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## Donad Loppnow, pt.1, April 24, 2019

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Eastern Michigan University Archives, Oral Histories

Oral History Interview with Donald Loppnow (DL)

Conducted by Historic Preservation Graduate Student Matt Jones (MJ) and University Archivist Alexis Braun Mark (ABM).

Transcribed by Matt Jones

Recorded 2019, April 24 at Halle Library, Eastern Michigan University, Ypsilanti, MI

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MJ: Here we go. It is Wednesday, April 24, 2019. This is Historic Preservation Graduate Student, Matt Jones, along with University Archivist Alexis Braun Marks. Today we are talking with Dr. Donald Loppnow. Joining EMU faculty in 1974, Loppnow spent fifteen year as the Head of the Department of Social Work before moving to leadership positions in EMU central administration. Loppnow has served as Director of the Office of Research and Development, Associate Vice President for Extended Programs, Assistant to the President for Strategic Planning, Provost and Vice President for Academic Affairs, Executive Vice President and Interim President on three different occasions. Since his arrival at EMU, Loppnow has been a bottomless well of support for Eastern Michigan University and its surrounding community and we are glad to have the opportunity to speak with him today.

I knew you were born in Waconia, MN, but I don't know anything about when that was, or anything about your family. I was wondering if you could talk to us about your upbringing. Who your parents were.

DL: As you have mentioned, I was born in Waconia, MN. My father was a clergyman in the Moravian Church. It was one of the churches he was serving when I was born. I was born in 1945, in November of 1945. We lived there until I was about eight years old. By the way, Waconia is kind of, at this point, almost a suburb- it is just southwest of Minneapolis on a lake, which is kind of a pretty town. It has become a commuter town. We lived there till I was eight years old and then we moved to DeForest, WI, which is right outside Madison. My father led a church in DeForest but his primary assignment was facilitated the building of a new church in Madison, WI. So we moved to Madison about two years later. I consider Madison my home. I grew up there from about age nine until I finished college, because I went to the University of Wisconsin in Madison as an undergrad. My mother was Canadian, from Edmonton, Alberta. She was essentially the mentor of my brothers and me. I had two brothers- three boys altogether in the family. She was a pianist and organist- taught piano and organ, and did that out of the home most of the time, when we were younger. So that's fundamentally the background growing up in terms of where we were.

MJ: Did your mother perform in church services?

DL: Yes- she was a soloist also and performed at not only churches but in some of the city choirs. A traveling choir that went to different parts of the country for concerts also.

MJ: Do you have early memories of Minneapolis?

DL: Not really- no. We didn't frequent it as a kid. We only lived there till I was eight years old so it doesn't stick in my mind. Waconia I remember- on the lake. Fishing on the lake and so forth, but not Minneapolis.

ABM: It's a beautiful part of Minnesota. Where are you in the birth order?

DL: I was the oldest of three boys.

ABM: Ok.

MJ: Did you mother go to school? Did she have an education?

DL: No. Both my parents came from large families, my father from family of seven. They were farmers in St. Charles in Minnesota. My mother was the daughter of a railroad man- a Canadian railroad. He was in charge of the roundhouse that repaired the engines in Edmonton. I regrettably, her mother died shortly after their eighth child was born. The family was one boy and seven girls. The boy was the oldest. She was the third child, so the second daughter, and because of the sheer number of kids and financially the boy is assigned to go to college and so was the oldest daughter. Her mother died when they were relatively young. Each of the daughters had a domestic assignment. My mother was the seamstress of the family and she would make clothes and, frankly, right up to our children's birth when she'd make doll clothes for the kids and make clothes for them. That was her skill set. She learned her musical skills, really by taking some lessons and just seemed to have the talent. She regretted not going to college- she was very bright and she taught my brothers and me. She was our primary teacher; she was very good at English and at spelling and we took Latin, which we were required to do back then. In grade school and elementary school, not because we were in a system that required Latin, but back then the public schools required foreign languages and Latin was the one she wanted us to take because it helped us with English. She held us to the grindstone to make sure we did our homework and she was a mentor and the one who focused on our education.

My Dad did too, but he was out of the home a lot, dealing with members of the congregation and was very involved in Madison with programs for youth, and the Mayor's Commissions and other political groups that were interested in doing what they could for kids who were having troubles.

MJ: I have to ask, just as a musician, did she pass any of that along to you?

DL: I did sing in the glee club at the University of Wisconsin and I played a violin and trombone but unlike my younger brothers, I was a frustration to her because although I took piano, I never really embraced it.

MJ: Do you think that's because if you had been playing a different style or something, you would have gone further?

DL: Perhaps. I was just at the age when we were doing this- I was more interested in sports. My peer group was a very sports-oriented peer group. It just wasn't cool to be going to these various music lessons. Probably that contributed to it. I regret it in hindsight.

ABM: What was the educational background of your father? He was in the ministry but did he have formal training?

DL: Yes. He got his bachelor's degree at Moravian College in Bethlehem PA. There is still an institution there in Bethlehem. There's Lehi University and Moravian College. Moravian is still very vital, liberal arts college. Then he went to eh seminary at Moravian College. I think it's still referred to as "college" rather than "university," but I'm not certain. He has his baccalaureate- an honorary doctorate and became a Bishop in Moravian Church. He was the President of the Northern Province, which is all the churches in Canada and the northern part of the United States.

MJ: Did you expect from an early age to go to college?

DL: That expectation was made clear. I wasn't always on the same page but that expectation was made clear. They would do what they could to support and I was, I guess, it was a strong suggestion if not a requirement that I would get a job at age 12 or 13, which I did, and I would begin to save for college. That was very much part of it. I'm glad they did that have that expectation.

MJ: Were you responsible for funding your whole college education?

DL: They helped me with tuition, which back then was maybe \$100 or \$120 for a public university and local resident. But I worked throughout college to pay for some of my living costs and spending money. I had jobs through high school and college.

MJ: With all of the jobs that different positions you having here- it's difficult to imagine you doing anything else? What were you doing prior to going to college? Where were you working?

DL: I had my initial jobs- mowing lawns. I had about eight customers and that kept me busy. Then I worked at an ice cream factory.

ABM: Did you work at Babcock's?

DL: No, it was called the Ice Cream Shop- just a little dairy near East High School in Madison and also downtown. It is no longer in business but it was a family-owned ice cream shop. My first job there was, I was a freezer guy which meant you'd put a parka on and you'd spend several hours in the freezer. You come out periodically, but you're in the freezer stacking ice cream as it was made and loading it on the trucks that would deliver it. That particular business- they would sell this ice cream to its own shops but its customers were small stores and rural folks so that trucks would go from farm to farm or out into the country and people could buy ice cream or sausage or whatever was in the truck. It was sort of door to door delivery service. So I worked in the freezers, I helped make ice cream. One of my jobs, when I got my driver's license, was- they made awesome banana ice cream but you had to go take one of the pickups and go to local grocery stores and get bananas that they want to throw out because they were overripe. They had turned black. Overripe bananas is what makes the right flavor for banana ice cream. Regular

bananas that we are used to eating- those are not fully ripened and don't have the flavor that is necessary for ice cream. I would pick up a load of overripe bananas and when regular drivers were ill or on vacation, I would occasion drive some of the routes as I got a little older. But I worked for them for about three years. Then when I was in college, I worked for \_\_\_\_\_ Mutual Insurance Company which is the insurance company for credit unions nationally and internationally. So \_\_\_\_\_ and \_\_\_\_\_. I worked in their mail room. I became fairly good at finessing packaging materials that got sent all over the world and we received the shipments that came in and we packaged things that were going out. I would deliver the mail from office to office in a high rise office building. I did when I was in college.

MJ: What kind of career did you expect to find post-college?

DL: Well, as an undergraduate at the University of Wisconsin, I liked science a lot and I thought I would become a science teacher because I had had a couple teachers who were very influential in my thinking. But I also took a course from a guy named Alfred Kadushian (SP) who was known in field of child welfare and social work as an international expert. It piqued my interests so I ended up majoring in, at that point it wasn't really a major it was a social work concentration within the Sociology Department at the University of Wisconsin. I took a very different turn than I thought I was going to go with my science interests.

MJ: What piqued your interests about it?

DL: He was a fellow who wrote about interventions with kids who were delinquent or who had difficult family lives. I lived in a neighborhood that involves some of that. So I had witnessed it and had a couple of difficulties as an adolescent. I think it piqued my interest because of both what he had to say and what I could identify from some of the people I know. But, also, the fact that he presented the material with a lot of data and research- that interested me. The research part of it and why he could arrive at the conclusions and could describe the portion of population that were affected and what interventions seemed to work and what didn't and here is data that backs it up. All of that interested me and it took a couple of other classes, and I decided, this is what I think really want to do. I think to some extent, my father's career and the fact that he was involved with community youth programs, probably also affected my decision. At the time I wasn't all that conscious of it but I'm sure it did because he was sort of a role model for being involved with youth. When I graduated from University of Wisconsin, I was hired by the Wisconsin Corrections System to be a social worker at Wisconsin School of Girls, which is the State institution for delinquent girls. They no longer have that institution but back then kids were sent to that institution from all over the state. In many cases, they were sent for violating the law or assault or stealing something. Back then it was before the law was changed and status offenses could also result in a young kids' being at the institution. For example, some of the girls who were in the cottage I was responsible for might have been sent there because they ran away or they got pregnant or they were just generally disobedient and somewhat uncontrollable. They had technically violated a law but they still could've been sent to the institution if it was repeated and a local judge decided "I've had enough of this kid."

So I was in charge of a cottage. There were nine cottages at the institution and I was in charge of the 15-16 year old age group that had a mixture of kids who were there really for status offenses and other kids who were there for really serious crimes. Assault, stabbing people, a

whole bunch of stuff. It was a really interesting mixture. I was twenty-two year old, recent college graduate and I was in charge of the cottage which had a staff. We had housemother who stayed there 24/7, took shifts. Had a security person and we had a teacher who was like, the homeroom teacher for them when they went to the school at the institution. It was quite an alarming experience to be the supervisor, the lead4r of a cottage staff when they had been around and were very seasoned and I wasn't. So that was quite a learning experience. You begin to learn not only the practice issues of being a social worker and juvenile facility, which was my area of responsibility, but also what it's like trying to supervise and lead a group of adults who were a lot older than I was and had a lot more experience than I had. It was interesting.

ABM: How did you approach that learning environment, being a young student? Did you sit back and watch? Did you engage and make change?

DL: At that point I had graduated so I was no longer a student. But the director also happened to be at the institution and was a wonderful mentor. He helped provide guidance- I learned a lot from him about leadership and about really counting on and developing a group process with your staff where you, where all help solve problems instead of being directive, you want to be inclusive and have them participate in some of the problem solving. He helped model that and coached me a fair amount because here I was, a rookie social worker in the system. He had been through that before with other staff they had hired. At that point in the state of Wisconsin, and it was true nationally, there was a shortage of social workers. I benefitted from that a year and half later when I competed for a stipend program where the state of Wisconsin sent me to any graduate school I wanted to go to in return for coming back and working in the state for at least two years. So it was a year for a year stipend. You had to take a test and compete for it but that's how I ended up at Washington University in St. Louis where I got my master's degree in social work.

ABM: How did you choose Washington?

DL: When I was awarded the stipend, I went to a woman who had been my academic advisor at the University of Wisconsin, and asked where I should go if I can go anywhere I want. The University of Michigan and Washington University, which to this day compete for number one and number two rankings in the nation. At that point Wash U. was number one, and Michigan was number 2. Washington was a generalist program, meaning they taught a cross section of skill sets whereas at that point, University of Michigan School of Social Work was primarily a behavioral approach. That was their practice. I wanted the generalist approach and also it was one of the top two schools so I almost didn't care which one. I went to Washington University in St. Louis for two years.

MJ: That was 1970?

DL: I was there 68-70. That's when I was there.

MJ: Just real quick- what causes a shortage of social workers? IS it a lack of interests? Is it an increase in cases? How does that happen?

DL: Back in the profession of social work, there was not a bachelor's degree. It was not a recognized professional practice degree. You could get a concentration or a degree in social work as a

baccalaureate degree, but agencies didn't recognize it. Accrediting bodies didn't recognize it as a legitimate professional degree. So agencies were primarily dependent on MSW prepared professionals, and there weren't many of them. That has since changed. Baccalaureate degrees are now the entry level professional degree- it is fully accredited, it has evolved in its curricular expectations. There are many more. Also there went as many schools of social work as there are now. The need for social workers in different setting has grown dramatically. Back then I the most typical place for social workers were mental health and public welfare. Now, it's schools, it's community centers, just about any setting, plus there are private practitioners who are more therapy oriented. Now, there are medical social works, school social workers, and a variety of practice setting they didn't used to be in. But in Wisconsin, that was the case. Not every state provided those scholarship supports, but Wisconsin was short of master's-prepared social workers. Back then, most master's people almost automatically became supervisors of others. Some did direct practice but most did hired in as supervisors because there jus was a shortage of them and they had more seasoning and more experience than people with no social work degree or baccalaureate-prepared social works.

ABM: So you returned then for two year to WI?

DL: After being in St. Louis for two years, I then returned to Wisconsin. I worked in New York at a child welfare agency for a bit during the summers, but in the fall of 1970, the state of Wisconsin set up for a variety of opportunities in corrections. Since corrections had sent me to graduate school, they of course wanted me to go there but I was allowed to interview for other state opportunities. SO I looked at some other opportunities in Milwaukee in the corrections system. I ended up accepting a position at Manitowoc County Department of Social Services in Manitowoc Wisconsin. I worked there from 1970 until I came to Eastern in 1974. I ended up there as the supervisor of adult services and also for a period time, the supervisor of Child Protective Services. I was originally hired as a group worker to work with kids who had been or who were on the streets, in effect. I would try to organize them and get them involved. That was partially because the county was aware I had a background in working with juveniles at the institution. But I only did that for maybe six months before they asked me to head up an adult services program.

ABM: Is that your foray into gerontology?

DL: Yeah. Gerontology- I had taken some courses on that as an undergrad. The course aren't so much what piqued my interest as the head of Adult Services. It became an academic interest following that. When I came to Eastern and sifted careers to be involved in academics, the academic world, that was on of the areas that I studied.

MJ: How did your family feel about your choice of study and later your choice of career?

DL: They were very supportive. Ad parents they wanted us to do whatever we had a passion to do. They were supportive of it. I think that with my parents both being in a world of churches and community service, they liked the fact that I was in a service profession.

ABM: What did your brothers end up doing?

DL: My middle brother became a health professional. He was an administrator in public health and for a while ran a hospital system. He's currently the Dean of the College of Human Services in a small college in Duluth Minnesota. My youngest brother became an economist and he is with the state of Wisconsin Fiscal Agency and has been most of his career. The Fiscal Agency in Wisconsin serves the governor and the legislature and they will analyze tax revenues and tax proposals. Basically whatever budget the state comes up with, they've got to figure out the details- is it balanced, is everybody spending what they should and so. So they staff the legislature and the governor's office.

ABM: I was mostly curious to see whether or not they had also chosen careers of service, giving back in the same way that your parents did.

DL: In different ways. My youngest brother is big-headed. He's like a walking calculator. Or a walking computer. Numbers just pop out of his head about everything so it made sense that he would be an economist. My middle brother is more similar in interests to me. His degree was not in social work but he ended up in healthcare, basically.

MJ: What were your affiliations, if any, with EMU prior to working here?

DL: None whatsoever. In 1974, my wife and I had decided that we both had been affiliated with larger cities and Manitowoc is a modest sized- about 60,000 back then. We decided that we wanted to move. It was time for a career change for both of us and we wanted to move. I had had the opportunity to do some teaching in an extension program through the University of Wisconsin, Green Bay, and Milwaukee. As a practitioner I would be a guest speaker in a class or in a couple cases taught classes in the evening and on weekends. I decided I enjoyed that. I had done training sessions for staff in the county and for other agencies and enjoyed that. I'd had some successes in writing grants; I liked writing grants. When I decided to look, it was sort of a random situation. I saw the advertisement at EMU to be involved in a title 20 grant via, in this case, a faculty member, and in this family and children's grant. It was of interest to me because of my background. I applied and got the job basically.

ABM: Do you recall what the grant was?

DL: It was a Title 20 grant, funded through the state but it was really federal pass-through dollars out of the Administration for Children and Youth in Washington D.C. It was to develop a curriculum to prepare practitioners to be employed at the Michigan Department of Social Services, to help with child welfare issues. Again, Michigan needed more practitioners as they were funding universities to come up with curricula or sets of courses or certificates. All those were possibilities that their staff could come to. Or that we would prepare people to become their staff. Consequently they were willing to fund evolving social work programs. At that point, social work at Eastern was just a concentration within the Sociology Department. It was not a separate degree program. In the late 60s. By the time 1974 came around it was one of the first in the nation to be accredited as a BSW- a bachelor's in social work program. We were one of the first. 1974 was the first year that the Council of Social Work Education accredited undergraduate programs. Eastern was one of the first. It was one only a small number that were



exclusively undergraduate; most of the early baccalaureate social work programs that were accredited were part of universities that had MSW programs also. We did not. We just had this social work concentration and sociology- it got accredited in the spring of 74. I came here in the fall of 74.

ABM: When you came in, you came in as part of that Title 20 grant?

DL: Yes.

ABM: So when you arrived at eastern, you were coming in as a faculty member- is that correct?

DL: I was hired as a full-time lecturer. Back then they didn't have some of the...now we have union contracts that spell out what can and cannot happen. Back then, you were either tenure track faculty or you were a lecturer. But you could negotiate similar benefits and salaries. One had the promise of working toward tenure. The other did not. I was offered the lecturer role and that was fine with me because I didn't really see this as my last stop. I actually was considering accepting a position in Cincinnati to head up a community mental health center. We viewed this as a year or two stopover. That didn't materialize because shortly after coming here I really enjoyed the work here and was successful in grant writing. They offered me a tenure track line two years later.

ABM: Who were some of the early faculty member that were teaching those courses in social work when you arrived in 74?

DL: Roy Watts, Fred Gimelisko (SP), Marguerite Smith. Hired with me were Joan Laird and...I can see her face, I'm blanking on her name...I'll have to get back to you with that answer. But it was a very small group of faculty within Sociology that were social work faculty. That's partially why three of us were hired at the same time. Because they had gotten this grant and the enrollment was much more than they could handle with just the three tenure-track folks they had. They were using some part time folks but with this grant they wanted more- it was a chance to build the program by hiring more full-time people. I thought of the other person- Jan Krafton. Remember what I said earlier about the brain and the computer? It's in there- it just take a while. At any rate, of the three of us who came in then, Jan Krafton was hired on a tenure track line. Joan Laird and I were hired as lecturers. Jan Krafton left a couple years later. Jan and also became tenure-track faculty a couple years later.

MJ: What kind of campus, or university, did you find when you first got here?

DL: At that point, in the spring of 1974, President Sponberg had just left that spring and so in the fall of 1974, there was an interim or acting president named Ralph Gilden- you undoubtedly have records on him in the archives because he was an icon in his own way. He was the acting president in the fall of 1974. There was some undercurrent of conversation among faculty about feeling as if their voices weren't being heard and their compensation wasn't appropriate and there was the beginning of discussion of unionizing. Actually, the discussion had been underway prior to that and it underway when I arrived. I don't remember the precise date but it was a time of transition and a quiet bit of turmoil. Not a huge amount but a little bit. Because there also was concern over who was going to be the new president. There was a search underway and I don't know- this may be an incorrect impression, but my impression was that there was

great surprise when President Brickley was appointed. He had been Lieutenant Governor, and the rumor among faculty was that those faculty members who were involved in the search process, that Brickley's appointment was somewhat of a surprise to them also. So there was a bit of concern about the new president. President Brickley came and did, I thought, a pretty good job all things considered. HE was with us probably only four or five years. He was quite helpful, I thought, in his tenure.

The unionization process took place with a formal vote and work stoppage in the fall of 75, if I remember that correctly. Eventually the union was recognized and it's first contract was signed. Within my first year there was the evolution from an acting president to a newly appointed president, to the formal unionization of the faculty. IN that sense, it was a time of change, a bit of unrest, a bit of turmoil, but, you know, the University- what was taking place in the classrooms and with students as a brand new person who is a lecturer and I was busy writing grants and doing my work, I was somewhat oblivious to all of this. I hadn't really absorbed the institutional culture at that point.

MJ: What was the cause of the surprise about Brickley?

DL: There's always a surprise when a new president is announced after a search. I don't know all of what took place but my impression was that being a person who is was in politics, who got appointed by the Board, that there were other candidates who had more traditional academic backgrounds that were not appointed. That was my general impression- that it was more about "what are your credentials and background" than previous work history. I don't think that was a negative about him as a person. He was a nontraditional appointee from the point of view of at least some people on campus.

MJ: We talked to Sally McCracken last semester and talked a lot about that faculty strike in 76, I think. But I didn't ask her if there was any student backlash to that. O you know if that is true? Were students unhappy that they weren't getting the education that they paid for?

DL: Well, there was a stoppage as I recall for maybe a week or so. I think any time there is a strike or some contention between employees on a campus or between the administration and employees, that it affects some students and some students are upset by it. I don't recall it being a big issue. As a matter of fact I recall some student out on the picket lines with the faculty, supporting faculty. I think that it's- being in Southeast Michigan where most of the students were from, they were not unfamiliar with strikes and work stoppages because many of their families worked for companies or the auto industry that involved unions and many of them were union members. I'm sure there were. I can remember one or two cases where student were concerned about whether it would disrupt their education process but most of them figured, "Well, that's what happens and it will get solved one way or another."

MJ: That's an interesting connection we haven't heard yet- the contextual connection.

DL: I think this state, more than any other state in the union was heavily unionized and the understanding of the importance of unions to represent the best interests of employees was very much embedded in the culture.

MJ: Can you take us through the process of creating the Social Work Program?

DL: I know that I am identified with creating the Social Work Program but that's not really accurate. Social Work had a program when I came but it wasn't administratively recognized. It hadn't really developed fully yet. What was here when I arrived was, there were a set of courses that had been approved by the Council on Social Work Education so that we were one of the first accredited baccalaureate programs in Social Work. The cognate areas were primarily sociology courses. Not a surprise because we're in the Sociology Department. Some psychology, and you know, the general education requirements. What transpired early on was, we were dealing with significant growth within the Sociology Department at that time, and there was Sociology, Criminology, Criminal Justice, Anthropology and Social Work. There were more Social Work students than all the other programs combined back in that era. I don't recall the precise number, but my recollection is that the Sociology Department, counting Social Work faculty. Might have had roughly twenty faculty members. And yet, there were only four tenure track and two lecturers on the Social Work faculty. We had roughly 300 students. A bit fewer than that maybe, but round figures, 300. Because Social Work is a practice profession, it's a separate profession, you're in an environment where there are more traditional academics. Sociology, Anthropology faculty. Even within Sociologists, the Criminal Justice and Criminology folks- they do research but they are more for preparing people for professional lives. There are even some tensions there between the traditional academics and they are folks who are more applied. So there was some of that in the Department, but eventually what occurred- the University created, I'm jumping ahead here, the University created in, I'd have to look up the precise date, but probably about 1976, what was called the College of Human Services was created. I could have that date wrong by a year or two. It might have been 77. At that time, the College of Human Services was created out of departments that already were existent at the University, but didn't have a home. Nursing, Occupational Therapy and Home Economics, were part of the original College of Human Services. Also Medical Technology. All part of the College of Human Services. We, as a faculty, were in our own professional arena, there was a movement to try to get more identity for the profession. The baccalaureate programs that were typically embedded in Sociology departments at national meetings, were talking about how to become their own operation, our own administrative unit so that we could have greater control over our curricula. The work our students do in the field and our faculty do in the field would be recognized in ways that it isn't necessarily in a traditional academic department. That isn't to say anything negative about the Sociology colleagues and what was going on in Sociology. It was more the growth of identity of the undergraduate Social Work discipline. So our faculty started to say "we should either become our own department in the College of Arts and Sciences, or we should split off from Sociology and find another home." Some of the Sociology Department were understanding of that. They knew what that might involve.

The first Dean of the College of Health and Human Services was a guy named Robert Boisenault. Within Sociology there was a chair or a coordinator of Social Work and I happened to be the chair or the coordinator of our Social Work Program. Dr. Boisenault approached Roy Watts and me one time about how he believed that Social Work belonged in the College of Human Services. The name "Health and Human Services" wasn't added till year slate. But at that time it was the College of Human Services. He approached us and there were some administrative tensions between the Dean of Human Services and the then Dean of Arts and Sciences, Donald Drummond, about "Why are you trying to rob one of my programs?" Those are my words. Dean

Drummond was a very polished, gentlemanly fellow so he would never have used those words. But the Vice President for Academic Affairs supported the decision that we become an autonomous program, meaning a self-standing program. We were not a department, we were a program that got moved to the College of Human Services in 1978. Dean Boisenault appointed me as the director of the program. I'm jumping ahead again- it wasn't till 1981 that we became an academic department. At that point, the faculty recommended to the Dean, it's going to take a minute for me to pull out his name. They had just gotten a new Dean and the faculty recommended to him that I be initial Department Head and he appointed me as Department head. So I jumped ahead very quickly. That's kind of how we became a department in 1981.

ABM: What was the addition of faculty between becoming a program in 78 and becoming a department in 81? Did you guys keep approximately the same number of faculty? Did you have more students coming in?

DL: I skipped over a lot, so let me go back to retrace. What happened in the earlier years when we were still in Sociology, in the mid-70s and then it carried on into the late-70s and 80s, is, faculty colleagues and I were quite successful in writing grants. We got Title 20 grants, we got a number of federal grants from the Administration for Children, Youth, and Families in D.C. It was my strategy and the faculty were fully supportive of it- we would try to build our program. We weren't going to get the money from the University. We had to prove ourselves before the University would regularize or fund with general funds, our development. So we were successful at getting these grants that allowed us to hire additional faculty on soft money so they weren't tenure track faculty they were full time lecturers, much like I started. Difference is that when they came on board, there were more prescriptions about what lecturers could and couldn't do. Because faculty union had very clearly stated what its role was and also what others could and couldn't do. The university had changed some of the benefit packages and things. We got grant money to support this development. It resulted also in additional growth in enrollment. We spent a lot of time- I did personally and a number of the faculty did, on building credibility in the practice community. We would offer courses on-site in agencies, we would regularly visit agencies where our students were placed for their internships. We got grants that funded faculty supervised field units where five or six students and a faculty member would go to the agency and spend two days a week in the agency. That built credibility in the practice community. We offered courses at community colleges and we'd teach them on site in agencies. I, for example, taught a course on the top floor of the state office building in downtown Detroit for people from the Department of Social Services and other agencies in the area who wanted to take course at night. Different faculty members did this. Part of our growth there was increasing support in the practice community for what we were doing. We were being recognized as preparing students who were ready to work. They were ready for entry level positions. So that was all happening in the 1970s and by 1978, the primary funding source for the faculty lines, the Title 20 grants, they ended. And the federal government was no longer going to fund Title 20 grants to employ faculty, to teach Social Work. By 1981, that had happened- we had grown, we had developed a strong reputation in the community. The Provost's office and the Dean all recognized that the program had matured. We were larger than any other department in the College of Human Services in terms of enrollment, yet we were a program. So, it took a big mouthful to swallow, but the University, in 1981, created

tenure track lines for these four or five faculty that were on soft money. Those of us who were already tenure track line, we only had maybe four or five of us then. We had five or six on soft money. Suddenly our faculty grew from about a half a dozen to a dozen.

ABM: Wow.

DL: Basically, you could argue that the University was somewhat obligated anyway because there was an understanding that with all this soft money, it was supposed to grow the program and the University was going to support the program. But it was a significant decision made by the Provost's office and the president's office for them to say "Yes we are going to do this." So the Dean and the Provosts Office provided us the resources to create the departmental stuff. First they created an administrative department to help regularize the lines we needed. It wasn't automatic that if you were a full time lecturer, you automatically go the job. You had to apply like anyone else. But it turned out that all but one person, who decided to leave, the others were all hired, not surprisingly. They had outstanding record sat that point because they'd been with us for a number of years. We also recruited some other faculty. The other way we grew the Department- this would no longer be considered appropriate. But back then there was an important and significant push by the University to diversify the faculty. Hire more women and more people of color. And it was before it was, you know, before some of the legal issues had evolved the way they have now. Back then, the Provost's Office had a fund that, if you could recruit a qualified person of color or in disciplines where they were not represented sufficiently, they would fund a line for you. One way we built our faculty back then is I and, with the help some of the faculty were very successful in identifying a number of colleagues who were highly qualified and were female and/or people of color. We added a number of individuals to the faculty with that program also. That's how we grew our faculty. When I started as the program Coordinator, I mentioned we had 4-5 tenure track faculty. When I left we had 17. I left in 96. Since then they have added because we also started an MSW Program and that blossomed. That's a long winded answer to your question, which is that we initially built the faculty with soft money and developed a proven track record, so the University supported what we did and funded it with regular money. That's all money with permanent operating budget.

The other thing that occurred- one thing that was pretty clear in the profession of Social Work and it's still somewhat true today: there is an ebb and flow in enrollment depending on what's happening in society and what's happening politically. There tends to be more migration toward social programs and interest in social work. It was an ebb and flow. Some of it is related to which party is in power in Washington D.C. It's a bit of a stereotype but to some degree, when the Democrats are in power, there is more emphasis on social programs than when Republicans are in power. That's an unfair generalization, but if you look at the ebb and flow of enrollment in schools of social work nationally, it tends to follow that. Enrollment goes up a little more when whomever is in power, regardless of party, when they're talking about social programs, the need to help poor and oppressed people, the need to help people with mental illness, you name it. Whatever the social problem is, when there is more conversation nationally regardless of party, student tend to be more into social work. We see that more in the undergraduate enrollment. I was aware of that, faculty became aware of that. We also at that time within the profession, there was a big status difference between schools that had graduate programs and those that didn't. Within the profession there was some of this going on and there's also a worry

that we had enrollment stability. With graduate programs you can dictate your reenrollment by how many people you admit. But undergraduate programs, back then, didn't have an admission process for undergraduate programs. We now do. You have to apply to enter the BSW Program. So you could control the undergraduate admissions better now than you could back then. It was still an ebb and flow in interest. Graduate programs are much more stable and predictable. WE also were very aware that in Michigan there are a number of graduate programs in social work. Back then it was Michigan State University and Michigan, Wayne State, western Michigan- they all had MSW programs and how many you need in the state of Michigan was one of the fundamental questions. So we really need another one? In being so close to Michigan and Wayne State, especially, do we need another one in southeast Michigan? So what we did is we spent several years looking at things. We looked at supply and demand studies, we did some politicking with colleagues at our sister institutions and we decided we would start. We also were a program where the faculty and the curriculum is committed to working with the press and preparing people for public sector-type jobs. Meaning state and county jobs and also agencies that served the poorest of folks in the community. We were not a curriculum that was committed to preparing for private practice. Some universities do- there is nothing wrong with that it's just their mission=. Ours is more grassroots, serving oppressed people, working with minority communities and so on and so forth.

So, with that commitment, we became very aware through our relationships with the state and with other county agencies that many people who already had jobs in human services couldn't afford giving up their jobs to go back to school to get a master's degree. Wayne State had some night programs, some night courses, but not full-blown programs back then. Michigan State and U of M didn't have evening programs. What we ended up doing was deciding "All right- our niche will be nontraditional programming which is consistent with Eastern anyway." Eastern has, even back when I first came here, had night programs and was focused on students who came from families that had never gone to college or they were retooling for other career opportunities. That has been true my entire career which is partially why I stayed here. I love the mission of this place. Even though I had many opportunities to go elsewhere, I always stayed here because I felt the mission of this place what I really believed in. So anyway, we ended up starting to study this in the late 80s and there were some starts and stops. There was some concern among the faculty about, gee, if we start a graduate program we'll lose our identity and our commitment to the undergrads and we were the largest undergrad program. We are highly recognized for our undergrad education and we didn't want to lose that. But even though that was a worry, we went ahead, did need and demand studies, and had focus groups talk to agencies. Actually, the Dean of the School of Social Work at Wayne State, on one of his sabbaticals we got him to come teach with us and consult with us. We ended up developing a master's program that was unique in the nation at that time. One of only two or three in the nation that was offered exclusively evenings and weekends, and was designed for working people. The early cohorts of students we brought in, one of the admission requirements was that you had to have a couple years' experience working in human services. In other words, a young undergraduate coming right out- we didn't admit back then. That has since changed, we now admit anyone who is qualified, etc. And who first the mission and the type of curricula that we offer, which is a generalist curricula here. Back then, we were very unique. We had some initial issues getting accredited because you had to prove to the accrediting body that students

could finish, that advanced standing students could finish in no more than two years. That you could also have full time students if they chose to be full time.

So our initial cohort of students who were admitted took a big chance on us because, A. we weren't accredited, and B. when we admitted them we purposely selected two or three who agree to be full time. The others had to stay on track so that we could show the accrediting body it could be done. We were successful in doing that. That was launched in the early 90s and has since grown dramatically. I left in 96 and there were several other department heads and eventually became a School of Social Work. Lynn Nybell and her leadership really helped solidify and enhance the growth of this School. Prior to that had been a number of changes so the growth and development was a little less consistent. There was less continuity. Circling back to the way we grew the undergrad program- another thing we did back then was instead of starting a master's program, we got a grant again from the state because they wanted us to prepare their practitioners. We got a grant to develop a child and family services concentration in our BSW Program. We also developed a health care concentration. What these were, were a couple of required courses and then some optional courses you could choose from but you ended up taking four courses and you got that certificate. Some state employees have come back just for their certificate and some of our students could get that additional coursework while they were doing their baccalaureate degree.

We got in a bit of trouble with accrediting body for doing that because we were kind of ahead of our times. At that point, baccalaureate degrees were supposed to be generalist and MSW were supposed to be specialist degrees. They thought, they cited us for developing specializations at the baccalaureate level. Well, we ended up getting that resolved with them and in hindsight it was those concentrations- the Family and Children concentration in particular were the building blocks for our master's program because when we developed the master's program, we developed three concentrations. One was aging, the other was mental illness and chemical dependency and the third was family and children. Within our baccalaureate family and children and families we had courses on chemical dependency and obviously we had courses having to do with families and children, including working with aging people, which then helped with the graduate concentration on aging. So at any rate, I've rambled on a bit.

MJ: That was a great answer. Thank you for that detail. Some of what you said reminded me of an article I read about your commitment to nontraditional students. People like Robert Wallach, and I read an article about him coming back to school. You answered my questions about EMU being committed to non-traditional students and I think that's something that is reflected in your work in Social work. I know that all schools are not like that.

DL: I'll tell you a story about Robert. Our department always willing to go to the agencies to teach and connect with the practice community. There was, back then in the 1970s and 80s, the Dean of Continuing Education and of the Associate Deans, Paul McCelvey and Art McAffrey- he was the Associate Dean. Quite an entrepreneur. They supported off-campus teaching and so a number of our faculty- I particularly enjoyed that. We also, as a University, had an initiative with the federal correction system so we taught course in Milan Penitentiary- not just our department, several departments. We'd teach course in a variety of locations. Without exception, they were all non-traditional students. There would be one or two that were

traditional college-age but basically they were working people. At Milan, they were involved with a different type of avocation, but in any case, there's been a history at the University and our department, embraced that. Not every department at the University did embrace it but several did and ours was one of them that was kind of back in it with all feet in the early years of the program and the department.

Robert Wallach- interesting fellow. He's written a book which I think the library has. I know when I gave up some of my books I made sure to donate a copy of it. But we ought to have it because of his connection here at Eastern. I'll share what's in his book so I'm not sharing anything that's private. He was initially a police officer in New York City. He got into some trouble there and ended up in prison. Bright guy, took a couple courses while in prison, talked to someone at University of Michigan about his interest in pursuing a career in social work, and the fellow at University of Michigan sent him to me. I was the head of the undergraduate program here. I had a meeting with him, we went through what he had taken previously, and got him admitted. He finished his junior year here very quickly and was admitted to University of Michigan MSW Program without ever finishing a bachelor's degree. He finished his junior year here, went on and got his MSW, worked in residential treatment for adolescents, subsequently started his own agency- Wolverine Human Services in Detroit, which served kids with some of the toughest criminal and/or mental health problems. That agency has been in existence now for decades. He's pretty much retired from it but his wife still runs that agency. Judy Wallach is a member of the EMU Foundation Trustees, so his wife is still very active as a volunteer at the University. Back to Robert. He came to me shortly after arriving at Eastern and said, "You know, I'd like to do a service learning course. Would you be my mentor?" I said "What do you have in mind?" He says, "I want to do a course on working with adolescents at Maxey Training School," which is no longer existent but was right along US 23 here. I said OK, we'll do an independent study and we will invite other students to join us in this course. The reason he came to me was he knew I had a background in juvenile corrections and I had also done an internship at St. Louis County Correctional Facility for Adult Males when I was in St. Louis. He had taken a course from me and we connected. At any rate, he's the only undergraduate student in my teaching career that I appointed as a teaching assistant. When he was a junior, he and I team taught a course up at Maxey, or, it was on campus. He went up to Maxey with the students, I would visit them periodically. But we would meet in a small seminar- 6-7 undergrads, and he and I would team teach. He would talk about it from his experience in life as a police officer, and being incarcerated and the world he was interested in pursuing. If you knew Robert, he's a very bright, outspoken, you never have to guess what he's thinking. He'll challenge you on all kinds of things which I love about students- when they push back and challenge you a bit. So he was my teaching assistant for that course. He's about the same age as I am I think. So we were pretty much peers in terms of age but with different life experiences to get there, which is kind of interesting.

MJ: Does he still challenge you now?

DL: Oh he'll still challenge what I think. But I'm just a retiree like he is so no. We talk about grandchildren and where we are traveling next. If you get him talking about politics or some social service issues or whatever, he'll get animated and get going.



- MJ: Maybe we could pull him in here for an interview.
- DL: He'd be very interesting. He's had some health issues. I think he is doing alright all things considered, but he and his wife are very supportive of Eastern. Year later, we awarded him an honorary baccalaureate degree. He technically is an alum but he skipped his senior year and got his master's degree.
- ABM: Fascinating. I think now might be a nice segue into talking about some of the other projects that have grown out of students that have come out of the BSW program or the MSW Program. One of those that I know Matt has done a fair amount of research on is SOS.
- MJ: Could you talk about how that came into being?
- DL: I was never directly part of starting SOS. That actually had started before I got here in 1974. I can describe what I know about it. Obviously, our department and faculty have been involved with SOS because it's been a placement site for our student interns and we have done some work- the faculty have done work with them over the years. Some have served on the board, and so on and so forth. What I remember of its early evolution...initially, this would be in the late 60s if my memory is accurate. Before I arrived here. Students at Eastern started what would be the original version of SOS to help students who were having trouble with drugs. It evolved into a counseling and crisis center for young people- for students, for adolescents etc. it wasn't till years later that it focused on homeless people, but in its initial years it was run by students, for students and adolescents primarily. You know, people who have far more explicit information, relationships here are interesting. Margie Kieffer, who is an Emeritus professor in Social Work- she also served as Department Head for a year or two, her husband Chuck Kieffer, was one of the early directors of SOS. Margie and Chuck could give you much more information about the early years of SOS. My involvement was more with arranging for students to be placed there. We did write a couple of grants- I helped with some grants, but they were run through SOS.
- MJ: When it started, was it housed on campus or did it start in the octagon?
- DL: No. it didn't start in the Octagon House. I don't know the answer but my general memory of what I was told second or third hand, which isn't always accurate, is that it did start on campus but I don't know that. That's speculation. I don't have precise info on that.
- MJ: Another program that I am not sure if it is directly connected to the Social Work Program is the Institute for the Study of Children and Families.
- DL: Yes. I was directly involved with that. This would have been in the late 70s. The then-Provost of the University was a guy named Tony Evans. Tony was interested in encouraging inter-disciplinary research and community service and so on and so forth. Several colleagues of ours, Pat Ryan and Bruce Warren from Sociology, were successful in getting grants to do foster parent training. I participated in that also as a colleague there in the 70s. We actually wrote training manuals because of my expertise, I wrote a training manual on fostering teenagers. Pat and Bruce and I were obviously working together on things, when I came to the Sociology Department after Social Work program, my interest in aging supervised adult services area for the county. I looked at the curriculum and there was nothing on aging. So I developed a course called "Working with Aging People." As that was approved through the input system and we

started teaching courses, I got to know a couple of other faculty members in other disciplines. Bruce and Pat were very interested in other disciplines being involved, and we ended up connecting with a fellow in Special Education named Angelo Angelosi- you may have an interview with him. He's still alive and he was one of the early experts in Special Ed. here at the University.

ABM: He's the one doing the speech pathology with kids in that photograph we have in the archives.

MJ: Oh yeah!

DL: Yeah. Pat and Bruce and I were in my little sidetrack about aging- I'll get back to that later and is how another interdisciplinary thing started. Pat and Bruce and I were working on foster care stuff and they were very interested, it was tough to do this- you need applied work within the Sociology Department because you only had one department secretary and each faculty member was off doing their thing and everybody has full teaching loads. To run these grants and to do this type of thing was difficult, so we approached Tony Evans about possibly setting up a separate administrative unit that would house inter-disciplinary work. We recruited Angelo Angelosi from Special Ed because he brought expertise to the whole family and children emphasis. I think that it would have been 1979 when, again, we'd have to double check this date, but when Tony approved the creation of this institute, the Institute of the Study of Children and Families, it now says 'Children, Families, and Communities,' the one that exists today. We added Communities later. Originally it was just the Institute of the Study of Children and Families. Pat Ryan served as the Director and Bruce Warren and Angelo Angelosi served as Associate Directors. We launched this institute. We got our own offices over in the basement level of King Hall. Back then, Social Work was on the fourth floor of King but we carved out a space downstairs which became the home of the Institute. Later on, when the extended programs area was created, which I ended up being involved with, we moved the Institute to Extended Programs. It's now over in Boone Hall and its part of that whole operation over there. In the early years we were in King, we operated out of the 7<sup>th</sup> floor of Pray-Harold until we got our own office space in King Hall. Other faculty got involved from different disciplines, some from Social Work, from Sociology, from Psychology, different disciplines, Special Ed. Succeeded in writing grant after grant after grant and also doing training throughout the state in different parts of the nation- foster care training as an example. I personally was hired by the Province of Nova Scotia to train some of their staff on fostering teenagers. The Institute had faculty member doing different work in the community with practice community. And they did research as well developing training programs. Over time, Bruce's interest...when I became Department Head, I stepped aside as Associate Director of the Institute. I helped them and I would support everything they did. One of our colleagues, Emily Jean McFadden, moved over from Social Work and she became very involved there. When I stepped away. As Department Head I was needing to focus on the Department of Social Work and the evolution there. Back then we also housed the newly-developed Gerontology minor, so we had a lot of things going on there. With time, the institute's interest also expanded into community training, grassroots community work. Doing some work through HUD with grants that we got. Bruce was the primary leader there of the community outreach things. Subsequently, when Pat returned and Bruce retired, David Clifford took that over. There has been a succession of leadership since.

But it was the first interdisciplinary, self-standing institute at Eastern. It was part of Tony Evans' vision that we should create more of those.

MJ: He and I have been playing some phone tag. But we have an interview with him tentatively scheduled- phone interview.

DL: Really a sharp guy.

MJ: I've heard that I need some prep beforehand.

DL: Definitely. He's long since retired but he left here to become President at in California at one of the institutions there and was very successful. I visited him once or twice there, and Dennis Began has a good relationship with him also. Tony is a great guy- very bright, very capable. I don't think he has the same brain-evolving-to-computer that mine has. He has a memory like a sieve, he's got it all in there.

MJ: Can you also tell me how to prepare for interviewing Larry Smith?

DL: Same thing- you better do your homework ahead of time. Larry's a good guy.

MJ: That might be a good place to stop for today. Do you think so Alexis?

DL: Let me tell you one other thing. It was part of Social Work but also Gerontology. Back about the same time that we were working with the initial seeds of the Institute for the Study of Children and Families, we were aware of the emphasis of doing more interdisciplinary things and there even was debate on campus about creating a College for interdisciplinary work. Instead, they went to the institute, or centers model. Several of us from different disciplines, Gordon Maas (SP) from Sociology, Walter Moss from History, Frank Cantor from Psychology, Bill Fennel from Biology, and I, we would get together because we were all teaching course that had something to do with aging so we would get together for coffee or a donut. Back then there was a staff and faculty dining room in McKenny Hall. Or we'd go to one of our offices and talk about what we were doing in our classes, and "gee, we really ought to start a Gerontology minor." We recruited Janet Boyd, who was the Department Head in Nursing back then. We had no budget, we weren't going to get any budget, but we said, alright- we have existent courses. We didn't have a course in Biology so Bill Fennel agreed he would develop it. He was the Head of Biology back then. He said "it won't cost me anything to teach. I'll create the course. So he create the Biology of Aging course. Bill Cantor taught the Psychology of Aging, Walter Moss had a history course focusing on Aging over Time, Gordon Maas taught a Social Gerontology course. I taught a working with aging people course and Janet Boyd taught a health and aging course. We put them all into the input system and created the first interdisciplinary minor, which back then was- nobody knew what it was and no one cared because it didn't step on anyone's turf. So, we got it on the books and we had the students who enrolled were either folks who were just interested in aging but they were primarily nursing, OT, Social Work, some Sociology, some Psychology. So those were our typical students. We got some people from the College of Business and Marketing because they were interested in marketing to the older populations, which all made sense. It was fun teaching those courses because you had students from a variety of disciplines. The students would learn a lot from each other because their each socialized to look at things through the lenses of their own discipline. But you are interacting with people with different lenses so it was fun to hear

the synergy that would take place among the students when they were talking about various issues. As faculty, we'd get together periodically and share stories because it was energizing to recognize that though we were trying to socialize them to our particular disciplines perspective on things. We all enjoyed the fact that the students would come with slightly different viewpoints and preparation to the courses. But that was another thing that occurred in that era of the 1970s, and the philosophy of doing more interdisciplinary work was sparked by then-Provost and others. If you think about higher ed, this is just my editorializing for a moment. If you are going to organize a university today from scratch, you'd never organize it how we are organized. You would never do it by discipline. You should do it around issues or problems because in the real world, people from various disciplines get together to work on things in the work world. When I say "never organize it this way," in some cases you might. But in most cases you would organize around issues and problems and areas of expertise and you'd have faculty members who had that area of expertise from all these disciplines working on it. And so that's why interdisciplinary work to this day is absolutely important, and unfortunately, most universities are organized by discipline and when it crosses disciplines, it isn't that important. That's my editorial for the day.

ABM: That's a perfect place to stop for today.

MJ: Yes it is.

ABM: Thank you so much.

MJ: I'm going turn it off.