency.

"I'm encouraged by it," she says. "It's a good place to start."



THE CAMPAIGN FOR SOCIAL JUSTICE— SOLVING SOCIETY’S MOST COMPLEX PROBLEMS



MAKING HISTORY

THE CAMPAIGN
FOR PENN

The University of Pennsylvania is launching a Comprehensive Campaign in which all Schools at Penn are participating. SP2’s theme is “The Campaign for Social Justice: *tackling society’s most complex problems.*” This is most fitting, given the multiple degrees SP2 offers that prepare the best and brightest to truly make a difference in the world. SP2’s Campaign goal is \$33,000,000. All gifts given to the School until the year 2012 will be counted toward the Campaign.

WHAT IS A COMPREHENSIVE CAMPAIGN?

A comprehensive campaign is a seven-year fundraising effort that encompasses the entire University, represents its combined priorities, and coordinates its development programs in meeting an overall University-wide financial goal. All dollars raised during the seven-year time frame count toward the total dollar goal.

The Council for the Advancement of Education (CASE) has established formal policies governing campaign activity in higher education—and Penn and its peers adhere to these guidelines. Campaigns have two phases. The first phase is typically a two-year “quiet phase” focused on building a nucleus fund of gifts from the University’s leadership and core donor base. The nucleus fund usually represents 30 – 40 % of the total goal announced at the beginning of the public phase. A five-year “public phase” follows the “quiet phase” and is focused on the entire potential donor base and community.

These are two equally viable approaches to take in describing the purposes of comprehensive fundraising campaigns in American higher education. Some believe campaigns exist solely for the purpose of raising more money. Others regard campaigns in more idealistic terms as a means for realizing an institution’s vision, and as a way to rally the strength of our unified community towards those ends. Collective wisdom and experience tells that both views are correct, and this helps explain why campaigns have become such powerful tools in shaping the future of today’s colleges and universities. A comprehensive campaign has the unique ability to link Penn’s practical needs and objectives to our ideals, values and purposes, and larger sense of mission. Campaigns have been proven to do this at our peer institutions, and at Penn.

The best campaigns are those that motivate internal and external leadership to raise more dollars overall – but, most importantly, to raise dollars for key priorities – and to use the campaign to achieve non-financial objectives that strengthen the institution. It is also important to consider the negative impact that an over aggressive total dollar goal can have on a university – leading to “bad practices,” such as accepting gifts for non-priority areas or engaging in other short term oriented activity that

is counterproductive, as well as sending potentially inaccurate messages to faculty and other stakeholders about the real impact of campaign fundraising.

PENN’S CAMPAIGN HISTORY

A major campaign is an expression of institutional confidence. This spirit was a crucial factor in the success of Penn’s last campaign, *The Campaign for Penn*. *The Campaign for Penn* was only the second major campaign in the history of American higher education to raise over \$1 Billion (\$1.47 Billion)—two years after Stanford University became the first institution to reach this mark. *The Campaign for Penn* began in 1987, 20 years ago. Most major universities hold campaigns every 10–12 years. None of our ten Ivy/MIT/Stanford peer institutions will be engaged in or planning their next campaign during the upcoming fiscal year. Thirty-one colleges and universities are engaged in \$1 billion or more campaigns.

The Campaign for Penn provided valuable new financial resources and the fundraising momentum that helped propel Penn to its current position within the higher education landscape. In 1987 Penn raised \$87 million from 55,000 donors. In 2006, Penn received \$409 million in charitable contributions from 108,000 donors. During this same time frame, University, school and departmental rankings have matched the institution’s extraordinary philanthropic trajectory, with Penn ranked as high as #4 in *US News and World Reports* and seven of out ten schools ranked in the top ten in their respective categories.

As a result of this foundation, and many other factors, Penn’s Institutional position is well aligned with our plans to launch our next campaign.

1749: FRANKLIN’S PLAN FOR FUNDRAISING

- Ben Franklin instituted the first plan for fundraising in order to finance the start of the “Public Academy in the City of Philadelphia.”

1925–1940: THE UNIVERSITY OF PENNSYLVANIA FUND

- Penn’s first modern Campaign
- 15 year campaign
- \$45,650,000 campaign goal

1964–1970: CAMPAIGN FOR THE 60’S

- \$93 million campaign goal
- \$100,103,000 raised by May 1969

1975–1980: ONE UNIVERSITY: THE PROGRAM FOR THE EIGHTIES

- \$255 million campaign goal
- \$256 million raised

1989–1994: CAMPAIGN FOR PENN

- \$1 billion campaign goal (later revised to \$1.3 billion)
- \$1.47 billion raised

2007–2012: MAKING HISTORY—THE CAMPAIGN FOR PENN

- \$3.5 billion campaign goal

THE OUT-OF-SCHOOL TIME RESOURCE CENTER (OSTRC)



Education professionals seeking peer support, cutting-edge research, and best practices need to look no further than SP2's Out-of-School Time Resource Center (OSTRC). Created to promote out-of-school time student achievement by enhancing staff support and professional development, the OSTRC offers professionals two unique forms of support: original research and evaluation, and access to resources. Originally a part of SP2's Center for Research on Youth and Social Policy, the OSTRC recently became its own separate research center.

There are three ways in which the OSTRC advances out-of-school time achievement: helping staff to locate resources and professional development opportunities; evaluating OST staff resources and professional development in order to suggest which are most effective; and recommending changes in practice and policy. Peer Networking Meetings are an example of one of the OSTRC's successful programs. Between 30 and 70 staff participate in these monthly meetings, which the Center coordinates and implements on behalf of Philadelphia's After School/Youth Development Network. The meetings offer staff the opportunity to explore salient topics, exchange resources, and network with colleagues.

This year, the OSTRC received a second, generous, 3-year operating grant from the William Penn Foundation. As a result of this funding, the Center is able to continue enhancing out-of-school time professional development in unique ways. The OSTRC will continue to serve and respond to national audiences, but will concentrate primarily on local professional development activities. To move forward

with this agenda, the OSTRC has identified ten local agencies with which it will share research on promising practices, assist in professional development implementation, evaluate staff and student impact, and suggest areas for improvement.

The OSTRC also embarked on a long-term project in collaboration with the Fels School of Government, Public/Private Ventures, and multiple community partners. The *Integrated Youth Services Project* is being funded by the William Penn Foundation to ensure that "All children and youth in Philadelphia, ages 5-24 years, have access to quality youth services through a viable, coherent, and coordinated youth services system." Philadelphia does not currently have a coordinated plan of action to guide the development, delivery, and funding of its diverse youth services. To remedy this, the project will: 1) explore Philadelphia's youth services and youth service systems; 2) research integrated systems in other large cities; 3) Develop policy recommendations; and 4) Design and implement a local, effective, and truly collaborative youth services system.

In the 2006-2007 academic year, OSTRC had three full time staff and three student interns, and one "extern" from the Metropolitan Career Center.

Director: Nancy Peter, M.Ed.

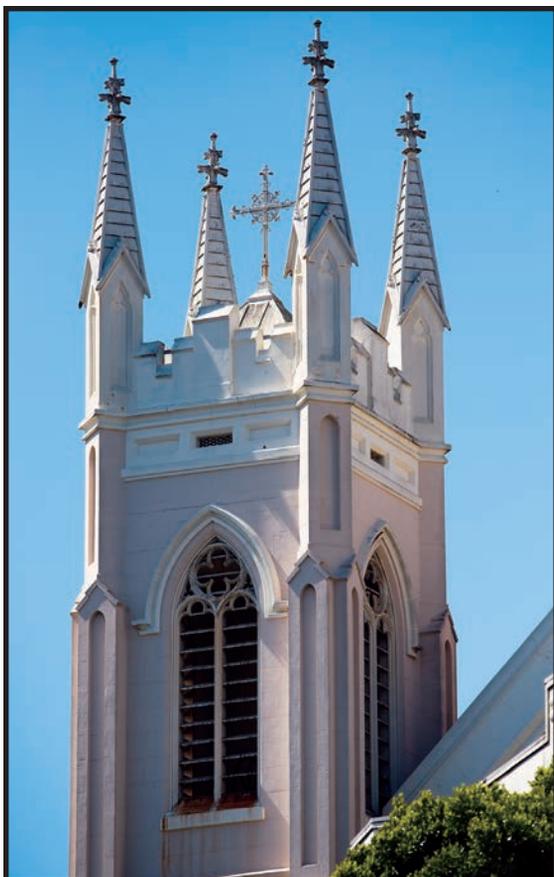
www.sp2.upenn.edu/OSTRC



OSTRC Peer Networking Meeting

PROGRAM FOR RELIGION AND SOCIAL POLICY RESEARCH

When it comes to religious congregations, the easy (or easier) part is identifying them. For Dr. Ram Cnaan and his team at the Program for Religion and Social Policy Research, the real work lies in analyzing them. In their Philadelphia Census of Congregations, Professor Cnaan and his team interviewed more than 1400 of the 2100 identifiable congregations in the area in order to understand who and what these congregations are. Who belongs to them? What programs do they offer? What is the dollar value of their contributions to society? What are the incomes and professions of their members? *The Other Philadelphia Story* (2006) uses the congregation census data to explain the role of congregations and religious-based organizations in the provision of social services and charitable support.



Insignificant? Hardly. Because congregations don't have to report census information, the program's research is groundbreaking and highlights why the contributions of these congregations cannot be underestimated. For example, the study calculated that the dollar amount of programs, services, and support provided by Philadelphia congregations is one quarter of a billion dollars.

Hurricane Katrina taught many lessons, including the practical reasons why quantifying congregational data is so worthwhile. Although myriad organizations and agencies joined in the relief efforts, congregations proved to be a valuable source of human capital. PRSPR intern Brook Singletary, MSW'08, asks the question, "If a hurricane like Katrina struck again, and you were looking for carpenters to assist with rebuilding efforts, which church would you call on?" If a census has told you that a certain church has 50 carpenters, then you know that they would be a good resource for this project.

This past year, the Jessie Ball Dupont Foundation asked Dr. Cnaan to recreate this study and conduct a congregational census in Wilmington, DE. Through a two-year grant, PRSPR will assess Wilmington's congregational capacity by studying the 171 congregations in the area (approximately 75 of them have already been interviewed). The project—only the second congregational census like this—examines the work of public, nonprofit, and for-profit human service organizations and their collaboration with local congregations to improve the quality of life of Wilmington residents.

PRSPR is also at the tail end of an additional project. It is a groundbreaking community capacity study on reentry resources for ex-offenders, which will provide the city of Philadelphia with valuable planning and policy information. At the request of the Mayor's Office of Re-Entry (MORE), PRSPR surveyed all human service organizations in the city of Philadelphia that are capable of providing social service to returning prisoners. The findings serve as a platform for the new mayor to attack one of society's most pressing social problems. The study was carried out with the able support of Dr. Beverly D. Frazier, a former doctoral student who is now a faculty member at the John Jay College of Criminology.

Program Director: Ram Cnaan, PhD

PROJECTS

BLACK MEN AT PENN SCHOOL OF SOCIAL WORK, INC.

Be a social change agent is a charge that students in the MSW program hear on a regular basis. (This year, they even have T-shirts that read “Social Change Agent” across the back.) But if they’re ever at a loss for inspiration on how to put this challenge into action, they need only to look to Black Men at Penn School of Social Work, Inc.

Founded in 2002, Black Men at Penn School of Social Work, Inc. was created to be a conduit between the African-American community and Penn’s School of Social Policy & Practice (School of Social Work at the time). The group’s mission is twofold: recruit African-American males to the school and the profession of social work (and offer support in these arenas), and provide a face and a voice to the peculiar experiences that Black males face in American society.

The members of Black Men at Penn School of Social Work do not take their charge lightly, and their activities in the past year demonstrate this. At the request of Northeast Philadelphia High School principal Linda Carroll, the group developed the four-part Academic Achievement Gap Program workshop and mentorship series for African-American students. The formation of this series was a response to the complete lack of minority representation in the Magnet Group (the school’s college preparatory track), despite the fact that 35% of the students are African-American. According to group member Alan Speed, MSW’07, the program “exceeded all expectations;” student interest was so overwhelming that a waiting list developed. The interactive workshop series—with session titles like “The lion’s story will never be known if the hunter is the only one to tell it,” “Give me a Nike education,” “It takes a village to educate me and I need that village to be a healthy village,” and “I have my passport and my education, I am ready to go, but where am I going?”—addressed the challenges faced by minority youth,

examined the benefits of a good education at every level of development, explored the responsibility of parents, teachers, and the community in educating youth and thinking about future educational opportunities.

Black Men at Penn School of Social Work participated in a number of discussions and lectures. With the SP2

chapter of the Association of Black Social Workers, they co-hosted “Personal Reflections on the Social Work Profession from a Black Male Perspective,” which featured Robert Carter, Associate Director of Penn’s African American Resource Center, Dr. Charles Johnson, SP2 American Racism Lecturer, and Alan Speed, Sayre Community Schools Director. The group also launched the inaugural W.E.B. DuBois Lecture Series, moderated by social activist Dr. Anthony Monteiro. After Don Imus’ comments about the Rutgers University women’s basketball team, Rutgers reached out to Black Men at Penn School of Social Work, who met with campus leaders and assisted in engaging the student body in a letter-writing campaign. In addition, the group co-sponsored a discussion called, “Manifest Your Destiny” that featured actor/activist Hill Harper, a star of the CBS drama *CSI: NY*.

President: Chad Dion Lassiter, MSW

IN THE NEWS:

The dedication and impact of the Black Men at Penn School of Social Work, Inc. have not gone unnoticed, and they have been featured in several media stories, including:

- “African American Men in Social Work” in *Social Work Today* (January/February 2007)
- “Visionaries Against Racism” in the *Philadelphia Daily News* (November 24, 2006)



www.blackmenatpenn.org

PIPELINE FOR PROMISE

A mere three miles separates The University of Pennsylvania and the Community College of Philadelphia, but for some, they seem to be worlds apart. Through Pipeline for Promise, an exciting new relationship between the two schools, CCP students enroll in a tuition-free Penn undergraduate course in social welfare.

The program is designed to not only introduce students to social work and other helping professions, but also to open doors to graduate education in general. Students in the course met with leading area social work practitioners, but also experienced an Ivy League atmosphere via campus tours and interactions with students. Although the course ended in the summer, students will receive support through mentors. (Alumni who are interested in becoming a mentor should email alumnirelations@sp2.upenn.edu.)

The program was made possible by a gift from the Lomax Family Foundation; Claire Lomax, Esq., a member of the SP2 Board of Overseers and General Counsel for the Foundation, welcomed the ten members of the inaugural class during a special breakfast at the beginning of the program. At the closing ceremony at the course's conclusion, students were able to reflect on their Penn experience. Many pointed out that the program enabled them to envision themselves continuing their education at a place like Penn. Gone were the invisible barriers that initially made the University seem a world away.

Program Director: Anthony Bruno, DSW



2007 Pipeline for Promise Graduates

SOCIAL IMPACT OF THE ARTS PROJECT

Here's an interesting statistic: In the 1990s, Philadelphia neighborhoods with many cultural providers within one-half mile were nearly four times as likely to see their population increase and poverty rate decline as those with few cultural providers. Even among low-wealth neighborhoods, cultural engagement has demonstrated a long-term, consistent relationship to revitalization. For the past year and a half, the Social Impact of the Arts Project (SIAP) and The Reinvestment Fund (TRF) have collaborated to probe the question, "Can the arts and culture play a role in revitalizing American cities?" According to authors (and SIAP Co-Directors) Mark J. Stern and Susan C. Seifert, the answer is yes, neighborhood cultural districts can revitalize urban neighborhoods.

In their policy brief, *Cultivating "Natural" Cultural Districts*, Stern and Seifert point out that the question, "What can policy-makers do to encourage [natural cultural districts] without snuffing out the spark that makes them distinctive," is central to understanding how to maximize the social and economic benefits of these grassroots cultural enclaves. They highlight three of Philadelphia's "natural" cultural districts—Center City's Old City, North Philadelphia's Norris Square, and West Philadelphia's 40th Street—in order to shed light on the "role of artists, land and institutions in creating, sustaining, and occasionally undermining" this type of social foundation.

Projects like this form the fabric of SIAP. Since 1994 SIAP has conducted research on metropolitan Philadelphia to explore the structure of the creative

sector, the dynamics of cultural participation, and the relationship of the arts to community well-being. SIAP leads the field in the development of empirical methods for studying links among cultural engagement, community-building, and neighborhood revitalization.

Cultivating "Natural" Cultural Districts is part of Creativity & Change, the SIAP and TRF collaboration, which has been funded by The Rockefeller Foundation. Documents forthcoming this fall are: SIAP's *Culture and Urban Revitalization: A Harvest Document* and TRF's *Creative Society and Neighborhood Revitalization: A Culturally Driven Community Investment Framework*. Additional policy briefs are: *Migrants, Communities, and Culture*; *Culture and Housing Markets: Integrating Cultural Assets into Market Value Analysis*; and *From Creative Economy to Creative Society*.

Project Directors: Mark J. Stern, PhD & Susan Seifert



PROJECTS

THE FELDMAN INITIATIVE

Ever since Katrina, there is a dog in Hancock County, MS, who climbs to the roof of his doghouse each time it starts to rain. This isn't the usual story you hear about the trauma ravaged by the Hurricane, but it is part of the story told by the residents. And it is one of the stories that highlights why recovering from Katrina is about more than rebuilding homes and planting trees. For Feldman Initiative participants Connie Hoe, MSW'07, Nahmee Yun, MSW'07, and SP2 student Crystal Lucas, who heard this story while conducting a door-to-door Hancock County needs assessment survey, it was also a reminder that the opportunity to talk about one's experience is an essential part of the recovery process.

After Katrina struck in August 2005, the outpouring of support for the victims of the hurricane was unprecedented. Social Policy & Practice faculty, students, and staff formed the SP2 Hurricane Katrina Relief effort to assist hurricane victims in a number of ways, including staffing the Red Cross Disaster Hotline, conducting a "loose change" drive, and partnering with Douglas Cosmetics for an invitation-only fundraiser to support the United Negro College Fund.

But what happens when a disaster is no longer front-page news, and the initial abundance of aid begins to dwindle and then fade? From the beginning, SP2 Dean Richard Gelles recognized that the problems created by Katrina would persist well beyond the months immediately following the disaster: rebuilding a community that continues to lack adequate social services requires a long-term commitment.

The Feldman Initiative, made possible through the generosity of lead donor Steven M. Feldman, W'84, will build this kind of long-term partnership between the University of Pennsylvania and Hancock County, Mississippi. The project was inspired by the work of the Bucks-Mont Katrina Relief efforts that had "adopted" Hancock County. The specific focus of the Feldman Initiative became clear in March 2007 when members of the SP2 community traveled to Mississippi to conduct a needs assessment of the area. This trip, which included Dean Richard Gelles, Dr. Jerri Bourjolly, and Connie Hoe (who was a student at the time), revealed that one of Hancock County's greatest needs is the provision of mental health services. Consequently, the Feldman Initiative will support a collaboration between the University of Pennsylvania and the service providers, agencies, and residents of Hancock County, MS to rebuild their mental health services. (See the list of the Initiative's objectives to the right).

As Ms. Hoe points out, "Attention has been focused on physical needs, but recovery is not just about getting

people back into their homes. Mental health is a basic need and it should never be disregarded."

This summer, Ms. Hoe, MSW'07, assumed the position of Program Coordinator for the Feldman Initiative. When she is not in Hancock County (she was there in June and went back in July for four weeks) she is spearheading the program at SP2. As is the case for the coordinator of any new program, Ms. Hoe's to-do list isn't short: recruit students for future trips, mobilize the University at large to join the efforts, raise awareness in multiple outlets about Hancock County's ongoing need, work with Hancock County's social service providers to coordinate a health fair during winter break, and research ways to centralize information for residents of Hancock County (i.e., a mental health service directory for the County).

In Philadelphia and in the Caster building, word of the Feldman Initiative is spreading. On August 29 (Katrina's second anniversary), Ms. Hoe appeared on Philadelphia NBC 10's 10! show, giving viewers an important look at the Feldman Initiative's role in addressing Hancock County's mental health needs. Closer to home, SP2 students are learning how they can become a part of the Feldman Initiative, and interest has been very high. Airfare, accommodations, and meals are all covered for students traveling to Hancock County.

To join the Feldman Initiative listserv and receive updates on the progress in Hancock County, email Connie Hoe at conniehh@sp2.upenn.edu.

FELDMAN INITIATIVE OBJECTIVES

Short Term Goals

- Collaborate with Hancock County service providers, agencies, and residents to rebuild mental health services
- Send student volunteers to the area during winter, spring, and summer breaks, to assist with mental health relief projects

Long Term Goals

- Mobilize other Penn departments to join the effort to rebuild Hancock County
- Develop a disaster-relief mobilization model
- Create a field placement option for SP2 MSW students in Hancock County



*Photos clockwise from bottom left:
The SP2 volunteers and a Mississippi resident at a local wedding reception
The volunteers eating at the recovery center with one of the workers
Mississippi resident with the volunteers and donor Steven M. Feldman*

CONNIE HOE, MSW COORDINATING KATRINA RELIEF

Connie Hoe, MSW'07, is the Project Coordinator for SP2's new Feldman Initiative. Read on for more about this dynamic recent graduate.

THE POSITION

Connie is SP2's sole staff member working full-time on the Feldman Initiative. Although she has an office in the Caster building, a portion of her time is spent hundreds of miles from Philadelphia. Since July, she has already logged five trips to Hancock County.

EDUCATION

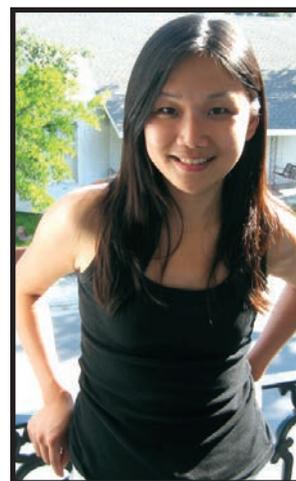
Driven by her interest in the intersection of science and behavior, Connie received her BA in Psychological and Brain Sciences at Johns Hopkins University. Before enrolling in the MSW program at Penn, she was a Research Assistant at the Johns Hopkins Hospital in the Child and Adolescent Psychiatry unit. Then, as a student in the MSW program, she was a macro concentrator, and completed field placements at Resources for Change and Philadelphia Safe & Sound. The combination of these education experiences prepared her well for the Feldman Initiative's focus on mental health services for Katrina victims.

PRACTICING THE ART OF MULTI-TASKING

Whether intentional or not, Connie perfected the art of juggling multiple, simultaneous projects and responsibilities while she was an MSW student. She was Treasurer of the SP2 Student Council, a member of Students for International Social Work, and served as a representative to the University Council. When SP2 students collaborated with Wharton to host Worlds Collide to develop creative solutions to Global Wealth Disparity, Connie was instrumental to the planning process. As an international student from Taiwan, she was part of an advocacy group at SP2 that focuses on issues pertaining to the welfare of students from outside the United States. And in addition to all of this, she completed an independent research study in Taiwan on the international trafficking of children.

THE LARGER PICTURE

In her words, "Anyone who has been [to Hancock County] feels that more needs to be done." As Project Coordinator, she is helping to bring hope and resources to the area. And, in cutting to the point, she explains, "As a school, we can make a difference."



FACULTY

STANDING FACULTY



Joretha Bourjolly, PhD



Ram A. Cnaan, PhD



Dennis Culhane, PhD



Joan K. Davitt, PhD



Jeffrey Draine, PhD



Richard J. Estes, DSW



Damon W. Freeman, JD, PhD



Richard James Gelles, PhD



Toorjo T.J. Ghose, PhD



Femida Handy, PhD



Roberta Rehner Iversen, PhD



Roberta G. Sands, PhD



Vivian Seltzer, PhD



Kenwyn K. Smith, PhD



Phyllis Solomon, PhD



Susan Sorenson, PhD



Carol Wilson Spigner, DSW



Mark J. Stern, PhD



Yin-Ling Irene Wong, PhD

JOINT APPOINTMENTS



Amy Hillier, PhD



Karin Rhodes, MD, MS

RESEARCH FACULTY



Steven Marcus, PhD

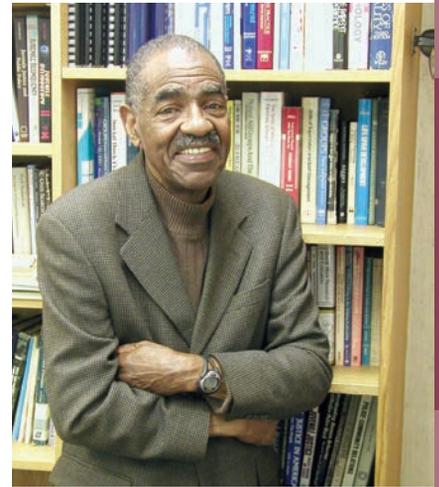


Aileen Rothbard, ScD

PROFESSOR LOUIS CARTER RETIRES

Professor Louis Carter, MSW'62, retired on December 31, 2006.

Professor Carter, who joined the faculty in 1969, is a steward of the functional approach, the philosophical armature of the School. During his tenure, he taught Social Work Practice, Human Behavior in Social Environments, Context of Criminal and Juvenile Justice, Institutional Reform, Juvenile Delinquency, and Developing and Defining Roles in Justice. Prior to assuming his faculty position, Professor Carter held a variety of administrative and direct service positions in child welfare, public welfare, criminal and juvenile justice and mental health. His extensive professional activities include consulting for the Philadelphia Family Court, serving on the Board of Directors of the American Red Cross Philadelphia Branch, membership on the Governor's Advisory Board of Trustees for the Bensalem (PA) Youth Development Center, and conducting police in-service trainings on racism, interpersonal skills, and community relations.



*Kathleen Kaye-McKean, MSW'88,
Louis H. Carter, MSW'62 and Nikki Giovanni*

LOUIS H. CARTER ENDOWED LECTURE

November 9, 2006

Best selling poet, author, and essayist Nikki Giovanni delivered this year's Louis H. Carter Endowed Lecture. A strong voice of the black community, Ms. Giovanni is committed to the fight for civil rights and equality in education. The lecture, made possible through the generosity of Kathleen Kaye-McKean, MSW'88 and other friends of the Louis H. Carter Endowed Lectureship, drew a crowd of students, alumni, community members, and friends of Professor Carter. Following the lecture, guests joined Professor Carter and Ms. Giovanni at a reception in the Fox Gallery.

FACULTY HIGHLIGHTS

AWARDS

Joretha Bourjolly, PhD
2007 Temple University Founders Day Certificate of Honor

Dennis Culhane, PhD
National Partner Award from the U.S. Interagency Council on Homelessness

Joan Davitt, PhD
2007 James G. Zimmer New Investigator Award
(For her manuscript “Racial Disparities in Access to Medicare Home Health Care: The Disparate Impact of Policy”)

Femida Handy, PhD
Marie Weil Award of the Journal of Community Practice and the Haworth Press (For the best article published: “Practice What You Preach? The Role of Rural NGOs in Women’s Empowerment” (*Journal of Community Practice*, 14(3): 69-91))

HONORS AND APPOINTMENTS

Ram Cnaan, PhD was elected to be the next president of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Dr. Cnaan is the first social worker to be elected to lead this interdisciplinary academic organization.

Joan Davitt, PhD was elected to the Board of Directors of the Center for Advocacy for the Rights and Interests of the Elderly (CARIE).

Richard Estes, DSW was nominated for both the *Albert Hirschman Prize* (awarded by the Social Science Research Council (SSRC)) for his work on international and interdisciplinary social science theory, research, and practice, and for the *Distinguished Quality of Life Research Award* of the International Society for Quality of Life Studies (ISQOLS).

Amy Hillier, PhD was named Senior Fellow at the Leonard Davis Institute for Health Economics, University of Pennsylvania.

Carol Spigner, DSW was appointed co-chair of the Child Welfare Advisory Panel in Philadelphia by Mayor John Street to evaluate the Department of Human Services.

TALKS

Roberta Rehner Iversen, PhD was invited to give a colloquium at the Sloan School of Management, Institute for Work and Employment Research at MIT. The talk was entitled “Toward ‘Firm as Partner’ for Low-Income Families” and was followed by consultation meetings with individual MIT faculty. The invitation followed the publication of *Jobs Aren’t Enough* (2006).

Roberta G. Sands, PhD gave the presentation “Spiritual Transformation: How it informs our practice” on March 2, 2007 in honor of the memory of the late Dr. Rivka Ausubel Danzig, who had been a member of the SP2 faculty. The event was sponsored by The Jewish Communal Professionals Association (JCPA) in conjunction with SP2 and took place at the University of Pennsylvania Hillel. The presentation represents the collaborative work of Drs. Danzig and Sands. An article expanding on this presentation, “A model of spiritual transformation of *baalei teshuvah*” was published in the *Journal of Religion and Spirituality in Social Work: Social Thought*.

TESTIMONY

Susan B. Sorenson testified before the Domestic Policy Subcommittee of the Congressional Committee on Oversight and Government Reform on the implementation and enforcement of laws designed to keep guns out of the hands of domestic violence abusers.

GRANTS

Joretha Bourjolly (PI), Roberta Sands (Co-PI) and Phyllis Solomon (Co-PI) received grant renewal for a second year of study for “*The Transfer of Learning Cultural Competence to the Assessment of Mental Health Services*,” through the Social Work Research Fellowship awarded by Columbia University School of Social Work.

Dennis Culhane received grants from the U.S. Department of Housing and Urban Development and the William Penn Foundation. The first, for an Annual Homelessness Assessment Report, will produce an annual report to the U.S. Congress on the Prevalence and Dynamics of Homelessness in the United States. The second, for the KIDS Integrated Data System, will continue to support research on children and families in Philadelphia using integrated databases from public agencies serving children.

Jeffrey Draine, with co-investigator Amy Watson at the University of Chicago, received a grant for “*Testing a systems level intervention to improve police response to persons with mental illness*” from the National Institutes for Mental Health.

Femida Handy received a grant from the University Research Foundation at the University of Pennsylvania for “*Congregational Participation by Immigrants: A Stepping Stone to Social and Political Inclusion*” and is the Principal Investigator for the 2006–2008 Employer Supported Volunteerism SSHRC Social Economy Suite.

Amy Hillier served as Principal Investigator for three projects: “*Who is Served and Who is Serving? Medical Care and Medical Training in Philadelphia at the Turn of the Centuries*” (Leonard Davis Institute

STUDYING CRITICAL TIME INTERVENTION

Jeffrey Draine received a grant from the National Institutes of Mental Health for “Critical Time Intervention as Community Reentry Support for Prisoners with Mental Illness.” This funding will allow for the study of the use of Critical Time Intervention (CTI) for people with mental illness leaving prison. CTI is an intervention model originally developed for people with mental illness leaving homeless shelters. It structures treatment and psychosocial supports for transition from an institution to life in the community. This project is among the first rigorous tests of CTI for people with mental illness leaving prison.

Based at SP2 and the Center for Mental Health Policy and Services Research in the Department of Psychiatry, this project is recruiting 352 men with mental illness leaving New Jersey prisons to live in Camden, NJ. It is a randomized field trial, with some men assigned to CTI provided through Steininger Behavioral Care Services, a comprehensive behavioral healthcare agency in Camden, and others receiving enhanced reentry services provided through University Correctional Health Care in the NJ prisons. Each person reentering through the study will be followed for 18 months post release. The development of this project was supported by the NIMH funded Center for Mental Health Services and Criminal Justice Research, at Rutgers University, where Dr. Draine serves as Co-Director.

of Health Economics); “Mapping Disparities and The Philadelphia Negro” (Robert Wood Johnson Health & Society Scholars Research & Education Fund); and “Food and Exercise Diaries for Urban Places (FED-UP) Pilot” (Penn-Cheyney EXPORT Center Pilot Study).

PUBLICATIONS

Joretha Bourjolly, Roberta Sands, Phyllis Solomon, and Victoria Stanhope (together with A. Pernell-Arnold and L. Finley) published “The journey toward intercultural sensitivity: A nonlinear process” in the *Journal of Ethnic & Cultural Diversity in Social Work* (14(3/4), 41-62). This article reports on an analysis of log data that were submitted by mental health service providers who participated in an intensive training program on intercultural competency. The findings indicate that the development of competence in intercultural relations is a non-linear process in which one makes intermittent reversions to earlier levels and moves forward in spurts.

Dennis Culhane published a new study that tested a typology of homelessness among families, in *Housing Policy Debate*, with colleagues, S. Metreaux, M.

Park, M. Schretzman, and J. Valente. The results are working their way into a variety of public policies, including a statewide reform initiative in Massachusetts, a new policy in New York City and an experimental effort in Philadelphia. The results have been presented in various forums this year, including briefings for the Massachusetts legislature, the Executive Office of Health and Human Services, the White House Domestic Policy Council, and on Capital Hill.

Richard Estes published two books, *Advancing Quality of Life in a Turbulent World* (Dordrecht NL and Berlin: Springer, Inc) and *Child Sexual Exploitation: Quick Reference for Healthcare, Social Services, and Law Enforcement Professionals* (with Cooper, Sharon W., Angelo P. Giardino, Nancy D. Kellogg & Victor I. Vieth,; St. Louis, MO: GW Medical Publishing), and a journal article, “Asia and the New Century: Challenges and Opportunities” in *Social Indicators Research*, 82(3):375-410.

Femida Handy (with Meenaz Kassam, Suzanne Feeney and Bhagyashree Ranade) published *Grass-Roots NGOs by Women for Women: The Driving Force of Development in India*. (New Delhi: Sage). This 2006 book provides an in-depth understanding of why grass-roots Indian NGOs run by women for women tend to be successful.

Amy Hillier published “Why Social Work Needs Mapping” in the *Journal of Social Work Education* 43(2): 205-221.

Phyllis Solomon co-authored *Principles and Practice of Psychiatric Rehabilitation: An Empirical Perspective* (New York: Guilford Publications, Inc.). The book is scheduled for publication this November.

Irene Wong, with M. Filoromo and Julie Tennille, published “From principles to practice: A study of implementation of supported housing for psychiatric consumers” in *Administration and Policy in Mental Health and Mental Health Services Research*, 34(1): 13-28. The paper uses multiple data sources on 27 supported independent living programs for psychiatric consumers in Philadelphia, and examines the extent to which these programs are implemented in accordance with the supported housing model. This study contributes to the mental health research literature by suggesting systematic methods for assessing program domains central to this important housing model. Dr. Wong also published another journal article: Wong, Y.L.I, Metzendorf, D., and Min, S.Y. (2006) “Neighborhood experience and community integration: Perspectives from mental health consumers and providers.” *Social Work in Mental Health*, 4(3): 45-59.

EXCELLENCE IN TEACHING AWARDS

The Excellence in Teaching Award is presented to both a standing faculty member and a part-time faculty member in recognition by the graduating class of excellence in teaching. Recipients of the Excellence in Teaching award are selected by the graduating students and must demonstrate a high level of scholarship in courses taught; a teaching style that stimulates the students' interest; a commitment to student learning; respect for students' personal differences; and a significant and lasting impact on the professional development of students. The award was presented at the School's commencement ceremony on May 14.

The recipients of the 2007 Excellence in Teaching Awards are **Dr. Mark J. Stern** (Standing Faculty) and **Dr. Mary M. Cavanaugh** (Part-time Faculty).

Mark J. Stern, PhD, is professor of social welfare and history and co-director of the Urban Studies program. Before joining the School of Social Work's faculty in 1980, he received his PhD in history from York University (Canada). He collaborated with professor June Axinn in developing the required history and philosophy course in the master's of social work curriculum. Axinn and Stern co-authored *Social Welfare: A History of the American Response to Need*, which is now in its sixth edition. Stern has authored or co-authored five books, most recently (with Michael Katz of Penn's history department) *One Nation Divisible: What America Was and What It Is Becoming* (Russell Sage Foundation Press, 2006). In addition to his work on American social history and the history of social welfare, Stern and his wife, Susan Seifert, direct the Social Impact of the Arts Project which examines the role of community arts and cultural programs in revitalizing urban neighborhoods.

Mary M. Cavanaugh, MFT, MS, PhD, completed a joint doctoral degree in Social Welfare and Criminology at the University of Pennsylvania in May 2007 and accepted a faculty position at UC, Berkeley. Before leaving Penn to begin teaching at Berkeley this fall, Cavanaugh was a part-time faculty member and served as the Associate Director of the Ortner-Unity Program on Family Violence in the School of Social Policy & Practice. She has taught courses in research methods, intimate violence, and social policy. Her primary research focus is on the theoretical foundations of intimate partner violence, with a particular interest in examining the origins of violent behavior in male and female offenders, and in designing and testing interventions to deter violence in intimate relationships. She has authored and co-authored a number of articles and book chapters on intimate partner violence, a text with Richard J. Gelles, *Current controversies on family violence*, and currently has two texts under contract with Oxford University Press: *Intimate violence and abuse in families* with Richard J. Gelles, and *Designing, developing, and implementing randomized control trials for Social Work*, with Phyllis Solomon.



PART-TIME FACULTY

Leslie Alexander, PhD**
 Valerie L. Dorsey Allen, MSW*
 Jeffrey Applegate, PhD**
 Margaret Barry, MSS, LSW
 Sandra Bauman, MSW
 Sara Black, MSW, MPA*
 Bruce Boylston, CPA**
 Anthony Bruno, DSW
 Robert Carter, MSW**
 Fernando Chang Muy, M.A., JD*
 Elizabeth Conston, MSS, LSW
 Giselle Coutinho, MSW, LCSW*
 Andrew Fussner, MSW
 Gloria Gay, MSW*
 Lina Hartocollis, PhD
 Laura Hinds, MSW**
 Karen Hudson, MSW, LSW
 Charles Johnson, PhD
 Marie Kearns, MA*
 Lara Rodgers Krawchuk, MSW, LSW, MPH
 Andrew Lamas, JD**
 Chad Dion Lassiter, MSW
 Joel Levy, DSW
 Jack B. Lewis, MSW, LCSW
 Mary Mazzola, MSW, LCSW, EdD
 Joseph McBride, MSW
 Thomas McKenna, MSW
 Diane Menio, MS**
 Edward Monte, PhD*
 Nancy A. Morrow, MSW
 Kathleen Ostertag, MSW, LSW**
 Walter Palmer, JD
 Carlton Payne, PhD**
 Heather Rouse, PhD**

Mark Salzer, PhD*
 Arthur Schwartz, PhD**
 William Silver, DSW
 Thomas Tantillo, MSW, MBA
 Julie Tenille, MSW, LSW
 William R. Tietjen, MSW, ACSW, LSW*
 Symme Trachtenberg, MSW, LSW
 Marypat Tracy, MSW
 Steve Wilmot, MSW
 Anne Weiss, MSW, LSW*
 David Wohlsifer, PhD, LCSW**
 Caroline Wong, MSW, LSW

DOCTORAL TEACHING/TEACHING ASSISTANTS

Amy Blank, MSW
 Mary Cavanaugh, MFT, MS*
 Julie Cederbaum, MSW*
 Melissa Dichter, MSW
 Kerry Dunn, JD, MSW*
 Beverly Frazier, MBA, M.Div.*
 Rachel Fusco, MSW*
 Rosemary Frasso Jaramillo, MS
 Tae Kim**
 Heather Klusaritz, MSW
 Jodi Levinthal, MSW*
 Sungeun Lee, MSW*
 Jason Matejkowski**
 Charlene McGrew**
 Staci Perlman, MSW
 Tawandra Rowell, MA

* Not teaching in 2007–2008

** Did not teach in 2006–2007

FACULTY

WALTER PALMER JD – A CHAMPION FOR SOCIAL JUSTICE EDUCATION

Walter Palmer, JD has been a lecturer at the School of Social Policy & Practice for over 40 years, playing an integral role in shaping the School's unique racism sequence. But Palmer's passion for racial equality and social justice extends as far back as 1955 when he established the *Black People's University of Philadelphia* on 329 S. 52nd Street in West Philadelphia. From these humble beginnings, Palmer opened *The Walter D. Palmer Leadership Learning Partners Charter School* in 2000. In 2006, he helped construct a new building on one and one-half acres of land in the Northern Liberties section of Philadelphia at the cost of \$11 million.

The Walter D. Palmer Leadership Learning Partners Charter School serves over 900 pre, middle, and high school students (9th grade) who hail from sixteen zip codes across the city. Some of these leave home as early as 5:30 am to arrive at school on time. Palmer recently purchased another building to house 10th – 12th graders that is slated to open next year. Word of mouth about the School's success and customized curriculum has spread so far and wide that there currently is a waiting list of over 1500 names.

THE BUILDING

In the midst of one of the city's once poorest and most violent neighborhoods, the Palmer School now sits as

WALTER PALMER, JD

Walter Palmer has extensive teaching experience at Temple, Lincoln University, and the University of Pennsylvania where he has taught in the Medical School and the School of Social Policy & Practice. He is a community activist with particular expertise in community and economic development and civil rights, who is frequently called upon to negotiate neighborhood conflicts and incidents of civil unrest.

The Walter D. Palmer Leadership Learning Partners School hosts six SP2 social work interns, who work with six full-time social workers and the full-time social work director. The school's annual budget for its social work program is approximately \$500,000, which is the second largest budget at the school.

a beacon of hope. One immediately notices the pristine white exterior of the sprawling main building, void of a speck of graffiti, bars or metal detectors. The front lawn is meticulously manicured, complemented by colorful bursts of flowers and a shiny new playground area. Around the corner, a courtyard boasts spray-painted murals, benches for sitting, and a wooden picnic table. Steps from the courtyard lead into a spacious auditorium/gym, where on the last Thursday of each month, students present to over 500 parents and friends for *Leadership Nights*. There is a state-of-the-art technology center and the "MADD" room dedicated to music and dance development (where students learn tap dancing from a professional).

None of these accoutrements can compare to the oil paintings of "leaders" from all walks of life—from Fidel Castro to Princess Dianna. Professor Palmer and his team have lined the school's hallways with original portraits created by artist Calvin Jones. Shunning the traditional definition of "leadership," Palmer identifies leaders as those who have made tangible (sometimes controversial) contributions to erasing social injustice.

THE CURRICULUM

Perhaps the most distinguishing and compelling characteristic of the *Walter D. Palmer Leadership Learning Partners Charter School* is its customized curriculum of Leadership and Social Justice, authored by Palmer. Students participate in "SLCs" or small learning communities, where older and younger students learn together. Though academic excellence is stressed, it takes a back seat to teachings on social justice. Students receive instruction on social justice and self development that assist them in addressing the difficult social issues they may confront on a daily basis, such as substance abuse or gun violence. By empowering students in this way, Palmer strives to "get the victim to become the liberator."





A wall of leadership portraits

THE CHILDREN

At the *Walter D. Palmer Leadership Learning Partners Charter School*, children from the smallest to the tallest must wear stiff white button-down oxford shirts tucked into starched navy slacks or skirts. On a chilly day, they may wear matching blue cardigans with the name of the school on their chests. Orderly and respectful, the children glide through the hallways, diligently attending to their teacher's every command. Though poised and astute, they are children like any others. When approached with a camera, they burst forth with smiles as bright and wide as the School's spacious campus.

Children at the *Walter D. Palmer Leadership Learning Partner Charter School* primarily are African-American (about 70%) and Latino (about 30%). The former is a group that Professor Palmer himself recruited by going door to door to recruit them to the School. Traditionally, there has been conflict between the African-American and Latino communities in the area. The School has taken a small step to decrease some of this tension by enrolling Latino students and creating a bi-lingual community that welcomes their participation.

Professor Palmer acknowledges that the mainstream school system may not understand nor appreciate the unique challenges faced by some of his students. He

and his entire staff operate as "one school with one voice and one philosophy" to promote qualities of self-discipline, appreciation of and respect for others, and social awareness and compassion among the student body. Per Professor Palmer, "The children aren't broken... there's nothing wrong with the children." The children's accomplishments confirm this. Clearly they are being groomed to become the leaders of the future.



The School's leadership team

ALUMNI

ALUMNI COUNCIL

The SP2 Alumni Council advises the Alumni Relations Office on issues pertaining to alumni events, initiatives, and involvement, and represents the alumni perspective on other advisory committees at the School. Formerly the Alumni Association Board of Directors, the group updated its function in the summer of 2006 and changed its name to match its revised role.

HOMECOMING

OCTOBER 19, 2006

QuakerFest—the fusion of a traditional pre-game tailgate and a family-friendly alumni picnic—kicked off SP2's 2006 Homecoming. This party on College Green (co-sponsored by Central Alumni Relations, Nursing, the Graduate School of Education, the Harrison Society, Penn Medicine, and SP2) gave alumni the chance to catch up with classmates, mingle with grads from other Penn schools, hear the Penn Band, and enjoy a hearty meal before cheering for the Quakers at the Penn vs. Brown football game.

OCTOBER 20, 2007

For the second year in a row, SP2 participated in Quakerfest, and the event expanded this year to include more Penn schools and groups. The first ten alumni to register for the football game garnered free tickets (courtesy of the School's Alumni Relations Office) to watch the Quakers take on Yale in Franklin Field. Because this year's Homecoming coincided with the kickoff of *Making History: The Campaign for Penn*, Saturday evening featured a special "all-alumni" party on College Green. The celebration, which was open to all alumni, students, faculty, staff and friends of the University, drew over a thousand guests and featured remarks by President Gutmann, a laser light show, student performances, and the diverse and delicious foods that are traditionally included in the *Taste of Penn* event.

WELCOME BREAKFAST

SEPTEMBER 6, 2007

Hosted by the SP2 Alumni Relations Office and Alumni Council, this before-class breakfast featured hot food, hot tips from alumni, and hot giveaways. Alumni Ambassadors and members of the Alumni Council welcomed students to (and back to) school, and imparted words of wisdom by sharing, "one thing they know now that they wish they had known when they were students."



WWW.SP2.UPENN.EDU

HAVE YOU SEEN THE NEW WEBSITE?

The SP2 website got a facelift this summer, and everything—including the Alumni Relations section—has been redone. The website now includes easy-to-find information about connecting with other alumni, alumni benefits, volunteering, events, career information, and more:

www.sp2.upenn.edu/alumni.

ALUMNI COUNCIL MEMBERS:

R. Kevin Grigsby, DSW'90, Chair
David Dunbeck, MSW'99
Sara Gallagher, MSW'95
Lisa Gottesman, MSW'07
William Johnston-Walsh, MSW'89
Maryann O'Leary, MSW'08
Robert Spena, DSW'80
Steven Wilmot, MSW'97



Members of The Class of 1982, celebrating their 25th Reunion at Alumni Weekend 2007

5,085

Number of Alumni

ALUMNI WEEKEND AND REUNION 2008

SAVE THE DATES: FRIDAY MAY 16 AND SATURDAY MAY 17

ALUMNI WEEKEND

SP2 Alumni are invited back to campus to visit with friends and classmates while enjoying a full menu of University and SP2 events. The complete schedule of events will be available later this winter, and registration will begin in March. If you are traveling from out of town and need hotel accommodations, make a reservation soon. Philadelphia- area hotels fill up quickly during Alumni Weekend.

REUNION

If your graduation year ends in a '3' or an '8', 2008 is a reunion year for you. Whether you are a member of the Class of 1953, 2003, or somewhere in between, plan to join us on Friday, May 16 from 5:30 – 7:30pm at the Union League of Philadelphia. Don't miss this free reception for all reunion year alumni and their guests.

ALUMNI WEEKEND AND REUNION 2007 MAY 11-12, 2007

Child welfare experts Carol Wilson Spigner, DSW, David Rubin, MD, and Alan Lerner, JD, tackled the tough questions about our child welfare system in this year's Alumni Weekend educational component, Saving our Children: Addressing the Foster Care Crisis. On Saturday afternoon, alumni celebrated at the SP2 tent on Hill Square as part of the University-wide Alumni Weekend picnic. For graduates celebrating quinquennial reunions last year, Reunion 2007 was the place to reconnect with friends and classmates. With over 100 guests in attendance, the Union League buzzed as alumni swapped stories, reminisced about their days as students, as learned what their classmates have been doing in the last 10, 20, or even 50 years.

Join us for the SP2 Alumni Weekend picnic in the Caster Courtyard and take a tour of the building!

ALUMNI AMBASSADORS VOLUNTEER AT SP2

If you've been looking for ways to get involved at SP2, network with your peers, or serve as a resource to tomorrow's graduates, look no further than the Alumni Ambassadors program. This new program was first introduced in March 2007, and formally launched this summer. Already, close to forty SP2 alumni have signed on as Ambassadors.

Regardless of when you graduated, where you live, or which career track you pursued, you can find a volunteer activity through the Alumni Ambassadors program that matches your interests and availability. If you can only commit to one weeknight over the course of the year, consider coming to Caster to speak with graduating students about your career path. But if you live outside the Philadelphia area and are looking for ways to network with your peers on a long-term basis, consider participating in a regional alumni club. Regardless of which activity interests you, the point is that you can choose when, how, and where you want to volunteer.

To learn more about becoming an Alumni Ambassador, or to submit your interest in becoming a volunteer, visit www.sp2.upenn.edu/alumni/alumni_ambassadors. Once your submission is received, the Alumni Relations Office will contact you with detailed information about Ambassadors activities and opportunities.

CAREER CONNECTIONS MARCH 29, 2007

Whether the question was "How do I negotiate a higher salary?", "What if I'm not sure which area of practice I want to pursue?" or something in between, the seven alumni on the 2007 Career Connections panel had an answer. Panelists Beatrice Fulton, MSW'96, Jack B. Lewis, MSW'81 Shameeka Mattis, MSW'05, Lauren Moore, MSW'05, William Rivers, MSW'62, Leslie Rowland, MSW'04, T. Dacia Shillingford, MSW'04 and moderator Steve Wilmot, MSW'97 shared insight and advice with graduating students at this popular alumni/student networking event.

SAMPLE ALUMNI AMBASSADOR OPPORTUNITIES

(Be sure to visit the website for the full list of activities)

CAREER CONNECTIONS: *Serve as a panelist at a popular career event for graduating students*

Alumni who serve on this panel answer questions about life after graduation and preparing for a social work/social policy/non-profit career. The panel portion of the event is followed by a reception so that students can meet the panelists.

CAREER EXPLORATION SERIES: *Meet with students interested in your field of practice*

The Career Exploration Series brings alumni to the school for a conversation with graduating students. The series is designed to highlight the variety of career paths chosen by SP2 graduates; alumni in traditional and non-traditional settings are all welcome to be Career Exploration Series speakers.

RECRUITMENT FAIRS: *Staff an SP2 information table at regional and national recruitment fairs*

Each year, SP2 participates in dozens of recruitment fairs around the country to introduce prospective students to our academic programs. Volunteers are invited to staff the SP2 table at fairs in their area to answer questions and share their Penn experience with prospective students.

PIPELINE FOR PROMISE: *Mentor a Pipeline for Promise student as he/she applies to college*

Pipeline for Promise is a collaboration between Penn Social Policy & Practice and Community College of Philadelphia to offer a select group of students the opportunity to experience the academic environment at Penn. Over the summer, the students enrolled in a tuition-free course and had the opportunity to familiarize themselves with Penn's resources. Over the next few years, alumni, faculty, and friends will mentor the students as they enroll in undergraduate schools.



Dean Gelles, Elizabeth Townsend, Marguerite Townsend Kelsey, Bruce T. Kelsey

ALL IN THE FAMILY

In 1935, the Pennsylvania School of Social Work became affiliated with the University of Pennsylvania. In its first year, the School brought five women to the standing faculty - Virginia Pollard Robinson (PhD in Sociology, 1931), Professor of Social Case Work; Jessie Taft, PhD, Associate Professor of Social Case Work; Isabel Gordon Carter, PhD, Assistant Professor of Social Research; and Goldie Basch, BA, BS and Rosa Lee Wessel, BA, Assistant Professors of Social Case Work.

Benefiting from these social work pioneers were two of SP2's most venerable alumnae—sisters Miss Elizabeth S. Townsend, MSW'38 and Mrs. Marguerite Townsend Kelsey, MSW'43. This dynamic duo from Delaware, among the School's first graduates, had pleasant memories to share when visited by Dean Richard Gelles last summer.

Marguerite, 96, is quick-witted with a ready laugh. She remembers traveling to class when the School was located on 311 South Juniper Street. Even after over sixty years, Marguerite speaks fondly about her time at Penn. She cites it as “a once in a lifetime experience.” Where else could she have studied under some of the most respected names in the field, such as Virginia Robinson and Jessie Taft?

After graduation, at the height of the Depression, Marguerite took a job with the Department of Public Welfare's Mothers Pension Commission. There, she worked on a food delivery project. Eventually, she married and then was widowed when her son was

very young. Seeking a more flexible and less strenuous career than social work, she migrated to education.

Meanwhile, her sister Elizabeth, now 93, had started her social work journey at the Children's Bureau of Delaware. Over many years and throughout her career, she served in multiple roles including over 20 years as Executive Director. Despite the pitfalls associated with long-term tenure in the profession, Elizabeth's passion for social work, as well as the clients that she's served still shines through. She was and remains particularly interested in Child Welfare, an area she thinks has been neglected in more recent years.

For the Kelsey's, social work is a family tradition! Following his mother's path of service to others, Marguerite's son, Bruce T. Kelsey eventually attended Penn's School of Social Work, graduating in 1976. He in turn, had a daughter, Mira E. Kelsey, who also attended Penn, graduating in 2004. For over 30 years, Bruce has worked at Delaware Guidance Services for Children & Youth, Inc., where he conducted his second-year field placement and now serves as Executive Director. His daughter Mira MSW'04 also currently works as a clinical director in mental health services in Massachusetts.

The Kelseys earn the distinct honor of being the first and only family to have three generations of social work graduates from Penn! Moreover, they collectively have given over 100 years of their time and talent to the social work profession, touching countless lives and contributing far more than the average family to the betterment of society.

CENTENNIAL RECEPTIONS

In 2008, we will begin our Centennial, honoring *100 years of social work education*. Join us at one of the upcoming Centennial Receptions which will take place in different cities in the upcoming year.

28

Number of Countries in which Alumni Live

ONLINE COMMUNITY

Stay connected without leaving your desk.

Without a doubt, the two most common alumni inquiries involve attempts to contact old classmates and requests for career resources and job leads. Good news: QuakerNet—Penn’s online alumni community—offers alumni access to both of these things. Check out QuakerNet at www.alumniconnections.com/penn and search the Online Directory and browse PACNet (Penn Alumni Career Network).

ONLINE DIRECTORY

The Online Directory is password protected and can be viewed only by Penn alumni who have registered (set up a username and password) for QuakerNet. Registering in QuakerNet allows alumni to update their own contact information, as well as search for other alumni. Registered users can login and conduct a variety of searches in the directory, including:

- 1) Searching for an alumnus/a by name (or maiden name)
- 2) Searching for alumni by class year
- 3) Searching for alumni in a city or state

PENN LEADERS

Social Work and Social Policy & Practice are leaders in the field. Be sure to check out the new Penn Leaders section of the SP2 website—www.sp2.upenn.edu/pennleaders to see our distinguished graduates.

On September 17, 2007, **Chad Dion Lassiter**, President of the Black Men at Penn School of Social Work, Inc. was chosen by the Philadelphia Daily News, The Philadelphia Eagles, and Dunkin’ Donuts as one of “The 75 Greatest Living Philadelphians” for his overall contributions to the city of Philadelphia.

HOW TO USE THE ONLINE DIRECTORY:

GETTING STARTED: REGISTER IN QUAKERNET

- 1) Go to www.alumniconnections.com/penn
- 2) Click on “Profile Registration” (hint: it is the fourth item from the top in the left menu)
- 3) Follow the instructions in the blue box on the right to find your record and create an account

UPDATE YOUR CONTACT INFORMATION

- 1) Go to www.alumniconnections.com/penn
- 2) Click on “Your Profile” (hint: it is the third item from the top in the left menu)
- 3) Click on “View/Update Your Listing” (hint: it is the second item from the top)
- 4) If you are not already logged in, enter your username and password
- 5) Determine which items you would like to update, and click the “Click to Update” button at the top of that section
- 6) Update the appropriate information, and click “Update” at the bottom of the page

FIND A CLASSMATE OR FELLOW ALUM

- 1) Go to www.alumniconnections.com/penn
- 2) Click on “Directory” (hint: it is the sixth item from the top)
- 3) If you are not already logged in, enter your username and password
- 4) Click on “Search the Directory”
- 5) Using the Simple Search, enter as much information as you know, or the criteria you wish to search by

FIND ALUMNI IN YOUR AREA

- 1) Follow instructions 1-4 under “Find a classmate or fellow alum” above
- 2) Click on “Advanced Search” in the second paragraph
- 3) Fill in the fields you wish to search by (Note: the results can sometimes take a little while to appear on your screen, so if they don’t show up right away, don’t worry)

PENN ALUMNI CAREER NETWORK

NET A MENTOR, JOB LEAD, OR CAREER CONTACT IN PACNET

- Moving to a new city and looking to connect with other Penn alumni in the area?
- Interested in a particular area of practice and want advice from someone who has excelled in the field?
- Love what you do and want to serve as a resource for those who have questions about your line of work?

PACNet lets you do all of these things! It is the one-stop shop for virtual alumni career networking, where alumni can offer and seek career advice and job information.

OFFER CAREER ADVICE:

As a PACNet member, you'll have an opportunity to provide information on your career area, employment outlook in your field, requirements for entry, and other issues specific to your job/industry.

To offer Career Advice:

- Go to www.alumniconnections.com/penn
- Click on PACNet in the left-side menu
- Login using your QuakerNet username and password. (If you are not already a registered member of QuakerNet, follow the instructions at the left to register)
- Click on "Create Advisor Profile" in the middle of the page. It only takes about 5 minutes to complete a profile. Once you have created your profile, it will be searchable by students and alumni who are registered members of QuakerNet. Your email address will not be visible unless you choose to make it that way.

SEEK CAREER ADVICE:

Search the database for other Penn alumni who have offered to be contacted about their career, their field, their position, and more. You can search by categories like industry, geography, affinity group, and even mentoring interest (i.e., Work/Life Balance or Leadership/Management).

To seek Career Advice:

- Go to www.alumniconnections.com/penn
- Click on PACNet in the left side menu
- Login using your QuakerNet username and password
- Click on "Search for a Career Advisor" towards the bottom of the page

CALLING ALL ALUMNI!

SP2 PRINTED ALUMNI DIRECTORY—CENTENNIAL EDITION

SP2 is proud to announce the publication of a special Centennial Edition Alumni Directory.

Scheduled for release in the Fall of 2008, our Alumni Directory will be the most up-to-date and complete reference of Penn Social Work and Social Policy & Practice graduates ever compiled. This comprehensive volume will include current name and name when a student (if different) as well as class year(s) and degree(s) earned from Penn. Each biographical listing will also include home address and phone number, names of spouse/partner and children, and detailed professional information. The 2008 edition will list alumni alphabetically with the information outlined above, by class year and by geographic location.

SP2 has chosen Harris Connect, Inc. to produce this special edition. Harris Connect will soon begin researching and compiling the data to be included in the directory by mailing a questionnaire to each alumnus/a. Please be sure to fill it out and return it as soon as you receive it.

With your participation, the 2008 Centennial Edition of the Penn Social Policy & Practice will be a great success. Look for more details on the Centennial Directory in upcoming issues of Penn Matters – the online alumni magazine. If you have any questions about this project, please contact Emily Brueckner at embrueck@sp2.upenn.edu or 215-573-7133.

BOARD

FROM THE CHAIR

The School of Social Policy & Practice (SP2) Board of Overseers serves as a bridge between SP2 and Penn, as well as the community beyond campus boundaries. The Dean, President, Provost and Trustees rely heavily on the Board to help inform the work of the School.

In my role as Chair, I am privileged to lead a vibrant, dynamic group of individuals who are committed to both the School's mission and to supporting its ongoing growth and success in social work, social policy, social welfare and nonprofit/NGO leadership, and the Penn community at-large.

As the School approaches 100 years of social work education at Penn, the Board of Overseers is pleased to serve as a guiding force in maintaining a tradition of excellence that benefits the entire SP2 community of faculty, staff, students, alumni, and friends.



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Haverford, PA

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R. Kevin Grigsby, CRT⁸⁴, DSW⁹⁰
Vice Dean, Faculty & Administrative Affairs
Penn State College of Medicine
Hershey, PA

26

Number of Board of Overseers Members



Penn

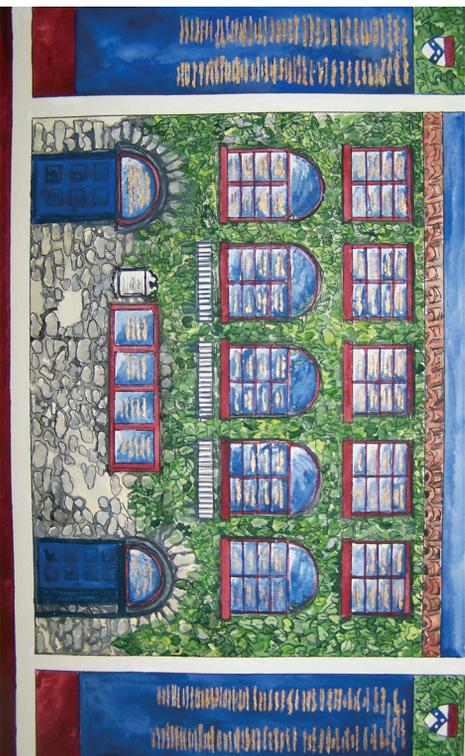
Social Policy & Practice

Penn School of Social Policy & Practice
Office of Development & Alumni Relations
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*Learn more about the Centennial Wall
on page 36 of the Honor Roll insert*