

SPRING 2021

# *action*

The Magazine of the Mandel School

A portrait of a middle-aged man with a white beard and mustache, wearing a dark blue suit jacket, a light blue shirt, and a red patterned tie. He is smiling slightly. The background is an office setting with framed certificates and photos on the wall.

## A Legacy of Leadership



JACK, JOSEPH AND MORTON MANDEL  
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE  
UNIVERSITY

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**On the Cover:** Dean Grover "Cleve" Gilmore, PhD, in his office in the last months of his deanship. Photo by Angelo Merendino.

# To Mandel School Alumni and Friends:

## From the Dean

It is with bittersweet emotions that I prepare for my retirement on June 30. This year marks my 20th as dean of the Jack, Joseph and Morton Mandel School of Applied Social Sciences and my 46th as a member of the faculty at Case Western Reserve University. When Interim President James W. Wagner asked me to make a one-year commitment to serve the Mandel School, I never conceived that this service would be the capstone of my career. It has been an honor to serve.

This academic year has been exciting and challenging. We launched a new generalist social work curriculum that is the product of years of work by many people. I judge that it has the promise of not only giving our students a more solid foundation on which to build their specialty training, but to also better prepare them for the rigors of social work practice. I am buoyed by the outstanding work our faculty members are doing to ensure that we bring an excellent and supportive educational experience to all of our students. We are also carrying out our mission during a public health pandemic that has stressed all aspects of our society—and during the most tumultuous civil period in our lives. Together, though, we are strong and effective.

I am grateful for the opportunity to have met and worked with so many of you. I have learned a great deal from our extraordinary faculty, staff, students, alumni, school friends, and fellow social work deans and directors. I have grown personally and hope I have helped to make the school stronger.

Thank you for making these years so memorable.



Grover "Cleve" Gilmore  
Jack, Joseph and Morton Mandel  
Dean in Applied Social Sciences



### Lasting Leadership

To learn more about Dean Gilmore's legacy and opportunities to show your appreciation for his nearly two decades of leadership, visit [case.edu/socialwork/DeanGilmoreLegacy](https://case.edu/socialwork/DeanGilmoreLegacy).

## Honors & Appointments

Recognizing some of the achievements of Mandel School faculty and students in 2020–21.

**Sarah S. Andrews (SAS '91), PhD,**

was appointed senior instructor emerita upon her retirement last June. For a faculty member whose service is deemed so exemplary, being given a lifetime appointment is the final honor a university can bestow.



Andrews

**David E. Biegel, PhD,**

the Henry L. Zucker Professor Emeritus, received the 2020 Distinguished Career Achievement Award from the Society for Social Work and Research. The award recognizes outstanding scholarship, research, innovation and contributions to social work knowledge development.



Biegel

**Mark Chupp (GRS '03, social welfare), PhD,**

founding director of the Community Innovation Network, was named co-director of Case Western Reserve's Social Justice Institute in May 2020. Striving to create a just world, the Social Justice Institute works to eradicate all systems of oppression by redistributing and expanding resources and opportunities while exalting human dignity.



Chupp

**Kathleen Farkas (WRC '73; GRS '84, social welfare), PhD,**

associate professor, and **Richard Romaniuk (SAS '99), PhD,** lecturer, served as visiting scholars in the Social Work Advances 2.0 program last summer. Social Work Advances is a 22-month international master's in social work program in which experienced social work students rotate between university departments in five European countries. Farkas was also a visiting scholar for the program in 2017.



Farkas



Romaniuk

**Grover "Cleve" Gilmore, PhD,** the Jack, Joseph and Morton Mandel Dean in Applied Social Sciences, and MSSA students

**Ivan Conard** and **Mary Bento** were named regional award winners by the Ohio chapter of the National Association of Social Workers to recognize their work in service to their communities. Gilmore was named Public Citizen of the Year for the Cleveland region, while Conard and Bento were Students of the Year for the Cleveland and Youngstown areas, respectively.



Gilmore

**David L. Hussey (SAS '79; GRS '92, social welfare), PhD,**

associate professor, was part of a national task force that co-authored the Council on Social Work Education's new curricular guide for substance use social work: *Specialized Practice Curricular Guide for Substance Use Social Work Practice*. The guide aims to prepare students with research and best practice standards when working with individuals, families, groups, organizations and communities in regard to substance use.



Hussey

**Mark Joseph, PhD,**

the Leona Bevis and Marguerite Haynam Associate Professor of Community Development, became chair of CWRU's University Budget Committee (UBC) on July 1, 2020. The UBC serves as an advisory body to the provost and chief financial officer and is charged with oversight of the university's budgeting and forecasting models.



Joseph

**Sharon E. Milligan, PhD,**

associate dean for academic affairs, was appointed to the Council on Social Work Education's Katherine A. Kendall Institute for International Social Work Education Advisory Board for a two-year term that ends mid-2022.



Milligan

The Kendall Institute Advisory Board is a policy-making body of experts from the international social work community that works to foster partnerships and collaboration among non-governmental organizations; promote standards of excellence for international social work curricula; and enrich perspectives, understandings, collaboration and networking in the social work community.

**Sonia Minnes (GRS '98, social welfare), PhD**, was appointed to the Verna Houck Motto Professorship last July. The Motto Professorship supports a faculty member involved in family and community research with a focus on early childhood development. Minnes, who is also the research director for the Schubert Center for Child Studies, researches child development and the multiple factors that affect cognitive and mental health outcomes.



Minnes

**Nancy Rolock, PhD**, was appointed the Henry L. Zucker Associate Professor in Social Work Practice in January 2020. Established in 1985 on Zucker's 50th graduation anniversary from the School of Applied Social Sciences, the professorship is dedicated to advancing knowledge in community-oriented approaches to social work practice.



Rolock

**Laura A. Voith, PhD**, assistant professor and faculty affiliate of the Center on Trauma and Adversity, and **Meghan Salas Atwell, PhD**, senior research associate at the Center on



Voith

Urban Poverty and Community Development, received a grant from the National Institute of Child Health and Human Development for their project, "Identifying the causal mechanisms of a hospital-based violence intervention program." Voith and Salas Atwell's study aims to lay a foundation for future violence-intervention research by integrating retrospective and prospective social service data, hospital records and clinical program data to illuminate



Atwell

key developmental needs of this high-risk population and potential ameliorating factors.

**Jessica A. Wojtalik, PhD**, joined the faculty as an assistant professor on the tenure track in July 2020. Wojtalik's research interests and goals surround the advancement of psychosocial interventions that can meaningfully improve community functioning for people experiencing schizophrenia and other severe mental health conditions.



Wojtalik

## University announces partnership, scholarship program for underrepresented minority students



In Case Western Reserve's *Think Big* strategic plan, its "North Star" statement describes the institution as "a high-impact research university aspiring to be a community where humanity, science and technology meet to create a just and thriving world."

To seek graduate and professional students with those same ideals, and to increase the representation of people of color among the student body, Case Western Reserve announced a partnership with 10 Minority Serving Institutions and Historically Black Colleges and Universities. Students from these partner schools who meet the discipline-based qualifications will be considered for the Office of the Provost's North Star Award, which offers a significant tuition scholarship to various programs across the university.

At the Jack, Joseph and Morton Mandel School of Applied Social Sciences, North Star Awards will cover 50% of tuition for the Master of Social Work and Master of Nonprofit Organizations degree programs.

In addition, North Star Award recipients will join together once enrolled to support each other and grow in their journeys toward contributing to a just and thriving world.

"I am thrilled about the North Star Initiative and the opportunities it provides to many students," said Richard Sigg, director for enrollment and recruitment at the Mandel School. "This collaboration is both mutually beneficial for CWRU and our partner institutions and allows us to live out our core values of inclusiveness and diversity."

—Melanie Klass

## Degree Change

### Mandel School to offer MSW; alumni can obtain degree-equivalency certificate

With authorization from Case Western Reserve University and the Ohio Department of Higher Education, the Jack, Joseph and Morton Mandel School of Applied Social Sciences will offer the Master of Social Work (MSW) degree beginning in August.

Over the years, student and alumni survey responses showed strong support for adopting the MSW degree name: Respondents recognized that the MSW is the degree most identified with professional social work, and that the Master of Science in Social Administration (MSSA) can be a barrier to obtaining a job interview. The Mandel School has great respect for the MSSA degree name and all it represents, school leadership noted, so this decision did not come lightly.

Students who graduate in May and August will receive both the MSSA diploma and a certificate stating that the MSSA is equivalent to the MSW; alumni also can obtain a degree-equivalency certificate. All other enrolled students will be able to choose which degree name they would like listed on their diplomas.

"In making the transition to a new degree name, the Mandel School is maintaining its commitment to providing an exceptional education experience for every student," Grover "Cleve" Gilmore, PhD, the Jack, Joseph and Morton Mandel Dean in Applied Social Sciences, said when announcing the change. "Indeed, we are recommitting ourselves to the mission and future of the school."

—Melanie Klass

### MSSA student earns statewide honor

**Ivan Conard** is committed to making positive, impactful change. And his efforts are gaining notice.

The National Association of Social Workers' (NASW) Ohio chapter named the second-year MSSA student its Statewide 2020 Student of the Year; he also earned the honor for the Cleveland area.

"I am thankful for this recognition and acknowledge I would not be here without the support of my family, friends and mentors," Conard said.



Ivan Conard

Conard is active both on campus and off: At Case Western Reserve, he's a Center on Trauma and Adversity Research Scholar, intern at the School of Law's Milton A. Kramer Law Clinic and president of the Mandel School's Black Student Association. He also is a family life educator at the behavioral health agency Beech Brook and serves as the NASW Ohio Chapter's MSW Student Representative, participating in their collaboration with the National Association of Black Social Workers and contributing to *Ohio Update Magazine*. In 2019, he earned The Cleveland Professional 20/30 Club's Northeast Ohio Top 25 Under 35 Movers and Shakers Award for his civic engagement and professional work.

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"I am thankful for this recognition and acknowledge I would not be here without the support of my family, friends and mentors," Conard said.

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In all he does, Conard centers his work on racial justice, a passion that started with his lived experiences and has been shaped by his education and professional work.

"As I near graduation and reflect on my own journey of scholarship and perseverance, I realize the power of uplift resides in the dedication to help people and build stronger communities," Conard said. "I look forward to the journey ahead and collaborating with other avid social workers to make a difference in our profession."



## Recent grad drafts city legislation declaring racism as a public health crisis

As a student focusing on Community Practice for Social Change in the online MSSA program, **Leigh Greene (SAS '20)** knew the importance of making a difference at the local level. Last June, Greene became an agent for change in a powerful way when she convinced city leaders in Youngstown, Ohio, to pass a resolution declaring racism as a public health crisis—and wrote it herself.

With protests taking place across the country, and activists calling for an end to systemic racism and changes to police departments, Greene, the director of minority health in Youngstown's City Health District, knew the time was right for a frank discussion. Soon after reaching out to a council member, who contacted the health commissioner, Greene was asked to draft the legislation.

The measure was signed during Youngstown's first Juneteenth celebration, where Greene addressed the attendees. In her remarks, she asked the white community not to be just allies, but to join in the fight against racism.

"I, my mother and my grandmother have all personally experienced the backlash of systemic racism. To understand my emotions, you would have to understand my journey, my families' journey, and the countless journeys of generations of Black Americans," Greene said. "It is my hope that funding will be designated to even the playing field so that Black residents and other marginalized groups are given the same opportunities to have healthy and productive lives.

—Melanie Klass



Berdysz

**Leah Berdysz**, a second-year MSSA student with concentrations in Child, Youth & Families and School Social Work, created Empowered & Poised, a startup organization that

offers programming for girls to enhance mental, social and physical wellbeing. Driven by the realization that approaches to female empowerment are often limited by being one-size-fits-all, she is also publishing her first book, *Conscious Empowerment: A Guide to Helping Girls Build Self-esteem & Confidence*. The book, coming out this summer, explores how race, culture, ethnic backgrounds and socioeconomic statuses contribute to how girls develop self-esteem. Berdysz hopes it will help individuals tailor their approaches to helping the girls in their lives.



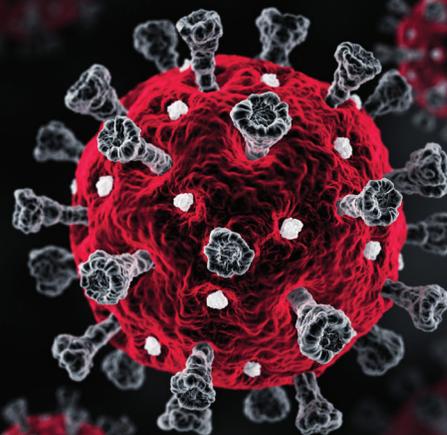
Ballard

When the university's Student-Run Health Clinic paused operations in March 2020 due to the pandemic, it didn't stop second-year MSSA student **Isabel Ballard** from giving back. Ballard,

who is the social work program director of the clinic and works at Fieldstone Farm Therapeutic Riding Center conducting research on equine-assisted therapy, joined with student volunteers on a mask-making initiative at a local men's shelter. She and her peers also hosted fundraisers for the Tamir Rice Legacy Fund and the Ohio Alliance to End Sexual Violence to help the Cleveland community during a time of need.

## Researching COVID-19's Impact

From the long-term emotional effects to health disparities, researchers uncover insights into the pandemic



As COVID-19 struck around the world, researchers across Case Western Reserve University sprang into action to determine how to combat the disease—and understand its effects beyond the well-known physical symptoms.

In the first weeks of the pandemic, the School of Medicine assembled a COVID-19 Task Force; within days of

its inception, more than 260 faculty and staff members from all schools at the university volunteered their time and knowledge.

By mid-summer, 18 interdisciplinary research teams received more than \$500,000 in pilot grants from the task force, through a mix of donor support and departmental funding, to get their work off the ground.

Across the Jack, Joseph and Morton Mandel School of Applied Social Sciences, researchers earned grants from within and outside the university—and pursued knowledge on their own accord.

### 'Unprecedented' Trauma

**Megan Holmes, PhD**, associate professor at the Mandel School, earned task force funding to understand the effect of the pandemic on mental health, identify coping strategies to reduce stress, and examine the relationship among social inequalities, COVID-19 and mental health.

Holmes assembled a team of a half-

Associate professor **Kathleen J. Farkas (WRC '73; GRS '84, social welfare), PhD**, and lecturer **Richard Romaniuk (SAS '99), PhD**, wrote an article for the journal *Society Register* describing the challenges social workers face and responses to the impact of COVID-19 in their communities, along with insights and expectations for the future of social work after this experience.

dozen researchers from the Center on Trauma and Adversity, which she co-directs, the Frances Payne Bolton School of Nursing and the School of Medicine. Within just two weeks, the team gathered nearly 600 participants for the pilot study.

Key among their findings: The COVID-19 pandemic could inflict

Doctoral candidate **Tyrone Hamler** co-authored an editorial that appeared in the *Journal of Gerontological Social Work* reflecting on social workers' frontline responses in previous pandemics—such as the influenza of 1918, HIV/AIDS and SARS—in an attempt to inform future research and practice for older adults.

Of the 264 police officers who died in the line of duty in 2020 across the United States, more than half died of COVID-19, according to new data compiled by the National Law Enforcement Officers Memorial Fund. In February, **Mark I. Singer (SAS '70; GRS '83, social welfare), PhD**, the Leonard W. Mayo Professor in Family and Child Welfare and deputy director of the Begun Center for Violence Prevention Research and Education, suggested solutions to ease this trend would be prioritizing police for vaccinations and providing more—and better—personal protective equipment.

long-lasting emotional trauma on an unprecedented global scale, leaving millions grappling with debilitating psychological disorders.

Results showed 86% of respondents experienced at least one trauma symptom, while 94% reported some level of grief—a rate that Holmes said is much higher than reported for other traumatic events.

“There are some valid concerns that this coronavirus pandemic could cause emotional trauma and PTSD at a level we’ve never seen before,” she said.

### Disease Disparity

Holmes’ research also looks into how social determinants of health—such as poverty, physical environment and race—affect outcomes, which has been a prominent discussion point amid the pandemic.

**David B. Miller, PhD**, associate professor and director of International Education Programs at the Mandel School, tackled the topic as a panelist during the university’s Day of Dialogue last June, discussing the multifaceted reasons COVID-19 is the latest in a long line of diseases that disproportionately affect Black people and other people of color.

He also spoke regularly with media,

especially after Ohio Gov. Mike DeWine created a minority task force to look into the issue—a committee that had more politicians and business people than researchers and medical professionals, Miller noted.

“We don’t need politicians, we need researchers,” Miller told Cleveland NPR affiliate *ideastream*. “We need people who are on the ground, who have worked with patients, who are looking at how to stem the disease, or how to assist those people who are essential workers, like the custodial workers who are keeping the lights on at the clinics.”

Individuals who identify as sexual or gender minorities also are disproportionately affected—

physically and emotionally—by the pandemic, according to recent research from CWRU’s Frances Payne Bolton School of Nursing, Indiana University, MetroHealth Medical Center, and Mandel School Assistant Professor **Dana Prince, PhD**, and social welfare doctoral student **Braveheart Gillani**.

While many people globally have experienced pandemic anxiety, their research showed it is heightened for those in the sexual-gender minority community, with individuals displaying more frequent COVID-19-associated physical symptoms and depression and anxiety symptoms.

And the physical-distancing measures that saved so many lives throughout the pandemic exacerbated feelings of isolation, especially the disconnect from their “family of choice”—people who are not necessarily blood relatives—and the closure of social outlets such as LGBTQ centers.

The researchers suggest people need to be aware of how those in the sexual-gender minority community may be feeling and act as interventionists—reaching out to provide much-needed human interaction amid an enduring pandemic.

In the early weeks of the pandemic when face masks were scarce, the Mandel School teamed up with local design firm Yellowcake Shop and Lutheran Metropolitan Ministries to manufacture face masks for individuals in Cleveland experiencing homelessness. Through a \$50,000 grant from the Cleveland Foundation’s Greater Cleveland COVID-19 Rapid Response Fund, 10,000 masks were distributed across the city. “This initiative really fits in with the Mandel School’s commitment to advocating, researching and addressing issues around homelessness, so we were pleased to be involved,” said **Rob Fischer, PhD**, associate professor and co-director of the Center on Urban Poverty and Community Development.

# Preventing Lead's Long-Term Effects

Two studies show the need for swift action to address Cleveland's lead contamination crisis

More than 103,000 rental properties in Cleveland may be vulnerable to lead contamination—and, according to a recent study by the Center on Urban Poverty and Development, over one-third of these units are in poor condition and of low value.

This presents a dual challenge: Addressing the issues may require costly repairs in buildings where there is little equity to leverage financing, and not fixing these properties could put the children who live there at risk, as the majority of Cleveland families with young children rent homes in the private rental market.

And critically, as another recent Poverty Center report showed, the dangers of lead poisoning are lasting. After analyzing more than two decades of Northeast Ohio data, the research team found “downstream” consequences for affected individuals last well into adulthood, including increased involvement in the juvenile justice system, adult incarceration and homelessness.

So the researchers—led by center co-directors **Claudia Coulton (GRS '78, social welfare), PhD**, a Distinguished University Professor, and **Rob Fischer, PhD**, an associate professor—are

working with local organizations and landlords to improve the properties.

By partnering with Lead Safe Cleveland Coalition, the research team's work is informing the implementation of the Lead Safe Home Fund, a public-private partnership to provide the city's landlords and tenants with support for home repair and lead-poisoning prevention, Fischer said. The fund has a five-year target budget of \$99.4 million and is administered by CHN Housing Partners, a lender and the region's largest provider of affordable housing.

The two studies show the critical importance of addressing lead contamination throughout the city—especially as their research showed stark racial and economic disparities. Among their findings: Black children are disproportionately more likely to have lead poisoning than their white counterparts, and lead exposure is concentrated in areas of disinvested neighborhoods historically tied to segregation, redlining and subprime lending.

“It's clear,” Coulton said. “Lead poisoning in early childhood can altogether shift the trajectory of a person's life at key stages of development and leave lasting long-term consequences.”

—Colin McEwen

## Lasting Impacts

According to the Poverty Center's research, Cleveland children with elevated blood-lead levels were:

- 27% less likely to be on-track for kindergarten
- 25-30% more likely to enter the juvenile justice system
- 34% more likely to be incarcerated as adults (age 18 to 23)
- By age 23, more likely to have relied on public assistance programs, such as Temporary Assistance for Needy Families (53% more likely), homeless services (40% more likely) and Supplemental Nutrition Assistance Program (17% more likely)

# Diversion, Not Detention

## Ohio's program yields positive results for youth with behavioral health issues

Understanding how to best help youth involved in the justice system is complex, as many have experienced significant trauma and mental health or substance abuse disorders. But a recent analysis of the Ohio Behavioral Health Juvenile Justice Initiative by researchers in the Begun Center for Violence Prevention Research and Education found that diversion programs are more successful than detention in preventing recidivism.

From 2017 through 2019, 81% of participants—aged 10 through 17—successfully completed the state's juvenile diversion program, and 79% reduced their contact with police while in treatment. They also reported a major decrease in trauma symptoms and problem severity from intake to termination, and a significant improvement in functioning. And since 2015, only 3.8% of youth in the diversion program were committed to a state-run detention facility after enrollment.

"Local jurisdictions are often ill-equipped to accurately assess youth for behavioral health problems and provide appropriate treatment," said **Jeff Kretschmar, PhD**, co-author of the study and a research associate professor at the Begun Center. "Ohio's Behavioral Health Juvenile Justice Initiative was intended to transform and expand the local systems' options to better serve these youths."

—Colin McEwen



# The Importance of Education

## Alumna's research at CWRU assesses how curriculum could protect children from domestic violence

A rapidly growing body of research nationally—including at the Jack, Joseph and Morton Mandel School of Applied Social Sciences—has revealed that children who have been exposed to domestic violence are more likely than their peers to experience a wide range of difficulties, such as fear and low self-esteem, anger and oppositional behavior, depression and anxiety, substance misuse, and feelings of isolation.

So a team of researchers at Case Western Reserve University surveyed 105 agencies throughout Ohio to better understand service, policy and research needs—and get feedback about potential strategies to protect children from intimate partner violence.

The study's key findings yielded recommendations to include emotional and coping skills as vital parts of childhood education—not unlike how math and reading are incorporated into school curricula, according to the study's co-author **Kristen Berg (GRS '19, social welfare), PhD**, who is now a postdoctoral researcher at Case Western Reserve's School of Medicine.

"Kids should be provided appropriate education from very early ages about healthy relationships, with both the self and others, and all of their ingredients," she said. "Things like understanding how to identify their own emotions, how to cope with those emotions, learning how to attune to others' emotions, safe dating behaviors and consent-based communication [are important to get] from school curricula that explicitly emphasize social and emotional intelligence."

—Colin McEwen

# A Center for Training Success

After more than 20 years, the Center for Evidence-Based Practices gets new leadership—and a new home

Staff turnover in behavioral health care organizations has long been a challenge. Train a team of providers at an agency how to implement an evidence-based practice in year one, and by year three—with an annual staff attrition rate of 30%—almost no one from that original team remains. The results? Loss of knowledge and skills within organizations; unmet objectives; and interruptions in the safe, trusting relationships between service providers and clients that are essential for maximizing recovery.

Enter: the Center for Evidence-Based Practices. Started as a partnership between Case Western Reserve University's Jack, Joseph and Morton Mandel School of Applied Social Sciences and School of Medicine 22 years ago, the center provides consulting, training, and

evaluation services to help behavioral health care organizations implement and sustain evidence-based practices and other service innovations that improve outcomes for people with co-occurring mental illness and substance abuse challenges. Faculty and staff in the center help organizations manage day-to-day challenges of service delivery, such as changes in federal, state and local policies; fluctuations in funding; crises in the lives of clients; and, of course, breaks in service continuity caused by staff turnover.

For more than two decades, **Lenore A. Kola, PhD**, associate professor emerita of social work at the Mandel School, and **Robert J. Ronis, MD, MPH**, the Douglas Danford Bond Professor at the School of Medicine and chair of the Department of Psychiatry at University Hospitals Cleveland Medical Center, led the center. Last summer, two major changes occurred.

First, upon Kola's retirement from the faculty in June 2020, the partnership ended and the center moved under the Mandel School's Dr. Semi J. and Ruth W. Begun Center for Violence Prevention Research and Education—a natural fit, Kola explained, as the Begun Center also is home to the Center for Innovative Practices, which provides consulting and training to organizations that provide mental health and/or substance abuse services to children, adolescents and families.

Second, Kola and Ronis selected **Ric Kruszynski (SAS '93), LISW-S, LICDC-CS**, to take the helm. Kruszynski brings to his director role more than 20 years of training and 35 years of experience in the fields of addiction and mental-health services—including the past 18 as the center's director of consulting and training for substance abuse and mental illness initiatives.

Under his leadership, the center looks to promote and support inter-system collaborations and help behavioral healthcare organizations create safe, trusting and consistent relationships among clients, service providers, and family and friends—relationships that support people in their recovery journeys and make personal transformation possible.

—Paul M. Kubek

**To read more about the center's history, visit [bit.ly/CEBP-history](https://bit.ly/CEBP-history).**



Since 1999, the center has provided support to policymakers and leaders of behavioral health care and service agencies, courts and criminal justice organizations, and hospitals and health systems from:

**36** states

**5** countries

**60** organizations in Ohio alone

# Understanding *What Works*

## National Initiative on Mixed-Income Communities produces book on addressing poverty, racial disparities

When **Mark Joseph** and **Amy T. Khare** began as co-editors of the fifth volume of *What Works*, the latest in a series of books that analyze and address various aspects of poverty in America, they likely could not have imagined how different the cultural and economic landscape would look by the time it went to print.

The first essay in *What Works to Promote Inclusive, Equitable Mixed-Income Communities* debuted in April 2019; the last published in October 2020. Global issues of the 18 months between—including the COVID-19 pandemic and growing outrage over systemic racism and police brutality—highlighted both the health and economic impacts disproportionately felt by low-income communities and communities of color.

So the volume's 38 essays—penned by 80 authors from academia, nonprofits and industry—show a major shift in approaches to and perspectives on how mixed-income communities can help address poverty, racial disparities, segregation and other challenges.

"Systemic racism in the criminal justice and healthcare systems has been an ever-present reality, yet the Black Lives Matter movement compelled people across geographic, demographic and political differences to join together to disrupt the systems of oppression," said Khare, PhD, research director of the National Initiative on Mixed-Income Communities and a research assistant professor at the Mandel School. "So this collection of essays speaks to a particular era in history when collective racialized healing and explicit commitments to anti-racism



Amy T. Khare, PhD

became a part of the fabric of our shared community dialogue. For this, I am excited for how the volume may contribute long-term to advancing racial justice."

NIMC, which became an independent research center at the Mandel School in late 2018, produced the publication, which is the latest in a series of books supported through the Federal Reserve Bank of San Francisco and the Kresge Foundation.

The book aims "to inform policy-makers, practitioners, researchers and community leaders about the wealth of existing knowledge and ideas about creating more inclusive housing and neighborhoods," explained Joseph, PhD, the Leona Bevis/Marguerite Haynam Associate Professor in Community Development and founding director of NIMC.

"The timing for this volume could not be better given the current policy window for more innovation and investment in community change strategies that promote racial and



Mark Joseph, PhD

social equity," he continued, noting they've heard the essays are being circulated among federal housing officials who are designing federal urban policy. "Success for the volume will be informing and inspiring more impactful interventions in neighborhoods across America."

—Emily Mayock



### LISTEN IN

NIMC recently launched a *What Works* companion podcast, *Bending the Arc*. Co-hosted by Mark Joseph and Amy Khare, the series looks at the everyday work of creating inclusive, equitable and racially just communities. Download it on Apple Podcasts.

# A Legacy of LEADERSHIP

After two decades at the helm of the Mandel School,  
Dean Grover “Cleve” Gilmore retires in June

BY GINGER CHRIST

In 2002, **Grover “Cleve” Gilmore, PhD**, was called in as a reliever for Case Western Reserve University’s Jack, Joseph and Morton Mandel School of Applied Social Sciences. For six months, the psychology professor, “a known administrator,” was meant to serve as interim dean and prepare the social work school for its next leader.

Gilmore, who is named after former Major League Baseball pitcher Grover Cleveland Alexander, now is leaving the mound, retiring after 46 years as a faculty member at the university and having unexpectedly served as the Mandel School’s dean for nearly 20 years.

“I came in as an outsider. I’m not a social worker,” Gilmore said.



Angelo Merendino

But through his inclusive leadership style and warm demeanor, Gilmore found his place in the Mandel School and in the world of social work education.

With Gilmore at the helm, the Mandel School became the top-ranked social work program in the state and No. 9 in the country, according to *U.S. News & World Report*. He developed the university's first online degree program—a social work master's program—and oversaw the school's \$9.2-million modernization in 2015 and the 2007 construction of the \$11 million Jack, Joseph and Morton Mandel Center for Community Studies building.

"People wonder, 'How in the world does one stay at one institution for 46 years?' Because of my job changing so often, I always had something exciting to look forward to. Every day was a new challenge," Gilmore said. "When I felt there were no more challenges, I would step aside



**"He is one of the nicest people in the world. He inspires trust immediately."**

—Ben Vinson III, PhD

and let someone else take the role. There are still many opportunities for the school and I look forward to witnessing its growth under my successor's leadership. "

And so Gilmore now prepares for his retirement in June from a university that was home base for his entire professional career.

"I've been a very fortunate person to have been a member of Case Western Reserve University community for 46 years. I underline 'community' because it's more than the school. It's more than the university. It's the entire area in which we learn and have an impact," Gilmore said.

### **A lasting legacy**

Colleagues and peers say his knowledge, generosity and dedication to the work will be missed.

"Social work is really losing a phenomenal person, but he leaves behind a legacy," said Gary Bowen, PhD, dean of the School of Social Work at the University of North Carolina at Chapel Hill. "His impact will last a very long time."

Bowen, who met Gilmore through the National Association of Deans and Directors of Schools of Social Work (NADD), said Gilmore made the wrong decision when he chose his psychology major because he's "a natural and intuitive social worker."

When Bowen became a dean in 2016, his predecessor gave him a piece of advice: Get to know Cleve Gilmore.

"He's one of those people who, whether you're brand new or not, he reaches out and makes you feel at home," Bowen said. "What always struck me about Cleve is that not only did he welcome my questions and offer to be of assistance, he actually went out of his way to be helpful, going over and beyond what you would think most people have the time to do. ... There is really no one among the deans of social work that I have more respect for or that I think more of than Cleve Gilmore."



Case Western Reserve President Emerita Barbara R. Snyder and philanthropist Morton Mandel with Dean Gilmore at the dedication of the Mandel School's renovation in 2016.

Even last year, after Gilmore announced his plans to retire, he was willing to counsel new deans, said Luis Zayas, PhD, dean and professor at the Steve Hicks School of Social Work at the University of Texas at Austin, who knows Gilmore through NADD and The Saint Louis Group, an organization of deans and directors representing schools of social work from research universities.

"One of the things that struck me immediately about Cleve was how friendly and engaging he was," Zayas said. "He was always willing to answer a newbie's silly questions."

Yet, despite his tenure, Gilmore was open to new ideas, peers said. He wasn't afraid to support new initiatives and, during meetings, he "voted his conscience," Zayas said.

"When Cleve spoke, everyone listened. Agree or disagree, they certainly respected him," Zayas said.

### Taking risks

Gilmore is an entrepreneur and a risk taker, according to **W. A. "Bud" Baeslack III, PhD**, professor of materials science and engineering and former provost and executive vice president of Case Western Reserve University.

"If he hadn't taken those risks, the school wouldn't be where it's at today," said Baeslack, noting how difficult it is to consistently keep a school in the top 10 in its field.

Baeslack said Gilmore was always looking for opportunities because he "fundamentally knew that the school couldn't be static." He hired faculty who strengthened the school, developed new research areas and brought in funding, all while doing his own research.

**Claudia Coulton (GRS '78, social welfare), PhD**, a Distinguished University Professor and the Lillian F. Harris Professor of Urban Research and Social Change at the Mandel School, said Gilmore has "an astute vision of future trends and opportunities" and moved the school in important directions.

At the same time, he fostered a sense of camaraderie in the school, Baeslack said, which is what kept him at the head of the Mandel School for nearly two decades.

"Deans don't generally last for 20 years," Baeslack said.

And at the end of his tenure, a pandemic struck—proving to current Provost and Executive Vice President **Ben Vinson III, PhD**, that Gilmore never shied away from a challenge or from protecting his school.

**"When Cleve spoke,  
everyone listened.  
Agree or disagree, they  
certainly respected him."**

*—Luis Zayas, dean and professor  
Steve Hicks School of Social Work  
University of Texas at Austin*

"One of the things that really resonates with me is how his school came together collectively during the COVID-19 pandemic. There's a real sense of spirit in that school that they're going through this together," Vinson said. "Tough moments like this could be a recipe for disaster, but instead, this seems to be a school that has rallied as a unit."

Vinson characterized him as "a people person" who "is a constant learner" and "never assumes that he knows everything."

"He is one of the nicest people in the world. He inspires trust immediately. For a dean, that's something that's super important," Vinson said. "A dean has to be able to relate across the aisle with upper administration, with his constituencies, the students, the faculty and with the community. It's no surprise to someone like me that he's been a dean for 20 years."

### Leaving it all on the field

Gilmore's colleagues all highlight his love of baseball. To them, you can't separate Gilmore, the person, from Gilmore, the fan.

"He's got to be one of the most passionate baseball fans that I've met," Vinson said.

When the St. Louis Group held its summer meeting in Cleveland, Gilmore started a tradition of having the fellow

**"He's one of these guys who has it all. He has it all because he works to have it all. He has time for people. He makes time for his family, his colleagues and the people who work for him."**

— Gary Bowen,  
Dean, School of Social Work  
University of North Carolina  
at Chapel Hill



Dean Gilmore with students on a study-abroad trip to Amsterdam in 2016.

baseball fans in attendance go to a game the night before the meeting.

"It was just a lot of fun," Zayas said. "We bonded around baseball."

Bowen said he loves watching Gilmore and his grandkids at baseball games. Gilmore has two adult children and five grandchildren and will celebrate his 50th wedding anniversary with his wife this summer. He hopes to soon take his grandchildren to his favorite place: a hiking trail called the Franconia Ridge Loop Trail in the White Mountains of New Hampshire.

"He's one of these guys who has it all. He has it all because he works to have it all," Bowen said. "He has time for people. He makes time for his family, his colleagues and the people who work for him."

Bowen, who regrets not meeting Gilmore earlier in his career, said Gilmore is one of the top five people with whom he would choose to be stuck on an island.

"If we were on an island, he would probably help us get off," Bowen said. "If he were there, we'd have a good time."

### Student support

In recognition of Dean Gilmore's commitment to ensuring all qualified students can earn a Mandel School degree, the school is looking to increase scholarships in his honor. All scholarship donations made—and potentially matched—by June 30 will be counted toward the campaign goal of \$1 million.

**Learn about giving opportunities at [case.edu/socialwork/DeanGilmoreLegacy](https://case.edu/socialwork/DeanGilmoreLegacy).**

# Parting questions

Action talked with Dean Gilmore about his lasting career and legacy of leadership.

## What kept you with the university for so long?

I had the good fortune of having a career shaped by changing my job description very often.

Early in the psychology department, I had some ideas of bringing about some changes—more support for faculty and students in the department—and my colleagues agreed for me to be chair of the department. I had fun working with that and then I found myself moving into faculty governance. ... In fact, I think I've been elected to every faculty leadership position for which I was eligible. But those were changes in job description. It made it fun.

## Has it remained fun?

It has. When you're in a leadership position, it's always challenging. But I enjoyed facing those challenges and working with my colleagues to find solutions.

## You've made a lot of changes at the Mandel School. What went into those decisions?

It's really looking at opportunities that are available, listening to the faculty and other leaders in the school, listening to the students about what they'd like to see, and then finding ways to make it happen.

My philosophy on leadership, as a dean, is to identify obstacles that are stopping our faculty and staff and students from being successful, and either removing those obstacles or helping people over them.

Let me make it clear: A dean doesn't make this happen. Period. It's a dean working with extraordinary people who share the desire and share the vision to bring about those changes.

## How did you learn to become a leader?

I trace it back to the first job evaluation I received when I was 16 years old as a counselor at a Boy Scout camp. ... In this evaluation, the supervisor said, "... You're a really good team player, but you didn't show me you're a leader."

Remember, this is with the Boy Scouts. The Boy Scouts have, as their central mission, "We train leaders."

... That became a challenge within myself that, in situations that would arise, I would not wait and I would step forward. ... As I found myself doing that, through college and graduate

school, it just became part of who I am. Never thinking that I had the answers or I was the only one who could do the job but that I was the one to step forward and work with others and take that responsibility as the leader.

## What are you most proud of during your time at the university?

I'm proud of the work I've done with undergraduate and graduate students in helping them have successful experiences at the university and launch their careers. Those of us who enter the university as teachers, that's our priority: our students. Just as I've benefited from very caring mentors, I've always wanted to be that person for my students.

I'm also proud of the research I've done with my collaborators over the years. We've done some work that's made a difference, moved our fields ahead and, I believe, has been beneficial to other people—not only other researchers but people who have been affected by the outcomes.

## How have you handled the pandemic for the school?

I'm glad I've been here for it. Some have said, "I bet you wish you retired a year earlier." Frankly, there were times I did wish

I had done so. Everyone has faced a challenging time. ... It's been my job working with other leadership in the university and working with my colleagues in the Mandel School to help us all navigate this as best we can.

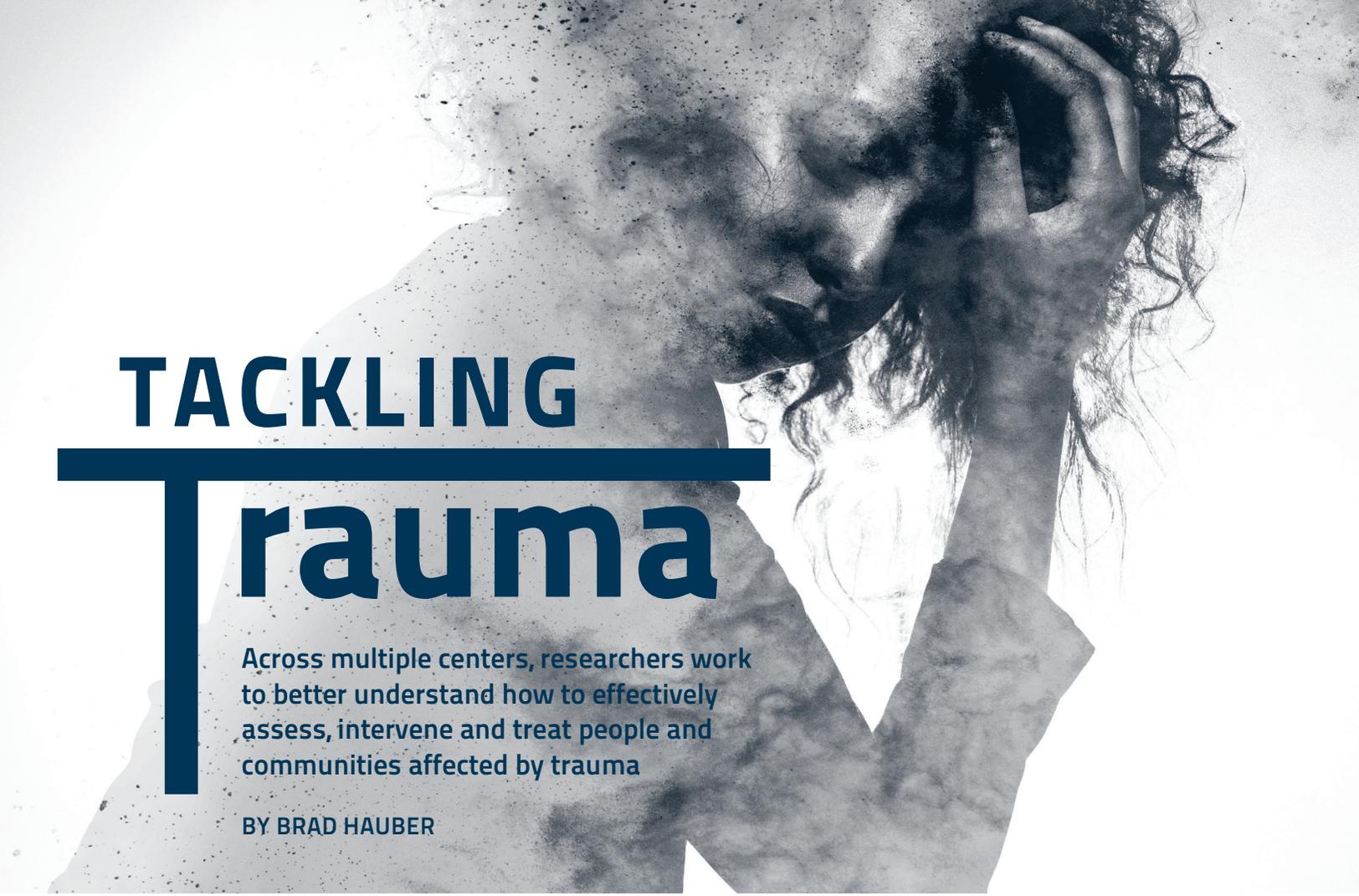
I feel that it would have been very difficult for a person who was new to the university, who was new to the school, who did not know people to be able to listen to people and make decisions that had to be made during this time period to help them move through. ... I'm proud of the way we've been able to maintain excellence in our delivery of education to all of our students.

## How did you decide that now was the time to retire?

I think part of it is deciding that I have accomplished a great deal. I'm satisfied with what I've been able to do at the university, and I'm looking forward to the next chapter. Frankly, I want to have more time with my family, with my grandchildren. I want to be able to visit friends around the country and around the world and do so without the constraints that one has when you have a job.

... There's a realization one has that change is good. A new leader will come in who will bring new ideas and will be able to move this school forward to the next level.





# TACKLING Trauma

Across multiple centers, researchers work to better understand how to effectively assess, intervene and treat people and communities affected by trauma

BY BRAD HAUBER

“What is wrong with you?”

It’s an easy question to ask when a child acts out in school or an adult has a fit of rage. But a better query, according to researchers at the Jack, Joseph and Morton Mandel School of Applied Social Sciences, is “What happened to you?” This approach, which aims to assess the past and not its symptoms, is a paradigm shift at the heart of trauma-informed care. And it’s an important component of how the Mandel School is working to address trauma and adversity and their impact on the body and mind.

Trauma is a toxin with far-reaching effects on children, adults, communities and society as a whole. Childhood exposure to adverse experiences—such as maltreatment, exposure to domestic violence and parental substance use—occurs at alarming rates in the United States,

with estimates showing nearly two-thirds of all youth affected.

Such encounters, whether as children or adults, lower an individual’s capacity to cope with or adapt to future stressful events, and can lead to feelings of vulnerability, helplessness and fear that interfere with relationships and beliefs, research shows. And trauma can impact children’s brain development and their risk for certain physical and mental health issues.

“Trauma is a normal response to an abnormal event that occurs in someone’s life,” said **Megan Holmes, PhD**, associate professor of social work and the founding director of the Mandel School’s Center on Trauma and Adversity, which was established in 2018 to train social work students in trauma-informed and evidence-based skills. “Because so many

people have experienced some kind of trauma in their lifetime, it’s such an important topic.”

And now, the COVID-19 pandemic is essentially a collective trauma that everyone is experiencing to some extent, Holmes said, with fears ranging from death to isolation to job loss to food insecurity. In fact, within a few weeks of the pandemic’s onset in the United States, Holmes and an interdisciplinary research team found that 85% of participants were experiencing one or more symptom of post-traumatic stress disorder (PTSD).

“We are seeing four times higher rates of PTSD than soldiers with combat exposure,” Holmes said. “Clearly the pandemic has significantly impacted collective trauma.” (Learn more about the study on p. 8.)

“Knowing that,” she continued, “we need to always operate within a

framework of trying not to re-traumatize people, which is the idea behind trauma-informed care that organizations should be operating from.”

### Understanding trauma

But what exactly is trauma? It’s a term researchers say is difficult to define, as there are nearly limitless circumstances—and resulting effects—that an individual might deem traumatic. The Substance Abuse and Mental Health Services Administration explains trauma using three “E’s”: events, experience and effects. It results from an event that an individual experiences as physically or emotionally harmful and that has lasting adverse effects on their functioning and well-being.

It’s an explanation regularly taught by **Bobbi Beale, PsyD**, senior consultant and trainer in the Center for Innovative Practices (CIP) at the Mandel School’s Begun Center for Violence Prevention Research and Education. In addition to designing non-traditional therapy programs for youth who are at risk or have histories of trauma, Beale is a trainer and consultant on issues related to youth, including trauma and resiliency, bullying and more.

She said trauma came to the forefront of the social work field with the 1998 Centers for Disease Control and Prevention-Kaiser Permanente Adverse Childhood Experiences (ACE) Study, which showed a relationship between exposure to abuse or social dysfunction during childhood and adult disease burden, including some of the leading causes of death such as heart disease and cancer. The study also found that adults who reported four or more ACEs (12.5% of adults studied) had a four- to 12-fold increased risk of alcohol and/or substance use disorders, depression, and suicide attempts than those with zero ACEs.

“The ACE Study caught the attention of policy people because it showed

## The **FOUR R’S** of trauma-informed care

**REALIZE** the widespread impact of trauma

**RECOGNIZE** the signs and symptoms of trauma in patients

**RESPOND** by fully integrating knowledge about trauma into policies and operations

**RESIST** re-traumatization

—*Concepts of the Substance Abuse and Mental Health Services Administration*

the prevalence of issues correlated to trauma, and the costs of trauma became clearer,” said **Ric Kruszynski (SAS ’93)**, director of the Center for Evidence-Based Practices at the Begun Center.

The original study analyzed the effects of abuse, neglect and household dysfunction. Subsequent work has added trauma categories missing from the ACE Study, such as school and community violence, disasters and accidents, discrimination and oppression, and poverty.

“The results of the study have driven tons of research around trauma, the human condition and our response to trauma,” Beale said. “Trauma-informed care has become the new CPR. We want everyone to know how to do CPR just in case. And we want everyone to be informed about trauma because so many people have trauma themselves or relatives who have trauma.”

Holmes said follow-up studies have demonstrated similar results as the

ACE Study. And, she noted: “When adverse community experiences like poverty and discrimination are layered on, those numbers increase. We know that individuals who experience trauma often live in communities where there are added layers that compound stress responses.”

### Transforming training

With social workers as the largest mental health profession treating trauma survivors, Holmes said, the Mandel School places an increased focus on trauma-informed training.

Nearly all of the school’s classes touch on elements of trauma, and a number are dedicated to the subject, such as Trauma Informed Social Work Practices with Children and Families; Social Work in Child Abuse/Family Violence; Problems Identification, Screening and Assessment Diagnosis; Trauma-Informed Practice with Adults; and Community Trauma and Resilience: Trauma Informed Social Work Practice.

The Trauma Center offers a training series for students called Trauma and the Brain, which is a yearlong monthly program that provides foundational knowledge of trauma, development and neurobiology, and how relational health can help with healing. The center also offers a graduate certificate in Trauma-Informed Practice to prepare students to actively recognize the impact of trauma symptoms and disorders, learn the skills necessary for effective trauma intervention and prepare for the personal impact of the work.

“The Mandel School is leading the nation in training students and building a skilled trauma-informed workforce,” said Holmes.

She cites the center’s Trauma-Informed Practice NMT Fellowship—offered through a partnership with leading trauma researcher Bruce Perry, MD, PhD, and the Neurosequential Network—as a prime example of

the leading-edge opportunities the school provides. The fellowship allows students to be trained and certified in the Neurosequential Model of Therapeutics, an evidence-based, developmentally sensitive model of clinical problem solving for traumatized individuals, families and communities.

When Perry, a senior fellow of the Child Trauma Academy in Houston and a top trauma neurobiology researcher, approached the Mandel School to bring the model to its students, "we jumped at the opportunity," Holmes said. "No other [social work] school is offering such a cohesive, in-depth training model."

### Far-reaching impact

Across Case Western Reserve, other schools and departments see the importance of informing their students about trauma in their respective fields, whether through client/patient work or research, Holmes said. But the Mandel School's impact goes well beyond the university.

The Center on Trauma and Adversity focuses on developing and examining interventions for children, youth, families and communities experiencing trauma and adversity, as well as creating and sustaining trauma-informed and trauma-responsive organizations and systems. For example: Working with the City of Cleveland, the center is training staff at the city's 22 recreation centers to become the nation's first trauma-informed recreation system.

In addition, through the Trauma Center's CoHealing program, trauma-informed professionals receive virtual resources, tools and social connections to help explore self-care and the ups and downs of the field. The center also works to build awareness around indirect trauma so organizations learn how to care for



Steve Zorc

**"Trauma is a normal response to an abnormal event that occurs in someone's life."**

Megan Holmes, PhD



**"Trauma-informed care has become the new CPR. We want everyone to know how to do CPR just in case."**

Bobbi Beale, PsyD

staff and reduce burnout rate.

Other Mandel School research centers also are focused on understanding the impact of trauma. The Begun Center for Violence Prevention Research and Education serves as a partner to nonprofit, foundation and government organizations, and focuses its research and evaluation in areas such as gender-based violence, crisis intervention, school and youth violence prevention, juvenile justice, law enforcement and justice and mental health.

"We've been addressing trauma in multiple ways, long before it gained more traction," said **Dan Flannery, PhD**, the Dr. Semi J. and Ruth W. Begun Professor and director of the Begun Center. "If you don't deal with trauma, clinical work won't be effective."

Flannery and others have testified at the state level around PTSD-related

benefits for first responders and federally around the need to support the Sexual Assault Kit initiative from a variety of perspectives, especially on the restorative justice due to victims whose cases were set aside. This testimony was based on evidence from the investigation and prosecution on the DNA testing of nearly 5,000 previously untested kits from 1993 through 2009 in Cuyahoga County.

"We have impacted substantial funding decisions at the state and federal level because we have the evidence to back it up," Flannery said. "That's a benefit of being at the Mandel School and our ability to impact practice and policy, and why addressing trauma is an important part of that."

In addition, Ohio's Behavioral Health/Juvenile Justice Initiative (BHJJ) is now state-funded based on evidence collected by Begun Center researchers. In lieu of detention,



Steve Zaric

**“If you don’t deal with trauma, clinical work won’t be effective.”**

Dan Flannery, PhD



**“We use our platform to ensure trauma is on the radar.”**

Ric Kruszynski

### A CENTER OF EXCELLENCE

The Ohio Department of Mental Health and Addiction Services announced in March that the Mandel School’s Center for Innovative Practices earned a two-year, \$3.6 million contract to coordinate a new statewide Child and Adolescent Behavioral Health Center of Excellence. The center is part of statewide efforts to support children and youth with complex behavioral health needs and their families.

“We are excited to move forward in supporting the workforce with trauma-informed and resiliency-oriented professional development strategies and practices,” said **Bobbi Beale, PsyD**, senior consultant and trainer at the Center for Innovative Practices.

the BHJJ program diverts youth into more comprehensive, community-based behavioral health treatment; research showed that youth who were diverted did better over time, including demonstrating reductions in their trauma symptoms and their ability to stay in school. (Learn more on p. 11.)

At the Center for Evidence-Based Practices, staff offer technical assistance to organizations working

with adults with mental illness or co-occurring mental illness and substance-use disorders, in the form of skills training, clinical and administrative consultation, and program evaluation for service innovations.

“We use our platform to ensure trauma is on the radar,” explained Kruszynski, who became the center’s director last summer (see p. 12). “You can’t do best practices in co-occurring disorders

treatment without being trauma informed. It has become a standard part of our training material and program evaluation material.”

The Center for Innovative Practices provides similar technical assistance and consultation to organizations working to improve outcomes for youth and families—especially growing their reach amid the COVID-19 pandemic. While face-to-face connections were lost, trauma-informed training suddenly became more accessible thanks to its virtual nature.

“We went from an average of 15 participants per session to 50. We could now provide access to best practices and current research to more people,” Beale said. “The benefit of having access is unparalleled, especially in more rural areas that are harder to reach.”

### A focus of the future

Through trauma-informed practice and care, providers can focus on learning how present behaviors and difficulties can be understood in the context of past trauma—moving from “What is wrong with you?” to “What happened to you?” and, ultimately, to “How can we help you heal?”

Kruszynski said he is hopeful social workers are making strides in this direction. He recalled a conversation in which he was trying to determine if an out-of-state client viewed itself more as a mental health center or a substance use center. “I asked which they were,” he remembered. “They replied, ‘We’re a trauma center.’”

“It was a game changer for me to know that there are organizations that have elevated to that level of conceptualizing their service delivery,” Kruszynski continued. “You would not have heard that 10 years ago. That gives me hope.”

# Alumni Events

## Homecoming 2020: Reuniting from Home

The Mandel School held its first completely virtual and interactive Homecoming & Reunion Weekend in October 2020. With the option for participation via Zoom, alumni from around the country and the world attended live events, including the Alumni Celebration and Awards Ceremony, online class reunions, a seminar on racism and social justice, a special reunion for all nonprofit program alumni, and a self-keeping/

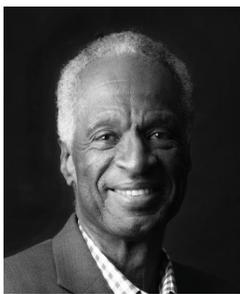
self-care seminar presented by the Center for Trauma and Adversity. The format proved so successful that—if COVID-19 trends and university and governmental protocols allow—Homecoming & Reunion 2021, held Oct. 21-24, will incorporate in-person and online events to allow for maximum alumni engagement.

During the Alumni Celebration and Awards Ceremony, Case Western

Reserve University Provost Ben Vinson III toasted Dean Grover “Cleve” Gilmore’s leadership and service as he prepares for his retirement in June. Dean Gilmore and Alumni Board President **Adrienne Hatten (MNO ’96), PhD**, recognized the late **Steven A. Minter (SAS ’63)**, who was inducted posthumously as a 2020 NASW Social Work Pioneer, and inducted nine outstanding alumni into the Mandel School Hall of Achievement.

## Mandel School Alumni Award Recipients

### Distinguished Alumnus



**Howard Fuller (SAS ’64), PhD**, has spent many years in both public service positions and the field of education. Fuller was a Distinguished Professor of Education and founder/director of the Institute for the Transformation of Learning at Marquette University in Milwaukee, Wisconsin, before retiring in 2020. Throughout his career, he held roles such as superintendent of Milwaukee Public Schools, director of the Milwaukee County Department of Health and Human Services, dean of General Education at the Milwaukee Area Technical College, senior fellow with the Annenberg Institute for School Reform at Brown University, and more.

He has received numerous awards and recognition over the years, including four honorary doctoral degrees. His memoir, *No Struggle No Progress*, was published in 2014.

### Professional Achievement Award



**Elizabeth Warmington Garcia (SAS ’00, MNO ’00)** has dedicated her career to serving children and families, with skills in both the micro and the macro aspects of the social work field. Garcia began her career as a direct care worker at Concord Assabet Family and Adolescent Services. Following graduate school, she joined Bellefaire JCB, where she

earned a series of promotions, starting as team leader, before becoming a supervisor and then division director of foster care, adoption, and independent living.

Garcia’s advocacy took a new direction when she joined the Baltimore, Maryland-based Children’s Guild Alliance in 2011 as director of behavioral health services. In this role, she significantly expanded school-based mental health services while also introducing an electronic health record, trauma-informed care, and financial sustainability. In February 2020, she was named chief clinical officer. She works with organization leadership to implement consistent program models and interventions that ensure the continued success of treatment outcomes for children and families.

### Professional Achievement Award



**Dontae Latson (SAS ’98)** is chief executive officer of Denver-based Rocky Mountain Communities, which owns and manages affordable housing units for underserved populations across Colorado and provides programming for its residents. Latson provides organizational

strategy, including creating a roadmap for engaging community stakeholders through relationship-building and collective impact.

He has more than 20 years of experience in nonprofits and 15 years as an executive leader, including six years

as president and CEO of YWCA McLean County in Illinois. Among other previous positions, Latson also held a number of roles in North Carolina, including director of behavioral healthcare services at Novant Health Presbyterian Medical Center, agency director at Union County Department of Social, and director of adult services at Carolinas Medical Center–Randolph.

### Professional Achievement Award



**John P. Zimmerman Jr. (SAS '74)** joined the United Way of Greater Cleveland as a graduate-school placement; he continued to work as a United Way professional for more than 30 years, dedicating his service to several communities—Wilmington and Dover, Delaware; Peoria, Illinois, Janesville, Wisconsin; and Midland, Michigan.

Highlights of his United Way career include the creation of a shared community services building in Janesville; being a champion for affordable housing in Midland; leading the strategy for the development of Michigan's statewide 2-1-1 information and referral system; and upgrading the domestic violence shelter in Midland. Under Zimmerman's leadership, Midland was the second-highest per-capita fundraising United Way in the country.

### Nonprofit Leadership Award



**Lee I. Fisher (MNO '05)** is the dean and Joseph C. Hostetler-BakerHostetler Chair in Law at Cleveland-Marshall College of Law at Cleveland State University, a senior fellow in Cleveland State's Levin College of Urban Affairs, and an urban scholar in the College of Urban Planning and Public Affairs and the Great Cities Institute, University of Illinois at Chicago.

Fisher's career has spanned private, public, nonprofit and academic sectors. He was elected Ohio attorney general in 1990, where he managed a team of 1,200 professionals, including 350 lawyers, 23 legal divisions, a \$50 million budget, and an average daily caseload of 40,000 pending cases. Fisher was the first Ohio attorney general to personally argue cases before the U.S. Court of Appeals for the 6th Circuit and the Ohio Supreme Court. In addition, he has served as Ohio lieutenant governor; director of the Ohio Department of Development; chair of the Ohio Third Frontier Commission; chair of the Ohio Economic Growth Council; a state senator; and state representative. President Bill Clinton appointed him chair of the National Commission on Crime Control and Prevention.

### Louis Stokes Community Service Leadership Award



**Louis Darnell Francois (SAS '07)** is a gay, HIV-positive writer, health professional, HIV/AIDS activist, blogger, community-builder, social worker and mentor to youth of color of all sexual orientations and genders. For more than 25 years, he has worked to empower people of color, those affected

by and infected with the HIV/AIDS virus, ex-offenders, commercial sex workers, the homeless, and other minorities through mentoring, advocacy, social services and public speaking.

He works as a clinical coordinator for BRC (Bowery Residents Committee), a nonprofit organization serving people who are homeless in New York City, where he oversees housing assistance, substance abuse services, medical treatment, psychiatric services, family reunification, medication adherence, triage care, and other needs for 200 homeless men with various mental health diagnoses. He created and facilitates a support group for residents. *BEQ Pride* magazine named Francois to its 2019 "Legacy Leader Over 50" list for serving the LGBT community in NYC.

### Early Career Success Award



**Briana M. Hollis (SAS '14)** started her career supporting students through college-access counseling with College Now Greater Cleveland. During her time there, Hollis also worked at Frontline Service as an online crisis intervention specialist—a part-time position that grew into a full-time

supervisor position with Crisis Text Line, a 24/7 crisis line via text message.

Hollis now works for Crisis Text Line as a crisis counselor coach, and she has supported over 2,000 people in crisis and trained hundreds of volunteer crisis counselors. She also runs Learning To Be Free LLC, a blog aimed at providing educational mental health information with a focus on self-care. In 2019, Hollis earned a Master of Education degree with a concentration in higher education administration from Tiffin University and a certification as a youth mentor coach and youth leadership coach through the Youth Coaching Institute.

# CWRU Award Winners Inducted into Mandel School Hall of Achievement

## African American Alumni Association President's Award



**Sharon J. Brown (CWR '98, MNO '00)** provided 46 years of dedicated service to Case Western Reserve University, retiring in 2019 as executive director of constituent relations in the College of Arts and Sciences. She helped endow a number of scholarships, including the Michael E. Fisher and Doc Kelker Scholarships, both named for Black

CWRU community members. She also helped establish the African American Alumni Association as a CWRU affinity group, to which she's provided years of invaluable support. In addition to her bachelor's and master's degree, Brown also earned her Certificate of Nonprofit Management from Case Western Reserve in 1994.

## Newton D. Baker Distinguished Service Award



**Norma C. Geller (SAS '91)** received Case Western Reserve University's Newton D. Baker Distinguished Service Award and was inducted into Mandel School Hall of Achievement during homecoming 2020. Her service in Northeast Ohio includes funding research and social-justice initiatives, as well as working with people who are refugees,

experiencing homeless, or diagnosed with cancer. At Case Western Reserve University, she and her late husband, Albert (CLC '52), made the lead gift for the Albert & Norma Geller Hillel Student Center and endowed a professorship in ovarian cancer research. Geller also supports a health pathway program for School of Medicine students wanting to serve urban communities.

## Special thanks to our **Homecoming & Reunion 2020** Volunteers:

### Class Agents

Ellen Abraham (SAS '80)  
Marquetese "Nikki" Betts (SAS '15)  
Jamie (Jones) Clay (MNO '10)  
Linda Crowell (SAS '90, GRS '95), PhD  
Jane Daroff (SAS '85)  
Tiffany J. Evans (SAS '05)  
Andra Caven Johnson (SAS '05)  
Richard Lewis Jones (SAS '75, GRS '81), PhD  
Debbie Dorony-Lynch (SAS '80)  
Jane Miller (SAS '90)  
Jane Robertson (SAS '95)  
Melissa Johnson Smith (MNO '10)  
Maria Thompson (SAS '05)  
Nancy Wadsworth  
(SAS '70, GRS '06), PhD  
Cynthia Webb (SAS '95)  
Richard Wintersteen (SAS '60)

### Alumni Awards & Reunion Committees

Georgia Anetzberger  
(SAS '80, GRS '86), PhD  
Beth Glas (MNO '10)  
Ramses Clements (SAS '13)  
Dean Fazekas (SAS '91)  
Adriennie Hatten (MNO '96), PhD  
Susan LaPine (MNO '97)  
Nancy Lowrie (SAS '95)  
Carole Marciano (SAS '93)  
Teresa Schleicher (MNO '07)  
Sandra Turner (SAS '04), PhD  
JoAnn White (MNO '99)  
Theodora Wolf (SAS '84)  
John Yankey, PhD

# Nonprofit Management and Leadership Series Goes Virtual

In 2020, the Master of Nonprofit Organizations degree program, led by Chair **Rob Fischer, PhD**, continued its Nonprofit Management and Leadership Series, producing seven events/webinars to provide professional development support to alumni, students and community members working in the sector. Each event saw high attendance, demonstrating the need for events such as these:

- **Social Enterprise and the Nonprofit Sector** with presenter **Dennis Young, PhD**, distinguished visiting professor at the Mandel School, and discussant Terry Davis, president and CEO of Our Lady of the Wayside.
- **Decision-Making for Nonprofits During a Crisis** with moderator **Jimeka Holloway, PhD**, adjunct instructor at the Mandel School and area director of Mission Increase Northeast Ohio, and panelists **Dennis R. Young, PhD**, distinguished visiting professor; Matt Maloney, shareholder of Maloney + Novotny; Natalie Leek, president and CEO of Providence House; and Matt Carter, director of GrantsPlus.
- **Adaptive Leadership for Nonprofits in Times of Crisis** with moderator **Linda Springer**, adjunct instructor at the Mandel School, and panelists **Sherri Brandon (SAS '00, MNO '18)**, executive director of Front Steps Housing and Services; **Phyllis "Seven" Harris (MNO '05)**, executive director of the LGBT Community Center of Greater Cleveland; **Eric McGarvey (MNO '18)**, executive director of Summer on the Cuyahoga; and **Danny Williams (MNO '04)**, president and CEO of Eliza Bryant Village.
- **By and For Communities of Color in Times of Crisis: Nonprofit Leaders Offer Insights, Learnings and A Call to Action** with moderator **Jennifer Madden (CWR '93; MNO '95; GRS '15, social welfare), PhD**, adjunct professor at the Mandel School and president of Leverage Point Development, and panelists **Yolanda Armstrong (SAS '94)**, president and CEO of Friendly Inn Settlement Inc.; Cynthia Connolly, vice president of the board of directors of University Settlement; **Rachelle Milner, (SAS '00)**, executive director of West Side Community House; and Zulma Zabala, JD, CEO of East End Neighborhood House.
- **Grant Writing Workshop** presented by **Celeste Terry (SAS '03)**, grants manager of United Black Fund of Greater Cleveland Inc.
- **Transformational Giving** presentation and book launch with Kris Putnam-Walkerly, president of Putnam Consulting Group, and discussants Marcia Egbert, JD, senior program officer of The George Gund Foundation, and Timothy L. Tramble Sr., president and CEO of St. Luke's Foundation.
- **Managing for Resilience in a Crisis** featuring **Dennis Young, PhD**, distinguished visiting professor, and panelists Noha Ryder, chief financial officer of Apollo's Fire; Brian Schreiber, executive director of the Jewish Community Center of Pittsburgh; and Mark Young, director of JResponse of the JCC Association of North America.

Watch the sessions at [bit.ly/MNO-virtual-events](https://bit.ly/MNO-virtual-events).



## Class Notes

Reported to the Mandel School from July 1, 2020, to Feb. 28, 2021.



**Emiko Honma (SAS '57)** and her husband, Tatsuo, have been finding ways to stay healthy while also feeling connected to family and friends during the pandemic—walking their neighborhood daily, trying new recipes, and learning to use Zoom for virtual hangouts with their grandchildren.

**Ruth Spencer (SAS '75, LAW '83),**

associate vice president for human resources at Vassar College in Poughkeepsie, New York, retired in December 2020. She was the first African American to obtain the rank of associate vice president at Vassar.



**Margaret "Peggy" Culp (SAS '81)**

and her husband, Lloyd (CIT '64), emeritus professor of molecular biology and microbiology at CWRU, were featured on the *Judson Smart Living* blog for their decision to live at Judson Manor in Cleveland's University Circle. Peggy spent her career as a licensed independent social worker, concluding as a family therapist at Cleveland Clinic's Mellen Center.

**Héctor Luis Díaz (SAS '81), PhD,** became director of the School of Social Work at New Mexico State University's College of Health and Social Services last summer. He now oversees the school, which offers bachelor's and master's programs in social work and houses the Center on Immigration and Child Welfare.



**Lynn Heemstra-Van Vugt (SAS '82),**

a Mandel School Hall of Achievement member, recently retired as executive director of Our Community's Children in Grand Rapids, Michigan, after 22 years of public service. She built community collaborations, programs and partnerships at the national, state and local levels to enhance public policy and improve children's lives.



**Darlene Grant (SAS '84), PhD,**

was appointed senior advisor to the director for the Peace Corps. In her new role, Grant makes recommendations aimed at increasing diversity and inclusiveness, removing barriers for underrepresented groups, and creating a more just and equitable Peace Corps. Grant received one of the Mandel School's Centennial Alumni Awards in Professional Achievement in 2016 and is a member of the Mandel School Hall of Achievement.

**Jean M. Lawrence (SAS '84)**

joined the National Institutes of Health in Bethesda, Maryland, as a program director in the National Institute for Diabetes and Digestive and Kidney Diseases' Division of Diabetes, Endocrinology and Metabolic Diseases. She was recognized as a Distinguished Alumnus at the Mandel's Centennial Celebration School in 2016.



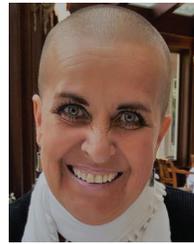


**Andra D. Johnson (SAS '88), DSW,** received her Doctor of Social Work degree from the University of Southern California in August. Her research topic, "Implicit Provider Bias in Cardiovascular Disease of Black Women," addresses systemic racism in health care experienced by Black women with heart disease. She has created an innovative, three-step change process model that will eliminate implicit provider bias with this population. In June 2020, Johnson also published in the *International Handbook of Black Community Mental Health*.

**Marlyn Bloch Jaffe (MNO '92)** will become executive director of the Jewish Education Center of Cleveland, the education planning arm of the Jewish Federation of Cleveland, on July 1.



**Heidi M. Weiker (SAS '92),** co-owner, master instructor, coach and author of Spherica LLC, was interviewed for an Alumni Spotlight on the Mandel School website. Read more about her at: [case.edu/socialwork/about/news-and-publications](https://case.edu/socialwork/about/news-and-publications)



**Lisa McDuffie (SAS '93)** was appointed to the Toledo Museum of Art board of directors. McDuffie has been president and CEO of YWCA of Northwest Ohio since 2001, supervising signature programs at three sites serving 20 counties. She also oversees the YWCA Apartments LLC, development of the I Rise Community Coalition and the community initiative on Dialogue for Change, a program on anti-racism.



**Ginny Galili (SAS '94)** will become head of school at Gross Schechter Day School in Pepper Pike, Ohio, in May. A previous board member and parent of former students, she will be the eighth head of school in its 40-year history. For the past 11 years, Galili has been executive director of strengthening families at Jewish Family Service Association in Pepper Pike.



**Mark Johnson (SAS '94)** is community services director on the clinical team of the Mental Health, Addiction and Recovery Services Board, which funds and monitors a network of mental health and substance use services for Lorain County, Ohio, residents.

**Sam Macmaster (SAS '94; GRS '01, social welfare), PhD,** is corporate director of clinical operations for Promises Behavioral Health, a treatment provider for mental health and substance use disorders based in Brentwood, Tennessee.



**Melanie Sachs (SAS '94)** won the Maine House of Representatives District 48 seat, representing Freeport and part of Pownal in Augusta. Over the past decade, Sachs has held a number of elected and community-based positions, including six years on the Freeport Town Council, four years as vice chairwoman for Freeport Democrats, and a two-time delegate to the Democratic State Convention, among others. Prior to the election, she noted her priorities included affordable health care and the state's 10-year economic plan.



**Jennifer Hawkins (MNO '00)** is corporate secretary and chief of staff at the American Red Cross in Washington, D.C. She started at the organization in 2007, just as historic governance reforms to the organization were being signed into law. Hawkins directs the operations of the President's Office, the Board of Governors Office, and the Office of the Corporate Ombudsman, including managing all aspects of American Red Cross governance and corporate policy.



**Mary McNamara (SAS '03)**, director of the Cleveland Department of Aging, co-presented the keynote address, "Furthering an Age-Friendly America," at the 14th annual Katz Policy Lecture in October. The virtual lecture, with Bill Armbruster, senior advisor of AARP Livable Communities, introduced the Age-Friendly Network and discussed the importance of age-friendly communities.



of and challenges surrounding supervision during the COVID-19 pandemic. Lunceford facilitated a discussion on the use of Critical Race Theory and other cognitive-based approaches to overcome the barriers to achieving racial equality. Miller led a workshop focused on older adults and substance use disorder, including the assessment and treatment needs for this distinct population. Yoo served as a panelist for a discussion surrounding creative ways to transition services during the pandemic to continue to deliver effective, immediate programming to clients.

**Celeste Terry (SAS '03)**, grants manager of the United Black Fund of Greater Cleveland, has led free grant-writing classes for hundreds of people across Northeast Ohio—even writing a manual for the curriculum. She developed a partnership with the Cleveland Leadership Center in 2019 to bring her teaching to the people of Puerto Rico. As the pandemic canceled plans for travel, she provided three virtual trainings with more than 100 people attending each workshop.



**Adrienne Crawford Fletcher (SAS '05), PhD**, assistant dean for diversity and assistant professor in the Mandel School, was spotlighted in Profiles of Inclusive Excellence, a webinar series presented by the university's African American Alumni Association and Office for Inclusion, Diversity and Equal Opportunity.



**Kimberly York (SAS '03, MNO '10)** was named interim director of Black Programs at New Mexico State University. The programs aim to unite students of African American, Caribbean and African descent by increasing awareness and appreciation of Black history through educational, cultural, social and academic programs.



**India Pierce Lee (SAS '05)** was a key speaker at the 36th annual Martin Luther King Jr. Commemorative Celebration at Cleveland Public Library where she also received the Drum Major for Change Award.



**Christina Goodall (SAS '04), Joanne Lunceford (SAS '11), Vivian Miller (SAS '15) and Caryl Yoo (SAS '99)** presented at the National Association of Social Workers' Ohio conference in 2020. Goodall discussed the importance

**Kate Bishop (SAS '06)** presented a webinar titled "Workforce Vicarious Trauma: Management Guidelines" for the Danya Institute, a Silver Spring, Maryland-based nonprofit that provides evidence-based training, leadership and



organizational development to behavioral healthcare providers and consumers. Bishop is the education coordinator at the LGBT Health Resource Center of Chase Brexton Health Care in Baltimore, Maryland.

**Ronna S. Kaplan (CNM '06)**, who chaired the Music Therapy Center at Cleveland's Music Settlement school, received a Lifetime Achievement Award from the American Music Therapy Association's Board of Directors. She is known for volunteerism as well as clinical work in music therapy, and her career has focused on children's needs.



**Indigo Bishop (CWR '08, SAS '12)** is program officer at Saint Luke's Foundation in Cleveland, where she is involved in the grantmaking process, which includes research, relationship development, applicant support and decision making.



**Jamie Clay (MNO '10), Andrea Hess (SAS '16, MNO '16), April Hickman (CWR '05, MNO '17) and Kimberly McFarlin (SAS '05, MNO '05)** were selected as members of Case Western Reserve's Women's Staff Leadership Development Institute for the class of 2021. Through the yearlong opportunity, provided by the university's Flora Stone Mather Center for Women, they receive career coaching, executive education and leadership development in a virtual format. At CWRU, Clay is senior director of strategic events in the School of Medicine's Office of Development and Alumni Relations, Hess is assistant director of admissions at the Mandel School, Hickman is assistant director of FOCUS Programs in the Division of

Student Affairs' TRIO program, and McFarlin is director of international affairs at the Mandel School.

**Beth Glas (MNO '11)**, executive vice president of Cleveland-based Maximum Accessible Housing of Ohio, presented courses last fall on "Understanding Individual Accessibility Needs" to help attendees understand accessibility features for the outdoors, indoors, kitchen, and bathroom—and their benefits for different client needs.

**Ebony Speakes-Hall (SAS '11), PhD**, joined the University of Cincinnati's School of Social Work as an associate professor in January.



**Susan (Deardowski) Blasko (SAS '12)** is the project manager and assistant vice president on PNC's Pittsburgh Corporate Community Affairs team. She will manage about 18 of PNC's markets nationwide to provide consultation in community relations, the Grow Up Great/Early Childhood market support, corporate volunteerism, and the new Social Justice Initiative PNC has adopted to combat systemic racism and oppression.



**Larissa Malcolm (SAS '14)** was recently featured in *Authority Magazine* for founding Flourishing Focus, a private practice offering telehealth therapy in the State of Ohio and virtual training about COVID-19 and mental health along with shorter training for employers and the public on topics related to mental health, staying safe, and flourishing in life.



**Sarah McNelis (SAS '15)** has served in several roles in the federal government following graduation, including positions at the Department of Health and Human Services and FEMA. She recently was selected as a foreign service specialist and is preparing for her first assignment this May in Chennai, India, where she will broker public-private partnerships with U.S. businesses and the Indian government.



**Lisa Bartlette (SAS '16)** resigned from child welfare supervisory work and started a PhD program in positive psychology at Claremont Graduate University. She also launched a radio show, "W(H)ine On The Vine," under the pen name Lisa Maaca, and is in the process of starting a consulting and public speaking business focused on bringing trauma-informed understanding and practices to different audiences.



**Julia M. Kobulsky (GRS '16, social welfare), PhD; Susan Yoon (GRS '16 social welfare), PhD; and Jamie Cage (GRS '17, social welfare), PhD**, co-authored a study, "Distinguishing Characteristics and Disparities in Child Protective Services-Investigated Maltreatment by Fathers," about Child Protective Services' investigation outcomes based on perpetrator gender and race. Their findings imply a need for anti-bias training, specialized services for fathers, and diversion between child welfare and criminal justice systems.



**Mary Wills (SAS '16)**, was featured in Cleveland media articles for her engagement photos with fiancé Mac Kelly (LAW '16), JD. The couple travel extensively—to 49 and eight countries so far—so took their photos at Cleveland Hopkins International Airport amid the pandemic.

**Caitlin Hawkins (SAS '17, MNO '17)**, is the director of JEDI (Justice, Equity, Diversity and Inclusion) Programs at the Diversity Center of Northeast Ohio, where she provides consulting services and facilitates workshops to help clients mitigate their biases and create equitable and inclusive workplaces.



**Delaney Jones (CWR '19, SAS '20)** founded the Know Your Neighbors Campaign, a student-led initiative at CWRU that aims to build community between the campus and neighborhoods that directly surround it, including Glenville, Hough and parts of East Cleveland.



**Brittany Rabb (CWR '19, SAS '20)**

is a research analyst at Mathematica, a national consulting agency that works to help guide decisions in wide-ranging policy areas, from health, education, early childhood, and family support to nutrition, employment, disability, and international development. Based out of their Washington, D.C., office, Rabb works on primary research studies, performs secondary research, and travels to provide technical assistance to other organizations on evaluation design and program implementation and improvement.



**Denique Neeky Dennis (SAS '20)**

opened Tallawah Innovations to provide strategic planning, stakeholder engagement, and project management services to nonprofits and community leaders in the U.S. and the Caribbean. Based in Cleveland, she is the founder and chief strategist.



**Vincent F. Karnik (MNO '20)** and Jennifer Kennedy Karnik (MGT '20) held a backyard commencement ceremony with their immediate family in September—then surprised their guests by announcing that they had just married. The private ceremony of the couple, who met on campus, was officiated by **Holly N. Bowen (MNO '18)**.

**June-Yung Kim (GRS '20, social welfare), PhD,**

received the Outstanding Dissertation Award from the Korean American Social Work Educators Association of the Council for Social Work Education during the Society for Social Work and Research conference in January.



**Andriel Ugbomeh (SAS '20),**

who received the National Association of Social Workers' Ohio Chapter Region 5 2020 Emerging Leader Award in 2020, works with Ohio Mental Health and Addiction Services, developing and overseeing the state's response to the increase in the opioid crisis.



**Aviva Vincent (GRS '19, social work), PhD,** received a grant in collaboration with New York University to study the benefits of equine interventions on anxiety symptoms. The program is Reining in Anxiety™ and Vincent will be part of the NYU research team in her role of director of program quality at Fieldstone Farm Therapeutic Riding Center in Chagrin Falls, Ohio. In February, she presented a webinar, "Mandated Reporters of Animal Abuse: Overview of New Ohio Legislation," focused on how Ohio social workers, counselors, and marriage and family therapists are now mandatory reporters of animal abuse.



## In Memoriam

Obituaries reported to the Mandel School between between July 1, 2020, and Feb. 28, 2021.

**Bernice Perlman, (SAS '44)**, 97, of Waban, Massachusetts, died April 13, 2020, from COVID-19. At the beginning of her career, she worked at a Jewish community center and Veterans Affairs hospital with veterans suffering mental illness. In Cleveland, she met and married Bob Perlman, who was also a social worker and had served in the Navy during World War II. After their kids had grown, she went back to work at Jewish Community Centers of Greater Boston, where she was a respected senior administrator for many years.

**Frances K. Bazzoli (SAS '48)**, 90, of Lewes, Delaware, died June 13. She was a psychiatric social worker and supervisor for the Rockford Center in Newark, Delaware.

**Ruth Schaffer Schildhouse (SAS '52)**, of Columbus, Ohio, died Oct. 29. A longtime social work leader and advocate, she was the first executive director of the Columbus International Program, where she connected international and local agencies to learn from one another. She was also elected to serve a 10-year term at the State Board of Education.



**Judge Sol Gothard (SAS '57)**, 89, of New Orleans, passed away July 5. "The Judge," as he was known, served in the United States Army before earning his MSSA in Cleveland, where he met fellow graduate student **Jacqueline**



**Pressner Gothard (SAS '57)**, who died in 2018. The two married, and throughout their lives worked to fight racism, violence, intolerance, cruelty and injustice. While employed as a social worker, Gothard earned his law degree from Loyola University in New Orleans. He was elected Juvenile Court Judge in Jefferson Parish in 1972, and was elected to the Louisiana Fifth Circuit Court of Appeal in 1986, where he served until his retirement in 2005. The Mandel School named him a Distinguished Alumnus in 1989. Underprivileged as a child, he became a fierce advocate for the powerless in society, particularly abused children and animals.

**Joseph Samuels (SAS '57)** of Penn Valley, Pennsylvania, died May 29.

**Theodore Holmes Howe (SAS '59)**, 88, of Layton, Utah, died Sept. 11.

**Kathleen H. Stoll (SAS '60, MGT '84)**, 84, of Chagrin Falls, Ohio, died Sept. 2. Her career focused on serving those with mental illness and other unmet needs. Stoll started at what was then the Cuyahoga County Mental Health and Retardation Board, serving as its first associate director for eight years. She also served as interim director for Murtis H. Taylor Multiservices Center. For over a decade, Stoll served in the planning department of University Hospitals of Cleveland, where she developed the first construction plan for the Department of Psychiatry and prepared over 15 certificates of need. She later founded Stoll &



Associates Consulting, where she consulted on community-based projects. Stoll also served as interim executive director for the Phyllis Wheatley Association for several years and remained involved with the Mandel School as a field supervisor and adjunct faculty member through 2015.

**Marvin L. Rosenberg (SAS '62, '68)**, 92, of Cleveland, passed away June 20. After earning his degrees at the Mandel School, he stayed on to



become a tenured professor, focusing on ethics and social policy throughout his 37 years on the faculty; he retired as an associate professor emeritus. He was a consultant with the Carl Stokes mayoral administration in Cleveland on community development issues.

A civil rights activist, Rosenberg was passionate about preparing social workers to confront social justice issues; many describe him as an important teacher who made a lasting impression. His capstone project prior to retirement was the production of *Cold Storage* by Ronald Ribman, a play about living while dying. He secured external funding to support the production, and directed and acted in the play, which included a discussion on ethics at the end of the production. Every social work program in the U.S. received a DVD copy to be used as a teaching tool in ethics and adult aging classes.

**Jean A. VerNooy (SAS '62)**, 83, of Howard, Ohio, died Aug. 10. She was an English as a second language teacher at Park Hill School District in Kansas City, Missouri, and at Crossville City Schools in Crossville, Tennessee.

**Linda E. Gannon (SAS '62)**, 82, of Akron, Ohio, died Jan. 4. As a social worker in private practice, she helped heal and comfort many through the years. She was passionate about social justice and supported many causes.



**Audrey B. MacDougall (SAS '64)**, 82, of Rome, New York, died Jan. 5.

**Thomas T. Takekawa (SAS '64)**, 86, of Rochester, New York, died March 6, 2020.



**Richard W. Thompson (SAS '65)**, 88, of Cincinnati, Ohio, died Sept. 10. Thompson worked for 35 years in Cleveland and Canton, Ohio, in the field of psychiatric social work as a counselor, supervisor and administrator.



**Marguerite J. Dastoor (FSM '65, SAS '68)**, 76, of Sierra Madre, California, died April 4, 2020. Her interest in the human condition led her to Case Western Reserve University, where she studied social work and became a licensed clinical



social worker. She later obtained certification from the Gestalt Institute as a family therapist.

**Margaret "Marge" Vieth Grevatt, PhD (SAS '69; GRS '75, American studies)**, 87, of Cleveland and Plainfield, Vermont, died in August. She was a tireless activist and organizer in the civil rights, antiwar, environmental, and feminist movements. Grevatt founded the Center for Cooperative Action during her long career at the Legal Aid Society of Cleveland. At Case Western Reserve, she taught women's studies (which she also taught at the University of Minnesota–Duluth) and in the Mandel School's continuing education program.



**Stephen Smookler (SAS '70, MGT '83)**, 72, of Cincinnati, Ohio, died Feb. 12, 2020.

**Dorothy D. Schwartz (SAS '76)**, 90, of San Luis Obispo, California, died Dec. 17.

**Patricia A. Foote (SAS '71)**, of Cleveland, passed away Oct. 23. She was pastor of The Father's House.



**Laura E. Williams, (SAS '77)**, 87, of Portland, Oregon, died Oct. 7. She was a medical social worker for University Hospitals of Cleveland, Parma Hospital and Mt. Sinai Medical Center, helping a range of clients throughout her career—including those facing high-risk pregnancies, recovering from strokes, and suffering from kidney failure. While semi-retired, Williams conducted home studies



for adoptive parents for Gentle Care Adoption Agency. She also headed support groups for stroke clients and adoptive parents during her career.

**Michael Bernard McMahan (SAS '81)**, 65, of Cranford, New Jersey, died July 29. He was a licensed clinical social worker and marriage and family therapist.

McMahan enjoyed working as an adjunct professor at a few colleges in New Jersey and had a fulfilling career as a therapist at St. Helen's counseling project. He retired from the Elizabeth Board of Education where he was a school social worker.

**Ritt M. Rousseau (SAS '81)**, 83, of Portland, Oregon, died July 5.

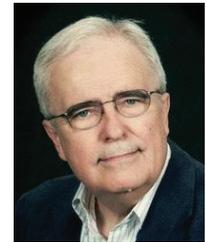
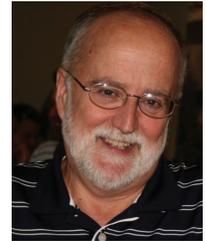
**Joseph W. McGreal, PhD (GRS '82, social welfare)**, 80, of Richmond, Ohio, passed away from COVID-19 complications on Feb. 18, 2021.

McGreal viewed himself as a lifelong learner and taught at the Mandel School as an adjunct professor.

**Gina Marie (Conti) Haren (SAS '87)**,

61, of Youngstown, Ohio, passed away Jan. 9. She began her career as a counselor for Catholic Services, where she worked for 17 years helping with hundreds of adoptions, many from foreign countries.

**Dorothy Floridis (GRS '61, communication studies; SAS '89)**, 84, of Zionsville, Indiana, died Nov. 19.



**Nancy L. Hunt (SAS**

**'89)**, 86, of Adrian, Michigan, died July 26. In 1974, she went to work at Family Counseling & Children's Services of Lenawee County, and subsequently earned her MSSA to become one of the agency's licensed therapists. She dedicated 36 years to the community through her work.



**Peggy Joyce Little**

**(SAS '89)**, 79, of Cleveland, died Sept. 19. Throughout her career, she worked at Miles College in Eutaw, Alabama, where she held many positions, then moved back to Cleveland and worked at Case Western Reserve University while earning her MSSA. She worked for Cuyahoga County Department of Children and Family Services until retiring in 2006.



**Billie A. Osborne-Fears (SAS '89)**

**(SAS '89)**, 67, of Cleveland, died Sept. 4. She worked and advocated for children and youth in the city of Cleveland, holding leadership positions at Head Start, YMCA and the Greater Cleveland Neighborhood Centers Association. Osborne-Fears went on to serve as the founding executive director of Starting Point, which provides services in Ashtabula, Cuyahoga, Geauga, and Lake counties. She was a champion for quality initiatives that supported the availability, accessibility, and affordability of childcare and youth development programming. She also taught two master's-level courses as an adjunct faculty member at the Mandel School.



**Joy H. Steinbauer**

**(SAS '91)**, 62, of Akron, Ohio, died Dec. 27, after complications from COVID-19 and COPD. Her social work career spanned most of her professional life, serving a variety of age groups. Her favorite work was with seniors, starting with Summa Hospital in the Center for Senior Health, followed by several hospice positions and, most recently, at McKinley HealthCare Center in Canton.



**Margaret Marie Starcher (SAS '92)**

**(SAS '92)**, 76, of East Canton, Ohio, died Aug. 10.

**Lisa Burford-Hardmon (MNO '94)**

**(MNO '94)**, 54, of Washington, D.C., died Aug. 16. With more than 25 years of experience in the nonprofit sector, including 13 as an executive and 12 as an independent consultant, Burford-Hardmon was president of LCB Consulting LLC, providing consultation to nonprofits on organizational management, capacity building, and sustainability issues. Before launching the consulting firm, she was an executive director of Public Allies DC, a resource development director for the American Heart Association, and an education director at the National Center for Nonprofit Boards (now BoardSource), where she advised and facilitated sessions for nonprofit boards throughout the country.



**Lauren (Cooperstein) Corduck (MNO '02)**

**(MNO '02)**, 49, passed away in Rosindale, Massachusetts, on Sept. 24. She had a long and successful



career in nonprofit management, including as a development director at both National Foundation for Teaching Entrepreneurship and Neighborworks America. She was executive director of Solutions at Work in Cambridge, Massachusetts, for several years, where she helped lead the organization on its mission to end homelessness and eradicate poverty through their clothing assistance, moving assistance and child support programs. In 2017, she was diagnosed with Stage IV ovarian cancer as a result of a BRCA1 genetic mutation. While undergoing chemotherapy, she founded Oneinfoty Inc. with a mission to raise awareness of the significantly higher risk Jews of Ashkenazi heritage have of inheriting the BRCA1 and BRCA2 gene mutations. These mutations lead to extremely high incidence of female and male breast cancer, ovarian cancer and prostate cancer. As founder and executive director, she presented numerous symposia at synagogues throughout Massachusetts, influenced cancer guideline policy with the National Comprehensive Cancer Network, and facilitated programs for medical professionals to help educate at-risk populations.

**Scott Allen Gatton (SAS '05)**

**(SAS '05)**, 62, of Fredericktown, Ohio, died Aug. 31. His belief that all people are valuable motivated him to become a social worker in a community mental health setting. He greatly valued education and served social work students in a supervisory role as they moved toward obtaining their goals.



**Anne Marie Manning (SAS '06)**

**(SAS '06)**, 41, of Wallbridge, Ohio, died Sept. 23.

**Kelly O'Donnell  
Friedlander (SAS**

**'13)**, 42, of Novelty, Ohio, died Sept. 14. After graduation, she began a successful, fulfilling career as a medical social worker in the Cleveland hospital systems.



**Rosa M. Nance**

**(SAS '14)**, 59, of Strongsville, Ohio, died July 8 after a battle with cancer.



**Bridget Mary  
"Bridie"**

**McDonough (SAS '20)**, 27, of Durham, North Carolina, passed away Nov. 4. She was a Mandel Leadership Fellow while at the Mandel School, earning a full scholarship. Halfway through her graduate program, she learned of her advanced cancer diagnosis but opted to continue her schooling and graduated with a 4.0 in August.



## Friends

**Catherine "Kitty" Glennan Borchert, MSL, PhD, (LYS '59; GRS '09, history)**, 84, a friend of many at the Mandel School, passed away Jan. 23.



**Edwina Mae Martin**, 95, died Dec. 21. She was an adjunct instructor at the Mandel School.

**Steven Minter (SAS '63)**, 80, who passed away unexpectedly at age 80 in September 2019, was posthumously named a 2020 National Association of Social Workers Foundation Pioneer—one of the highest honors in social work. Minter is remembered for his leadership as president and CEO of the Cleveland Foundation and for being the first African American to hold that title. He also led the Cuyahoga County Welfare Department, Massachusetts' public welfare commission and what's now the American Public Human Services Association. In addition, he was founding undersecretary of the U.S. Department of Education.

The Mandel School commemorated Minter's NASW honor during its alumni celebration in October. In 2018, he was named a CWRU Trailblazer and received a Cleveland Heritage Medal.

Minter and his late wife, Dolly, were so dedicated to supporting Mandel School students that they established the Steven A. and Dolly Minter Scholarship Fund at the school in 2015. In fact, at the time of his passing, Minter was an integral member of the school's 2018-2020 Scholarship Campaign Committee. If you're interested in giving to the fund to grow their legacy, please do so at [case.edu/socialwork/give](http://case.edu/socialwork/give).



Cleveland Heritage Medal

## Remembering Businessman, Philanthropist and School Namesake Mort Mandel

In 2015, Morton Mandel took a hammer to a faux brick wall as part of a ceremonial “wall-breaking” to mark the start of a \$9.2 million renovation to the building that bears his family’s name. His swing put in motion a project that would propel the Jack, Joseph and Morton Mandel School of Applied Social Sciences into the next phase of social work education—and cement his status as a benefactor with an indelible impact on Case Western Reserve University.

Four years later, **Mort Mandel (CWR ‘13)** died at the age of 98, after decades of generosity that benefited the Mandel School, Case Western Reserve, Cleveland and far beyond.

The youngest of four siblings, Mandel grew up in Cleveland and attended Glenville High School. His family struggled financially, but his mother always found ways to help others in need. Thanks to a scholarship, Mandel enrolled at Adelbert College (which became part of Case Western Reserve), but left in 1940 after his brothers agreed to buy their uncle’s auto shop for \$900. Mandel later enlisted in the U.S. Army, and posted exam scores so high that the military sent him to Pomona College and the University of California at Berkeley for coursework relevant to his service.

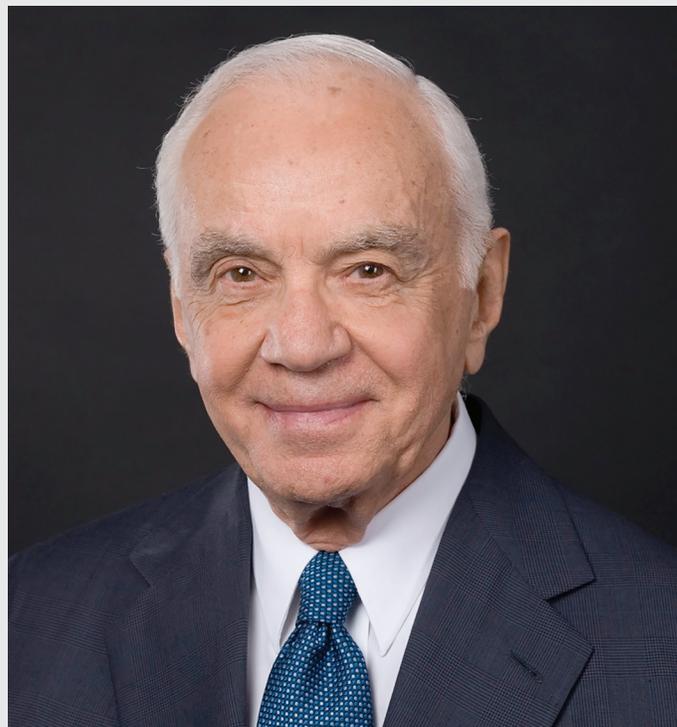
His time as a soldier also included learning outside the classroom. One assignment involved transporting 15 wounded soldiers from a hospital in Tennessee to one further south. During the trip they stopped for lunch, and found that the restaurant would not serve the Black soldiers among the group. Mandel was so angry that he had all 15 get lunch from a street vendor, where he had to pay from his own pocket rather than be able to use a military voucher.

The lesson, he later recalled: “Managers who would be effective leaders must have principles and do the right thing.”

As the general manager and later chairman and CEO of the auto parts company he and his brothers launched, Mandel exercised such exceptional leadership that, in 1996, Premier Industrial Corp. merged with a British firm in a \$3 billion transaction. In 2012, he published *It’s All about Who*, a book distilling his experiences into practical guidance for others in leadership roles.

“The forces that influence an institution the most,” he wrote, “are the human forces—the people who manage it, inspire it, lead it, and build it.”

At Case Western Reserve, the Jack, Joseph and Morton Mandel Foundation’s grants focused on opportunities to prepare people to help others. In 1988, for example, the foundation provided the naming gift for the university’s social work school. In 2007, the brothers participated in a ribbon cutting for what is now a community studies building



Nannette Bedway

bearing their name (made possible by another foundation gift), and in 2013, the foundation announced another grant to support renovation of the social work school building and creation of an endowed position for its dean.

“The world has lost a renowned philanthropist and industrialist,” wrote Jack, Joseph and Morton Mandel Dean in Applied Social Sciences Grover “Cleve” Gilmore at the time of Mort’s death, “but we have lost our most steadfast ally who shared our passion to change the world.”

Recently, the foundation also helped support a conference center in the Health Education Campus of Case Western Reserve University and Cleveland Clinic, a wellness pathway for CWRU medical students, an executive institute for future health care leaders with Cleveland Clinic, and undergraduate student scholarships.

Among the foundation’s other focus areas have been humanities, Jewish life, and community development, all of which have seen investments locally, as well as in Israel. Mandel received multiple honorary degrees, as well as the Scholar-Patriot Award from the American Academy of Arts & Sciences and the Carnegie Medal of Philanthropy.

“Mort Mandel believed fiercely in the extraordinary impact that a single individual can have,” now President Emerita Barbara R. Snyder said at the time. “In acting on that belief—in his family’s philanthropy and business—he transformed lives on our campus, in Cleveland, and around the globe. His legacy will affect generations to come.”

## A Nonprofit Sage and a Social Work Maven

Alumni's new consultancy connects lived and professional experiences to shape organizations

Nervously clutching the piece of paper he hoped might be a passport to his career, **Ryan Clopton-Zymler (SAS '15)** rang the doorbell of the LGBT Community Center of Greater Cleveland. It was 2013, and Clopton-Zymler, an Intensive Weekend MSSA student, wanted to land an internship at his top field-placement choice. All he needed was a signature.

When **Phyllis Harris (MNO '05)** answered the door, she felt an instant connection with Clopton-Zymler. "At that moment," Harris remembered, "I became his advocate."

Last summer, the two launched Sage & Maven (on top of full-time careers), a Cleveland-based consulting firm guiding organizations and individuals in diversity, equity and inclusion (DEI) work, leadership development and nonprofit management. Their company also facilitates the Lorde Leadership Network, a professional organization of queer and transgender people of color.

*Action talked\** with Harris, executive director of the center, and Clopton-Zymler, assistant director for the Office of Inclusion at Ohio University Heritage College of Osteopathic Medicine.

### How did Sage & Maven come about—and why now?

**Phyllis Harris:** We first connected because of what I call our superpowers—my vision and Ryan's ability to implement and organize. ... Fast forward to 2020. We're feeling the impact of COVID, we're at home, we're seeing what's happening in society in the media—the assault on Black bodies, an administration that's oppressive and divisive. And then [the killing of] George Floyd happens.

As Black people, we have a range of emotions—from outrage to fear to



sadness to getting really fired up about our activism. We're also getting calls from our family members, friends and colleagues—Black and brown and a lot of them white—saying: "What do I do? How do I help?" Both of us were answering these questions by being honest: We understand racism and we understand oppression around our queer identities, and we gave concrete examples. ... We had the knowledge and experience. But we decided we're not giving it away for free anymore.

### DEI initiatives are not short-term fixes. How do you make sure your work has lasting impact?

**Ryan Clopton-Zymler:** We need complete buy-in from leadership, and that means more than making sure they come to meetings and nod their heads. And we have to create what Phyllis calls a "container" for people to have authentic conversations—to just speak.

**PH:** We also find others who are interested, engaged and would benefit from DEI work for an internal committee that can establish the framework to do the work. We have a gentleperson's agreement that this is

going to be hard, and people are going to make mistakes.

**RCZ:** Also, we cannot act as though we don't need to involve white people in authentic discussions about racism. ... You can have the most woke, socially conscious leadership, yet we still want to ask, where are the people of color at the top? Have you built a pipeline internally to make sure you're not just a white-led organization long term? These are difficult conversations to have.

**PH:** And we are equipped to have them.

### How does your experience help you handle those tough situations?

**RCZ:** I know Phyllis' cues—and this is very much her MNO and my MSSA coming into play: She engages with leadership and I watch her feelings, trying to figure out how I can use social work to problem-solve.

**PH:** And I'm really happy for that. I'm like, "Yes, this is why I love social workers!" If you follow my career as an MNO, everywhere I go, I've always got a right hand who's an MSSA.

—Emily Mayock

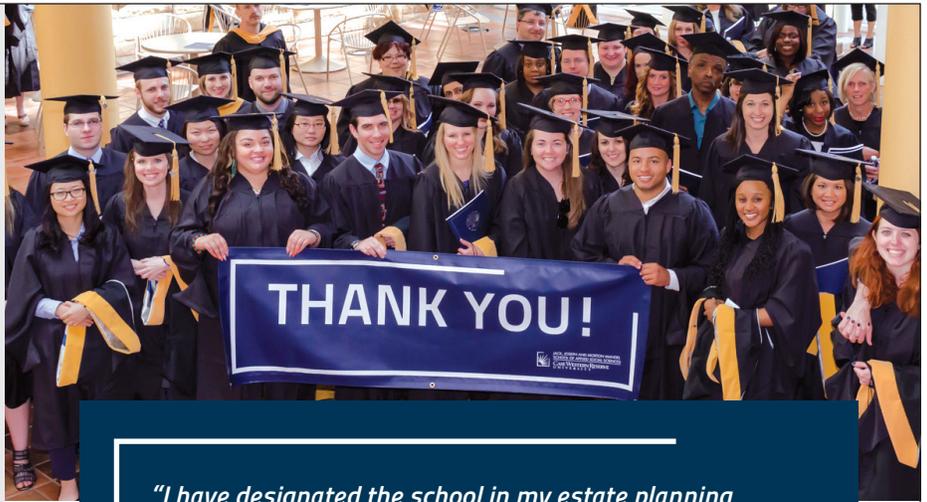
*\*Conversation has been edited for length.*

# Celebrate your personal legacy.

By making a current or planned gift using your traditional or Roth IRA to benefit the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University, your thoughtful philanthropy can have a significant impact on our school and students.

You can make an immediate tax-free gift by transferring up to \$100,000 directly from your traditional IRA or Roth IRA and begin your personal legacy now. Another attractive option is to designate the Mandel School as the recipient of some or all of what's left in your IRA, 401(k), 403(b), or other qualified plan when it ends.

To learn about how your support can benefit the university and take advantage of **tax benefits expiring Dec. 31, 2021**, please visit: [plannedgiving.case.edu](http://plannedgiving.case.edu) or call the Office of Strategic Giving at 216.368.4460.



*"I have designated the school in my estate planning with a planned gift that will fund an endowed scholarship. I am so pleased to know that this gift will support future students in their pursuit of a career as agents for transformational change in the lives of individuals and their communities."*

—Lenore Olsen (SAS '75)

Photo taken prior to the COVID-19 pandemic.



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\*U.S. News & World Report



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## SAVE THE DATE | Oct. 21-24, 2021

# Homecoming & Reunion Weekend



Class of 1969 50th Reunion

### Mandel School Alumni Events

Friday, Oct. 22, 5:30 – 7:30 p.m.

Alumni Celebration & Alumni Awards Ceremony

Saturday, Oct. 23, events TBA

### Help reunite your classmates for the events: Become a class agent!

Class agents are listed on reunion communications and encourage classmates to join them for the events. If you are a member of one of the reunion classes of 1961 (60 years), 1971 (50 years), 1981 (40 years) or 1996 (25 years) and would like to help, please contact Nada Di Franco at [nada.difranco@case.edu](mailto:nada.difranco@case.edu) or 216.368.2281.