

Program

CEW Welcome

Carol Hollenshead, *Director, Center for the Education of Women, University of Michigan*

Remarks

Mary Sue Coleman, *President, University of Michigan*

Presentation of the Collegiate Sorosis Foundation Scholarship

Presentation of the Elizabeth O. Yhouse Scholarship

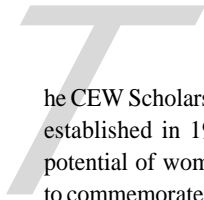
Presentation of the Mary Malcomson Raphael Fellowships

Carol Hollenshead, *Director, CEW*

Presentation of CEW Scholarship Citations and Awards

Maria Rosa McCabe, *1982 CEW Scholarship Recipient*

Valerie Castle, MD, *Associate Provost for Academic and Faculty Affairs*



he CEW Scholarship Program for returning women students was established in 1970 to honor the academic performance and potential of women whose education has been interrupted and to commemorate the one hundredth anniversary of the admission of women to the University of Michigan. Scholarships are awarded on the basis of goals and commitment, academic record and promise and strength of motivation. CEW has awarded over 1000 scholarships since 1970. The 2003-2004 CEW scholars and fellows represent all three University of Michigan campuses, a wide variety of disciplines, and an age range from 26 to 54. The interruptions in their education totaled 4 to 22 years. The CEW Scholarship Awards are invaluable, since they often mean the difference between completing a degree or not doing so for many women students at the University of Michigan.

These scholarships are made possible by the Margaret Dow Towsley endowment, the Mary Malcomson Raphael endowment, the Molly H. Dobson endowment, the Irma M. Wyman endowment, the Gail Allen endowment, the Collegiate Sorosis Foundation endowment and generous donations from Sarah Winans Newman, Professor Joseph T.A. Lee, the Dreyfuss family, the Aline Underhill Orten Foundation, the American Association of University Women of Ann Arbor, the Lucile B. Conger Alumnae Club, the Faculty Women's Club of the University of Michigan, the families and friends of Elizabeth O. Yhouse and Jane Gibson Likert, as well as gifts from friends of the Center, corporations, and foundations. The gifts that fund these scholarships literally change lives. The donors who make them provide not only valuable financial support but immeasurable hope and encouragement to women who will change our world.

Scholarships

GAIL ALLEN SCHOLARSHIP

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIPS

COLLEGIATE SOROSIS FOUNDATION SCHOLARSHIP

LUCILE B. CONGER ALUMNAE SCHOLARSHIPS

MOLLY H. DOBSON SCHOLARSHIPS

CECILIA ANNE STIBORIK DREYFUSS SCHOLARSHIP

UNIVERSITY OF MICHIGAN FACULTY WOMEN'S CLUB SCHOLARSHIP

ELSIE CHOY LEE SCHOLARSHIP

JANE GIBSON LIKERT SCHOLARSHIP

DOROTHY GIES MCGUIGAN SCHOLARSHIP

SARAH WINANS NEWMAN SCHOLARSHIPS

ALINE UNDERHILL ORTEN FOUNDATION SCHOLARSHIPS

MARY MALCOMSON RAPHAEL FELLOWSHIPS

MARGARET DOW TOWSLEY SCHOLARSHIPS

IRMA M. WYMAN SCHOLARSHIP

ELIZABETH O. YHOUSE SCHOLARSHIP

2003-2004

THE CEW SCHOLARSHIP AWARDS

Collegiate Sorosis Foundation Scholarship *Recipient:* Renee Mielke

Collegiate Sorosis was established as a local Sorority in 1886, its purpose being to promote friendship and encouragement among women of literary, artistic and scientific pursuits. The only chapter of the sorority was to be at the University of Michigan, and it remained a local sorority until it was closed in 1991. Distinguished women among the founding group include Sarah Caswell Angell, Dora Vaughn, Margaret Knowlton Bursley, Bessie Pattingill, Merib Paterson and later Alice Chipman Dewey, Alice Lloyd and many other distinguished alumnae. The Sorosis Corporation is composed of alumnae of Collegiate Sorosis. The group established a Foundation to support sorority members in need of financial assistance in order to remain at Michigan. With the closing of Collegiate Sorosis, the alumnae Group voted to make Foundation funds available for women's scholarships through the Center for the Education of Women, thereby continuing its encouragement of women scholars. This scholarship is designated for women in need of financial assistance to complete their degrees at Michigan.

Elizabeth O. Yhouse Scholarship *Recipient:* Donna Walter

Elizabeth, known to her friends as Liz, was an active part of the Ann Arbor community and an enthusiast of all that the Center for the Education of Women stands for. She is being honored by a scholarship established in her memory by her husband and many of her friends. Liz was the consummate and model community volunteer for many organizations and a founder of the Celebration of Women. Many organizations, including the University Musical Society and the University's Museum of Art, were the beneficiaries of her keen organizational skills and resolute convictions, her thoroughness and devoted support, her welcome kindnesses and dedicated responsiveness to needs large and small.

Mary Malcomson Raphael Fellowships *Recipients:* Karen Johnson, Joan Sitomer

The Mary Malcomson Raphael Fellowships were established in 1985 for women graduate students in a humanities or social science field in the College of Literature, Science and the Arts. It is intended as an award of high distinction and is presented to women held in the highest esteem by their faculty. Fellowship recipients are selected on the basis of their academic excellence and their potential to make a contribution of exceptional usefulness to society. These Fellowships are provided through an endowment established by the late Margaret Earhart Smith in recognition of her friend Mary Malcomson Raphael, a singularly resourceful and creative woman, who "had a gift for evoking power in people above and beyond their ordinary capacity."

Gail Allen Scholarship *Recipient:* Christina Guzman

In memory of their daughter, the Gail Allen Scholarship was established in 1997 by Mr. and Mrs. Harold Allen with support from their family and friends. Gail Allen was the 1995 CEW Dorothy Gies McGuigan Scholar whose goal was to become a high school teacher who would “engage high school students to think critically about our society, and to help young women find their voice.” Gail Allen’s excitement for studying History and Women’s Studies at the University of Michigan was interrupted by illness, but she persisted and earned her Master’s Degree and teaching certification. She was pursuing further studies in history at the time of her death. The Gail Allen Scholarship is awarded annually to recognize women who are returning to complete an undergraduate or graduate degree at the University of Michigan. To honor Gail’s interests, women enrolled in History, Women’s Studies, or related fields are given preference when this scholarship is awarded.

American Association of University Women Scholarships *Recipients:* Mary Dyer, Jennifer Pence

Created in 1990 by the Ann Arbor Branch of the American Association of University Women, the AAUW Scholarships support women returning to school to complete their degrees at the undergraduate or graduate level. AAUW is a membership organization that promotes equity for all women and girls, lifelong education, and positive societal change. The AAUW scholarships are dedicated to creating better access to education for women.

Lucile B. Conger Alumnae Scholarships *Recipients:* Tanya Cleveland, Rachel Peterson, Janet Ray

Established in 1990, the Lucile B. Conger Alumnae Club provides three CEW scholarships for women students. The Lucile B. Conger group is a University of Michigan alumnae organization founded in 1947. The Conger organization has approximately 300 current members. The group is actively involved in raising funds to provide scholarships for women to attend the University of Michigan.

Molly H. Dobson Scholarships *Recipients:* Linda Campbell, Kelly Williams

Created in 1992, the Molly H. Dobson Scholarships support women returning to school to complete undergraduate degrees. These scholarships are designed to recognize women who have expressed creativity, persistence, and dedication while striving to complete their education. These scholarships were created through the generosity of Molly Dobson, a dedicated member of the CEW Leadership Council and an active volunteer in the University and larger Ann Arbor communities. Molly Dobson created these scholarships because she believes in the value of education. These scholarships are designed to be flexible because she knows that there are many deserving women with different educational needs and goals, and she wishes to create better opportunities and access for women who need financial support.

Cecilia Anne Stiborik Dreyfuss Scholarship *Recipient:* Kerry Lowell

In 2002, family and friends of Cecilia Anne Stiborik Dreyfuss established this scholarship in her memory. Cecilia was a remarkable journalist and scholar, and a champion for women's rights. This scholarship provides support for women studying literature, language and related fields from a women's perspective, interests that Cecilia pursued throughout her life. An accomplished linguist, Cecilia received her doctorate in Comparative Literature at the University of Michigan, won two Hopwood Awards, and was one of the first CEW scholarship recipients in 1970.

University of Michigan Faculty Women's Club Scholarship *Recipient:* Lindsay Custer

Founded in 1921 to promote acquaintance and fellowship among its members, the Faculty Women's Club (FWC) of the University of Michigan is comprised of women faculty members, and spouses or partners of faculty members and their guests. FWC also is committed to furthering the interests of the University. Therefore, its recently created Faculty Women's Club Endowment made these Center for the Education of Women scholarships its first meaningful gifts benefiting women and the University.

Elsie Choy Lee Scholarship *Recipient:* Rhiannon McBride

The Elsie Choy Lee Scholarship is given to assist undergraduate and graduate women in facilitating their own work in art, writing or music. It is also to be given to those students researching women of creativity who have struggled to find their own voices within these fields. Elsie found that the cultivation of creativity was a vital part of her search for life's purpose and meaning. In "Art in My Life," a talk given in 1991, she said: "Literature, art and poetry have been my friends all my life; they are my media of expression in good times and bad. Looking back, I can say that these arts not only enriched my life, they have helped me regain part of my health." She advocated making known the unheard voices of women in the arts in world cultures throughout time. Her eight-year research on the 18th century Chinese woman poet, He Shuangqing, resulted in *Leaves of Prayer: The Life and Poetry of a Farmwife in Eighteenth-century China* (The Chinese University Press of Hongkong, second ed., 2000). The Elsie Choy Lee Scholarship was established in 2001 by her husband, Joseph T. A. Lee, with the support of family and friends.

Jane Gibson Likert Scholarship *Recipient:* Camille Ward

In 1999, this scholarship was established in memory of Jane Gibson Likert who died in 1997 at the age of 95. Jane Likert was on staff at the Center from 1965 to 1969 as a counselor, writer, and editor. "She was always recognized as one of the [Center's] founders" according to former director Jean Campbell. Likert graduated from the University of Michigan in 1925 with a B.A. and a teaching certificate in Education, but her interests and contributions to society were extremely diverse. She was a leader in the League of Women Voters – both

locally and nationally – and served on the board of Rensis Likert Associates, a survey and consulting group. She co-authored *New Ways of Managing Conflict* (McGraw-Hill, 1976) with Rensis Likert. CEW established this scholarship in Jane Likert's memory to recognize her lifetime of achievements, her commitment to the Center for the Education of Women, and her dedication to supporting women's issues.

Dorothy Gies McGuigan Scholarship *Recipient:* Teresa Pool

This scholarship was created in 1983 in memory of Dorothy Gies McGuigan. Dorothy was on staff at CEW from 1970 to the 1980s during which time she worked to help women reach achievements beyond their expectations. She was the author of *A Dangerous Experiment: 100 Years of Women at the University of Michigan* (UM, 1970), *The Hapsburgs* (Doubleday, 1966) and *Metternich and the Duchess* (Doubleday, 1975). In 1975, she received a citation for Distinguished Service to the University: “She is held in widespread esteem as a research historian and author and is widely acclaimed on campus as a true leader of women.” This scholarship is designed to recognize women pursuing their degrees in Women's Studies and related fields.

Sarah Winans Newman Scholarships *Recipients:* Ann Balarezo, Amy Mecozzi

The Sarah Winans Newman Scholarships, created in 2001, provide financial support to graduate, undergraduate and professional women pursuing degrees in the biological and biomedical sciences and related fields who demonstrate financial need and show promise of academic merit. From 1970 to 1996, Sarah Winans Newman, who is now Professor Emerita, pursued an exciting and productive academic career in the Department of Anatomy and Cell Biology at the University of Michigan Medical School. During her tenure at the University, she also participated in the work of the Center for the Education of Women. Recognizing the contributions of the Center to the University community, she is pleased to continue her commitment to the education of women with the Sarah Winans Newman Scholarships.

Aline Underhill Orten Foundation Scholarships *Recipients:* Tricia Eminger, Emily Shanahan, Jennifer Tinsley

Established in 2001, the Aline Underhill Orten Foundation Scholarships extend support to women pursuing careers in the fields of Chemistry, Biology, Natural Resources, Epidemiology, and related fields. Orten's intelligence and versatility always led her to new ways of learning and teaching. An early student of engineering, she started her career in chemistry by attending classes with medical students and began a lifelong pattern of excelling by crossing disciplinary lines. Like Dr. William Beaumont on Mackinaw Island in the previous century, Dr. Orten had an opportunity to study the working intestines of an open wound of a cooperative patient who participated in her study for many years. She later began work on construction of an analyzer of body fluids, the first in the Midwest. Always innovative in her own work, Orten understood that rapidly changing environments in the sciences demand higher levels of education, resourcefulness, and flexibility. These scholarships are dedicated to that purpose.

Margaret Dow Towsley Scholarships *Recipients:* Marlene Assenmacher, Tamar Barzel, Shirley Bouza, Chien-Chi Chiang, Emily Collings, Karen Downing, Tasheika Hinson Coleman, Sharon Jacobs, Jennifer McCormick, Doreen O'Donovan, Connie Orr, Junko Sagawa, Vanessa Stamp, Jurgita Tamutyte, Jana Vanderhaar, Nicole Vaughn, Lynne Walter, Jo Anne Wright

Because of the life and work of Margaret Dow Towsley, countless doors for women and children have been opened and the life of this community immeasurably improved. After completing a Bachelor's degree at the University of Michigan and a Master's degree at Columbia University Teachers College, Margaret Towsley taught preschool at the University School in Ann Arbor, married pediatrician Dr. Harry Towsley, and started a family. A neighborhood summer play group in her home became the Children's Play School, which thrived for more than 53 years. Margaret Towsley was one of the first in Ann Arbor to acknowledge the special needs of children and working mothers, and her leadership helped inspire and shape the Perry Nursery School. An early believer in equal access for women, Margaret Towsley was a major force in creating a gender-integrated Ann Arbor YMCA. When women and their organizations needed a home of their own, she helped to found the Women's City Club. An active political leader, she became the first woman elected to the Ann Arbor City Council.

Those who knew Margaret Towsley knew her as a woman devoted to her family and as a mother who fostered in her five daughters an independence of spirit and a confidence to reach for their own stars. Margaret Towsley's quiet and sustained support nourished the CEW Scholarship Program since its founding. Returning women students have benefited in untold ways from her faith in the Center and her belief in educational opportunities for women. Indeed, Margaret Towsley always acted upon the premise that, given support and nurturing, all people can achieve their dreams.

Irma M. Wyman Scholarship *Recipient:* Samantha Hand

The Irma M. Wyman Scholarship provides support for women students of Engineering, Computer Science, and related fields on either the graduate or undergraduate level. Criteria for selection include field of study, merit, promise of future contributions, and life circumstances. Ms. Wyman has generously contributed funds to make this scholarship possible. Ms. Wyman is herself a 1949 graduate of the College of Engineering at the University of Michigan, one of two women in her class. She became involved with the computer industry in its early stages and rose to become the first female vice president at Honeywell, Inc., then a Fortune 500 company. Having benefited during her education from both the financial and psychological support of a Regents Scholarship, she hopes to provide a similar boost to others. Now retired from the corporate world, she lives in St. Paul, Minnesota, where she is Archdeacon of the Episcopal Diocese.

Marlene Assenmacher Margaret Dow Towsley Scholar



Marlene Assenmacher dreams of completing her education in Computer Information Systems and someday owning her own computer company. Until quite recently, however, hers had been a dream deferred. After completing high school, college seemed impossible. Marlene tried to combine coursework at her local community college with working two jobs but soon became discouraged and stopped.

Several years later, she thought she had the opportunity to pursue her dream of a college education, but this time family responsibilities intervened. She tried once again a few years after that, only to learn that she was pregnant with her second child and needed to focus on her childcare responsibilities. But when Marlene began working for the Dearborn Public Schools as a paraprofessional, she discovered the support she needed.

A tuition reimbursement plan assisted her financially, and family members were able to support her as she balanced childcare, work and school.

At Henry Ford Community College, she was able to immerse herself in her chosen field of computer information systems – and, according to her instructors, she was not simply a good student but a highly motivated one who consistently demonstrated her competency in both technical areas and the “people skills” required for team assignments. Based on her work thus far, they expect her to succeed as a student and as an engineering professional.

Marlene is now enrolled at the University of Michigan – Dearborn where she is earning her Bachelor’s degree. In her first semester she earned all As.

The Center for the Education of Women salutes Marlene Assenmacher and is proud to name her a 2003-2004 Margaret Dow Towsley Scholar.

Ann Balarezo Sarah Winans Newman Scholar

Ann Balarezo is moving into a new phase of life and a new phase in her career. She decided on a career in health care during childhood and has pursued that career through the stages of working as a nurse's aide, receiving her RN, working as a hospital nurse and now preparing to become a nurse practitioner. Although she spent more than a decade out of the workforce raising her children, she returned to college in 2000. In fact, Ann will complete graduate school at about the same time that her youngest child enters college.

Those who have worked with Ann praise her concern for her patients, her willingness to help others – staff or patients – and her caring presence. Ann not only assists others through her work, she also volunteers her professional expertise. She has worked at Hope Medical Clinic in Ypsilanti (a clinic that serves those lacking health insurance) and with Hospice of Michigan.

As a student, Ann has also demonstrated her theoretical skills. She is one of the first students in the University of Michigan's new concentration on the frail and the elderly, and has worked with faculty on curriculum change. In addition, she is the co-author, with one of her professors, of a paper that has been submitted for publication and is currently used as part of the introductory theory course at the School of Nursing.

Balancing her family responsibilities with her Master's Program has proved challenging, as Ann will admit. Her volunteer activities make that balancing act just a little more complicated. But she anticipates a new opportunity to contribute to her field, this time in an outpatient setting specializing in the care of frail elders.

The Center for the Education of Women supports Ann Balarezo as she moves into this new stage of life, and is happy to name her a 2003-2004 Sarah Winans Newman Scholar.



Tamar Barzel Margaret Dow Towsley Scholar



What is jazz? Is there a place in the discourse of jazz for women? What do we make of Jewish jazz musicians who incorporate their cultural and musical traditions into this musical category?

Tamar Barzel's work on the "Jewish Alternative Movement" of jazz musicians who identify themselves as producing "Jewish" music asks all of these questions and more. The faculty who work with her describe her work as "ground-breaking" and focused on a topic where "no one has done serious research . . . or tried to theorize on its relationship to other kinds of ethnic revivals in the musical world today." In her doctoral work in the School of Music, Tamar takes ethnomusicology and pairs it with scholarly approaches from other humanistic fields such as American Studies.

Perhaps most surprising to some is that Tamar is not herself a jazz musician, but a classically trained pianist who spent several years teaching music at the elementary school level. Through her work, she began to explore teaching world music to children and realized that ethnomusicology combined her interest in music scholarship with her interest in cultural outreach. Coming to the University, Tamar had clear ideas of what was important to teaching and had already been a successful instructor – so much so that her department invited her to develop and teach her own course. The result was "Issues in the Study of the Blues in American Culture" which included not only the music itself, but literature and social commentary that provided a context for the music.

It is clear that Tamar will expand the discourse about jazz, possibly in the theoretical constructs of ethnomusicology. The Center for the Education of Women is pleased to support her work by naming her a 2003-2004 Margaret Dow Towsley Scholar.

Shirley Bouza Margaret Dow Towsley Scholar

Shirley Bouza has been helping people for a long time – now she wants to make that her profession. With a Bachelor's degree in Social Work completed, she is in the midst of a graduate program in Social Work that will enable her to effectively help elderly individuals.

Shirley's work with others has varied from being a teacher's aide to volunteering at a women's shelter. She first entered a Registered Nursing program, but when she took a course on "Interviewing and the Helping Hand" she understood what she really wanted to do. Shirley realized that pursuing social work would provide her with the best training for the kind of work she sought. While she enjoyed working with the elderly during an internship, it was while supporting her mother through a terminal illness that Shirley formed her resolve to serve the needs of the elderly and to increase society's awareness of the importance of working with the elderly in a caring and compassionate manner.

Her educational journey has not been easy, but it has been empowering. Through internships she has been able to provide specific services. These have ranged from analyzing an underserved population for a social service agency to working with a local police department to create the criterion for a Personal Protection Order used in situations involving domestic violence. Along the way, Shirley also learned about herself, through elective courses such as photography that allowed her to explore her creativity.

Shirley's perseverance in her education bodes well for her commitment to the elderly she plans to serve. Clearly her professors expect her to become a dedicated and powerful voice for her clients.

Recognizing her continued pursuit of her educational goals and commitment to her future profession, the Center for the Education of Women names Shirley Bouza a 2003-2004 Margaret Dow Towsley Scholar.



Linda Campbell Molly H. Dobson Scholar



Linda Campbell's goal is to be a teacher within the criminal justice system. Linda, who has herself overcome adversity and persevered in her pursuit of education, will certainly be a model as well as a teacher.

As a high school student, Linda was told that she shouldn't have high ambitions, so she entered the service industry. It wasn't long, however, before she decided that her high school advisors had been wrong, and she began her studies at the local community college. As a divorced mother of one child, she juggled parenting with work. As a young mother of two children, she tried to squeeze in classes when she was able. However, when a niece was added to her family, she decided that her education needed to be put on hold while she focused on family responsibilities.

Several years later, the time seemed right for Linda to start taking classes again. However, she was then faced with her greatest challenge. Her husband spent over a year in an intensive care unit before he died of cancer, leaving her a widow with three children to support.

In 2001, Linda decided to attempt school again, promising herself that if she could care for her family while taking classes, she would transfer to the University of Michigan – Flint to obtain her Bachelor's degree in Secondary Education. Linda did succeed at Mott Community College and she has started her coursework at UM-Flint. She still supports her family, and she also supports other students through her work at Flint's Student Development Center.

The Center for the Education of Women applauds Linda Campbell and her continued progress towards her goal. The Center is, therefore, delighted to name her a 2003-2004 Molly H. Dobson Scholar.

Chien-Chi Chiang Margaret Dow Towsley Scholar

Chien-Chi Chiang grew up admiring the natural landscape of her native city of Yilan, Taiwan. As a landscape architecture student, she learned to view the landscape with new eyes, however. Instead of seeing merely beautiful settings, Chien-Chi became aware of the critical issues surrounding the landscape: sustainable development, land and water use, and the interplay between urban and rural areas.

Chien-Chi continued to pursue scholarly work in sustainable development, completing a Bachelor's degree in Landscape Architecture and then a Master's degree in Landscape Architecture. A diligent student, Chien-Chi uses her leisure time to continue building her knowledge of related disciplines and theories.

At the University of Michigan, Chien-Chi's focus is on the environmental impact caused by urban sprawl into rural areas, which she considers an especially important issue in Taiwan. In order to maintain the environmental health of rural areas, Chien-Chi believes environmentalists may need to borrow from related disciplines such as historic preservation, rural land use planning and even geographic information systems. It is also important, she feels, to consider environmental behavior, or the interaction between humans and their environments, in effecting sustainable development.

While she has experience as a practitioner, it is the research and scholarship that most appeal to Chien-Chi, and she is looking forward to returning to Taiwan as a faculty member or researcher after receiving her Ph.D. in Landscape Architecture. The Center for the Education of Women anticipates that Chien-Chi Chiang will make a significant impact in promoting sustainable development of Taiwan's environment and is proud to name her a 2003-2004 Margaret Dow Towsley Scholar.



Tanya Cleveland Lucile B. Conger Alumnae Scholar



Tanya Cleveland exemplifies the changes she wishes to make in the educational system in our country. She earned her science degree despite the fact that her urban high school left her unprepared for course work. After completing her degree in Chemical Engineering, and working as an engineer, Tanya is now pursuing a Doctorate in Education.

Females and minority students remain underrepresented in science classrooms and in the science professions. Yet Tanya remembers several events that helped her in recognizing her interest and ability in science as well as in determining that such a career was possible. Teachers worked to get her in challenging classroom situations. Mentors showed her that African-American female engineers do exist. And an academic support program in college helped her to persevere despite a realization that her high school education had left her ill-prepared for college work. Now Tanya wants to take her experience and combine it with research related to women in science and engineering.

As a student in the Ph.D. program in Learning Technologies at the University of Michigan's School of Education, Tanya participates in a research study that focuses on potential improvements in science curriculum and classroom teaching. In the future, she plans to work with urban school systems on the methodologies and technologies used in teaching science in order to close the performance gaps that currently exist between African-American and white, and between male and female, students.

Tanya brings to her work the combination of her own experience, her several years of work in the engineering and automotive industries, and her academic background. Expecting that she will be a force that helps women and minority students achieve in fields where they are currently underrepresented, the Center for the Education of Women happily names Tanya Cleveland a 2003-2004 Lucile B. Conger Alumnae Scholar.

Emily Collings Margaret Dow Towsley Scholar

According to one of Emily Collings' colleagues, "She is determined to – and, I have no doubt, will – use her career to make an important difference in the world." Emily is currently enrolled in the University of Michigan's Corporate Environmental Management Program, a joint M.S./M.B.A. program in the Business School and the School of Natural Resources and Environment. Over the long term, she hopes to work in developing areas of the world, helping to improve social and environmental sustainability.

Emily is already well-grounded for her anticipated career. After completing her Bachelor's degree in Environmental Science and Policy she served for two years as an International Programs Fellow at the U.S. Agency for International Development (USAID). This prestigious program funds only two Fellows each two-year term. Here Emily worked on a wide range of policy, legislative and external relations issues. In her tenure at USAID she was given additional and increasing responsibilities.

When she completed her Fellowship, Emily joined a consulting firm specializing in web development. At the consulting firm, Emily developed and managed relationships with clients who focused on family planning. Working for a well-known foundation, she directed a large national campaign regarding the impact of family planning on growth, population, well-being of mothers and children, and the global environment. In doing so, Emily was able to put to work her strong commitment to improving the lives of individuals in developing nations.

Colleagues and supervisors praise Emily's combination of outstanding ability, professionalism, and commitment to important issues. They note her desire to effect change in the world that led her to leave a remunerative job to pursue graduate studies. The Center for the Education of Women salutes Emily's commitment and names her a 2003-2004 Margaret Dow Towsley Scholar.



Lindsay Custer University of Michigan Faculty Women's Club Scholar



Lindsay Custer's path toward a Ph.D. in Sociology hasn't been the quick and straight road, but rather one that has wound through life changes. Throughout it all, she has held to her goal of working in academia in the area of gender research.

Gender has been an important construct to Lindsay in her roles as student and as teacher. Her teaching experiences in English as a Second Language and as a Sociology instructor at the community college level have given her many chances to work with non-traditional women students: those who are older, from lower socioeconomic backgrounds, and ethnically diverse.

After attaining candidacy in her Ph.D. program, Lindsay spent four years in Japan, teaching English and learning Japanese. While in Japan, she saw the role that gender plays in various aspects of Japanese society, including marriage and relationships. Lindsay began to develop a dissertation topic that focused on the gender and cultural expectations found in marriages between Japanese and Americans. Her research will explore the role of gendered racial stereotypes and culturally-based gender role expectations in influencing marital quality. Unlike most research on Japanese-American marriages, Lindsay's will study both Japanese women married to American men and Japanese men married to American women.

Professors point out that Lindsay's work will make important contributions not only to Sociology, but also to the fields of Japanese Studies, Social Psychology, and intermarriage and immigration.

Lindsay Custer's journey towards her Doctorate is nearly completed and she will have much to show for it. The Center for the Education of Women is proud to join those who have supported Lindsay along the way, and thus names her the 2003-2004 University of Michigan Faculty Women's Club Scholar.

Karen Downing Margaret Dow Towsley Scholar

Karen Downing has been a leader in the rapidly changing profession of academic librarianship for over twelve years. She has seen the integration of information technology in all library functions and services. She has similarly witnessed changes in curriculum, demographics, and use of technologies in the academy as a whole. Now Karen has come to a point in her career where she wants to focus not simply on the role of the library system within the university, but on the integrated mission and the evolution of the university as a whole.

To accomplish this new goal, Karen is pursuing a Ph.D. in the School of Education's Center for the Study of Higher and Postsecondary Education. Through this program, Karen plans to incorporate quantitative research methods and a broader knowledge of higher education's history, structure and issues into her already impressive understanding of the academy.

During her tenure as a librarian in the University of Michigan's library system, Karen has held positions that involved direct service to students and faculty, offered bibliographic instruction through academic courses, and provided continuing education and staff development programs.

However, she has also held administrative responsibilities that enabled her to work directly with library and university administrators. Most notably, she developed and ran a model minority retention program. She was also an Assistant to the Dean for Cultural Diversity and Staff Development with a mandate to enhance cultural diversity. In these roles she has been concerned with the larger picture of staff issues within the library and within the university. She currently serves on the University's President's Advisory Commission on Women's Issues.

Karen Downing is "a visionary and leader" according to one colleague, and she is about to broaden her scope even further. In naming Karen Downing a 2003-2004 Margaret Dow Towsley Scholar, the Center for the Education of Women celebrates her expanding vision.



Mary Dyer American Association of University Women Scholar



Nearly twenty years ago, Mary Dyer made two important decisions for her life. She had her first child, and she decided to become a teacher. For many years her first decision – motherhood – remained her top priority, while her second was delayed. But even during those years of child-rearing, Mary noted and explored how children learn. She watched her own children as well as others in the neighborhood as they developed new skills or learned something new. She provided creative avenues for her children’s learning and development.

Now Mary’s children are young adults, and she has begun her journey towards professional certification and a teaching career. Those who have worked with Mary in her capacity as a student, along with those who have worked alongside her in the classroom, identify her as an unusually creative and dedicated teacher. She is also a teacher who believes in lifelong learning and exhibits it in her own education. Mary is an exemplary student, integrating her classroom learning with her teaching experiences. She researches new topics, considers them, and discusses their implications. She is a resource to other students and even to experienced teachers who work with her.

All of this is quite remarkable, but even more so considering that Mary did not complete high school. As a teenager, when she made the difficult decision to leave school to care for aging parents, she was certain she would one day return to education. After raising her children, she completed her GED, and entered community college to begin her studies in Education. Now a Dean’s List student at the University of Michigan – Dearborn, Mary eagerly anticipates the day that she will leave her seat in the classroom to become the teacher.

The Center for the Education of Women admires Mary’s persistent pursuit of her dream, and gladly names her a 2003-2004 American Association of University Women Scholar.

Tricia Eminger Aline Underhill Orten Foundation Scholar

Tricia Eminger is leaving a highly lucrative and successful career in order to forge a new career in a field where she feels she can make a difference. Tricia excelled as an investment and financial analyst, but she began to realize that she was unsatisfied.

As an undergraduate, she had spent significant time on volunteer and community activities and had considered a career in social work, teaching or health education. Tricia had planned a life with time for personal development and a career where she could make a difference. Instead, she found herself working 80-hour weeks with almost no time for community organizations, much less for herself.

When Tricia married, she and her husband decided that, while he completed his Doctoral work, she would continue to work in the financial industry in order to support them. So she put aside her desire to incorporate the volunteer activities she so enjoyed and focused on her work.

When Tricia's marriage ended, she suddenly had to re-evaluate her life. She remembered those undergraduate hopes and expectations and decided that she wanted to have a career more in line with her values. After some exploring, she realized that she was still interested in a health education career, specifically developing and promoting international family planning programs and in researching how to lower infant and child mortality. Tricia believes that her Master's degree in Public Health, combined with her extensive financial and managerial background, will lead to success in this area.

Tricia has faced major changes in her life, and in her lifestyle. As one previous employer put it, "... it takes a very mature and introspective person to not only question the path that they are on, but to also have the strength to walk away . . ." The Center for the Education of Women salutes her decision and is pleased to name Tricia Eminger a 2003-2004 Aline Underhill Orten Foundation Scholar.



Christina Guzman Gail Allen Scholar



No one would ever describe Christina Guzman's life as easy. Her parents, having moved to Detroit from Mexico, found it challenging to make a living because they lacked language and job skills. As the oldest child, Christina acted virtually as a co-parent to her siblings, and in high school she began working year-round to assist her family. At eighteen, she started college, but with little financial or other support, she dropped out.

Moving to Texas, Christina expected to find both job opportunities and affordable in-state college tuition. Once again, though, financial difficulties meant that she had to quit school in order to work. In Texas, Christina married and had a daughter. But when her husband died suddenly, she was left with a young child to support and few job skills. She was able to make a living for some time until she was laid off, and then she

used Social Security benefits to support the two of them.

Christina returned to Detroit, and her family, when her daughter was still young. She focused on raising her child and assisting in the Latino community. These efforts coalesced into a realization that she wanted to be a teacher in an urban setting. Christina recognized that the Latino population in the U.S. remains the least well-educated. Volunteering at her child's school made her aware of her potential as a teacher and was instrumental in her decision to return to school for her B.A. in Education. She has been active in the development of Mexicantown in Detroit, and now Christina wants to help develop individual adolescents, providing them with the encouragement and support that may enable them to achieve educationally.

While Christina's life has not been easy, she knows that there are many other young lives that are no easier. The Center for the Education of Women applauds Christina Guzman's aim to affect some of those young lives, and is pleased to name her the 2003-2004 Gail Allen Scholar.

Samantha Hand Irma M. Wyman Scholar

Samantha Hand has been wearing a hard hat for a few years now, and declares that she has “found her career.” She has worked for two contracting companies where she has been exposed to a variety of tasks, from coordinating trades to reviewing drawings. Along the way, she has participated in every aspect of a 900,000 square-foot construction project.

But Samantha Hand is not an engineer – yet. Rather, she was an economics major at Wellesley College, where it never occurred to her that construction was a career option. In college, her energies were directed primarily toward rowing, in which she excelled. In order to support her ongoing training and competition after college, she worked in auction houses, antique stores, and finally at an art museum. It was at the museum that Samantha suddenly realized that rather than being annoyed by the construction going on, she was fascinated by the work taking place around her. As a liaison to the contracting firm that was renovating the museum, she began to investigate the business of construction management.

Samantha decided to make a career change, and convinced that same construction company to hire her for an entry-level position. Needing more field experience, she moved to another firm as an assistant project engineer. Samantha realized after several years that the knowledge she had gained through experience was not enough to carry her to the top of her field. She made the difficult decision to leave a well-paying job for graduate school, where she is pursuing a Master’s degree in Construction Engineering and Management.

Samantha expects to continue with her previous employer during the summer and after graduate school; in fact, she aims to be the first female project executive in the firm. The Center for the Education of Women believes Samantha Hand will reach her goal, and is delighted to name her the 2003-2004 Irma M. Wyman Scholar.



Tasheika Hinson Coleman Margaret Dow Towsley Scholar



“Brilliant” “outstanding” “extraordinarily successful” “born leader” – such phrases don’t usually occur in conjunction with “homeless,” “poor,” or “high school dropout.” Yet, Tasheika Hinson Coleman has embodied each of these characteristics in her lifetime. Once the homeless child who dropped out of high school to care for her younger brother, Tasheika is now an experienced sociological researcher, a student in the University of Michigan’s Law School, and about to enter the Master’s in Public Policy program in the Ford School. Tasheika’s aim is to continue her work with “poor, marginalized and otherwise disaffected communities.”

Tasheika’s childhood was one of extreme deprivation and immense responsibility. She parented her younger brother, then managed to earn her GED. When she applied to Temple University for undergraduate admission, she was a single mother on welfare living in a homeless shelter. She was accepted only on provisional status but soon received academic awards, was on the Dean’s List, and was inducted into the Golden Key honor society.

Tasheika has taken her experiences and molded them into a determination to change public policy affecting poor women and children. A sociology major in college, she has researched poverty, female juvenile delinquency, and the life choices of children in poverty. Professors describe Tasheika as a gifted researcher who combines an ability to relate to her “research subjects” with brilliant analysis of her data. Her maturity and professionalism enabled her to work as an undergraduate on research project teams otherwise composed entirely of graduate students and faculty. In classes, she served as a resource for other students as they conceived of and implemented projects.

The Center for the Education of Women joins Tasheika Hinson Coleman in her concern for poor women and children. It is with great pride that we award her a 2003-2004 Margaret Dow Towsley Scholarship.

Sharon Jacobs Margaret Dow Towsley Scholar

Sharon Jacobs learned about the world of nonprofit organizations from a succession of positions in which she developed web-content and web-based services for them. In addition, she gained substantial experience providing content for an e-learning start-up company. Through these positions, Sharon contributed much to each organization, according to her former employers. She has proven to be dynamic, creative, able to learn and incorporate new material, and passionate about causes she believes in.

Through her multiple roles, Sharon has also been a learner and an observer. As she moved through different work experiences, she developed communication, organizational, teamwork and leadership skills. Over time, she found herself increasingly aware of and interested in the dynamics of nonprofit organizations and the qualities of leadership they require. As Sharon began to evaluate her skills, interests and values, she realized that she wanted to contribute to improving leadership, management, and efficiencies within these organizations.

To meet this goal Sharon enrolled in the University of Michigan's MBA program, with an emphasis on organizational behavior. She was attracted to the UM program in part because of its focus on teamwork, diverse environment, and women in business initiatives. Since beginning her work at the Business School, Sharon has become active in the Michigan Business Women group and worked on the School's Women's Leadership Conference.

Sharon Jacobs has decided to combine her management, team and organization skills with a solid foundation in business systems and organizational behavior so that she can take her concern for social justice one step further. The Center for the Education of Women shares her commitment as she works to develop leadership and vision in nonprofit organizations, and gladly names her a 2003-2004 Margaret Dow Towsley Scholar.



Karen Johnson Mary Malcomson Raphael Fellow



Karen Johnson's work takes her into uncharted territory. Her doctoral dissertation on the archaeology of childhood weaves together methodologies from her Interdepartmental Program in Classical Art and Archaeology with understandings from the areas of cognitive psychology, culture and cognition, and anthropology. Karen notes that the archaeological study of childhood and children's activities must be based on a record left primarily by adults. The material record of childhood has to be evaluated for its meaning and use for children as well as its meaning for adults.

Karen has taken the excavations of the Roman Egyptian town of Karanis and the subsequent artifacts and records maintained at the University's Kelsey Museum of Archaeology as her research data. In mapping the locations of specific items, while positing the meaning and use of child-related artifacts, Karen hopes to create an understanding of the lives of children in antiquity, the meaning of childhood, and adult perceptions of childhood.

In order to master this body of work, Karen has acquired six languages, delved into the discourse of related fields, and essentially created a new discipline. Indeed, professors describe Karen as "an intellectual leader in creating a new field" pursuing "innovative and socially path-breaking research" with "dignity and authority."

Yet, Karen doesn't operate only on a theoretical plane. She is "a master teacher" and is committed to bring her academic discipline to the general public. While her Ph.D. will open many avenues, Karen remains committed to full-time teaching, whether that means working with graduate students or creating museum exhibitions that engage citizens in the questions her discipline raises. In the words of one faculty member, Karen "has a brilliant and truly meaningful, socially responsible career ahead of her."

Karen Johnson seeks to uncover the hidden lives of children in the past, and to explore what their lives meant to them and to their communities. The Center for the Education of Women supports her in her quest, and is delighted to name Karen a 2003-2004 Mary Malcomson Raphael Fellow.

Kerry Lowell Cecilia Anne Stiborik Dreyfuss Scholar

Kerry Lowell studies the intersections of gender, culture, religion and government, especially as they affected Japanese women who lived during the early 1900s. For Japan, this was a time of increased militarism, war, and a government that tried to modernize Japan while insinuating itself into religious practices. For Japanese women, Kerry believes, it may have been a time when women's role was narrowed to producing warrior sons to serve the emperor.

Kerry's investigations of the experience of Japanese women require that she delve into both Japanese and Chinese history. According to her faculty advisors, she has acquired the Chinese history that is new to her while thoughtfully presenting detailed analyses of her material. Kerry plans her doctoral research in History to be based in part on the oral histories of elderly Japanese women with knowledge about the era she is studying, so she is also improving her spoken Japanese.

Kerry brings intellectual curiosity to her work, but in addition, she brings a personal interest. It was while spending time with her Japanese grandmother that Kerry first began to ask questions about the culture of Japan at the beginning of the 20th century. Kerry worked and studied in Japan for over four years. She has also worked as a cataloger of survivor testimonies from the Shanghai Ghetto for the Survivors of the Shoah Visual History Foundation.

Kerry believes that studying the experiences of Japanese women of this time period will prepare her for a career in Japanese history, women's history, or the study of experiences of women in times of war. The Center for the Education of Women believes that Kerry will add much to her chosen areas of interest, and thereby names her the 2003-2004 Cecilia Anne Stiborik Dreyfuss Scholar.



Rhiannon McBride Elsie Choy Lee Scholarship



Rhiannon McBride knew what she would love to do in life but never thought it was possible. She hadn't completed college but knew that she would love to go to school full-time – and not just to college, but beyond, embracing the life of academia. When others suggested that her dream was not an impossibility, Rhiannon made a difficult but firm decision to make room in her life for advanced education. And, according to her professors, she made the right choice.

With a double major in Fine Art and Classical Archaeology, Rhiannon has given herself a large task. She has just begun learning Latin. She has had to carve out time to do field work on a “dig.” She has gone from the nine to five life of unsatisfying but paid work to unbroken hours of unpaid schoolwork. And Rhiannon has done all of this while raising two teenaged sons.

It is easy to see why Rhiannon thought her dreams were impossible. She is the sole support of her two children, and her mother is in poor health. Just as she was making arrangements to dramatically change her life by returning to school, a new job opportunity became available. But Rhiannon stuck to her plan, took the plunge, and is already planning steps two, three, and four. Despite her other responsibilities, her professors note that she goes beyond the minimum, takes advantage of supplemental instructional opportunities, and carries a full load of coursework.

Once she completes her Bachelor's degree, Rhiannon has plans to complete a Master's in Classical Archaeology. With her younger son entering college himself, she then will be able to continue her education at the doctoral level.

The Center for the Education of Women celebrates Rhiannon McBride's decision to try the impossible and succeed, and is delighted to award her the Elsie Choy Lee Scholarship for 2003-2004.

Jennifer McCormick Margaret Dow Towsley Scholar

As a laboratory scientist, Jennifer McCormick is well aware of the increasingly rapid change in science knowledge, technologies, and complexity. Jennifer believes that with the increasing speed of new developments in science and technology, there is an increased need for those who can bridge the gap between science and policy. To this end, Jennifer is completing a Master's degree in Public Policy to add to her already impressive credentials as a scientist.

Jennifer's work in bioinformatics, proteomics and molecular biology provides her with special insight into the issues of applying controversial new technologies, deployment of scientific innovations, and the use of new biological knowledge. This background in the hard sciences is unusual in those who formulate policy.

The Ford School of Public Policy will provide her with an understanding of the structures and knowledge base of policy development. Coupled with her understanding of science, she will have a unique combination of skills to provide to public and private policy development. In fact, Jennifer sees the development of policy as an analogous process to that of scientific inquiry, dependent on method and procedure. Those who have worked with her in scientific as well as advocacy projects praise her intelligence and keen understanding.

Jennifer has a particular interest in making certain that science policy development addresses both men and women. She is concerned that science policy, still a field dominated by men, may simply assume that what is true for men is equally true for women. The result can be inequities in resource allocation, information dissemination, or targeting of specific diseases.

The Center for the Education of Women is pleased to assist Jennifer McCormick's development from scientist to science policy specialist in awarding her a 2003-2004 Margaret Dow Towsley Scholarship.



Amy Mecozzi Sarah Winans Newman Scholar



Amy Mecozzi knew before she completed college that she wanted to be a physician. In fact, she was accepted into several medical schools. But Amy wanted to make certain that her choice was the right one and decided to try business first. She has now come back to her original goal and is a student in the Medical School. This time her decision is reinforced by work and volunteer experiences.

Amy is clearly an outstanding contributor to any project with which she is involved. As an undergraduate, she helped found a Women in Science and Engineering program that worked with teen girls. After graduation, she threw herself into the fast-paced and challenging work of management consulting. There, she worked with clients in a range of business areas, often called upon to make quick decisions with high stakes.

While Amy enjoyed her work in consulting, she felt too separated from her deep desire to help others and to make a difference. She moved to a startup firm that specialized in web-based software for nonprofit organizations. She had to analyze large bodies of information and make decisions that often left one or more stakeholders unhappy.

Having used these work experiences to develop valuable skills, Amy decided she was finally ready to proceed with her career of choice. Amy's goal is to work in academic medicine, where she can combine clinical practice with research. Her ability to directly affect individuals' lives will continue to satisfy her need to help others, while research will provide her with the intellectual stimulation she had in the consulting field.

In naming Amy Mecozzi a 2003-2004 Sarah Winans Newman Scholar, the Center for the Education of Women salutes her thoughtful decisions and her expected success in her field.

Renee Mielke Collegiate Soros Foundation Scholar

Renee Mielke has all the attributes one hopes for in a nurse: compassion, competence, rapport with her patients, and a belief in continuous learning. As an RN, Renee has assisted patients for over 17 years, most recently in a special procedures radiology unit. Now Renee is ready to combine her years of experience with additional education in order to affect health care in a broader context.

Renee realized a decade ago that she wanted to advance her nursing education and started taking classes. But with a full-time job and two small children she was unable to give her education the attention she wished. Today, Renee is enrolled in the University of Michigan's program in Kalamazoo, working towards her Bachelor of Science in Nursing. It is still challenging in many ways, requiring sacrifices of time and money on the part of her family, but Renee's family has agreed with her that the costs are worth the results.

With a BSN, Renee will be able to be involved in patient care not only on a one-to-one basis, but also in helping to set policy along with other health professionals. That she is ready to do so is evident to her colleagues who comment on her ability to identify the need for staff training and her willingness to address that need. She also hopes combining her years of experience with more education will allow her to give back to the community, especially through educational programs, health services and teaching classes about healthy life styles.

Finally, Renee knows that as she advances her own education, she will make an impact on others. Her patients will have an advocate who is willing to change policies and practice to improve their care. Her community will have a trained professional who hopes to develop educational programs and community outreach.

The Center for the Education of Women is proud to support Renee Mielke, and names her the 2003-2004 Collegiate Soros Foundation Scholar.



Doreen O'Donovan Margaret Dow Towsley Scholar



Doreen O'Donovan will begin her studies this fall for her Master's degree in Public Policy at the Ford School. Her journey to the school is different from those of many of her classmates, however. She is not the more typical Political Science student going on for an advanced degree after working in a state agency for several years. Rather, she has been a citizen advocate for nearly twenty years, after graduating from college with a degree in Home Economics.

Doreen first became involved in community service when her children were in school and she was a Parent Teacher Organization volunteer. There she learned first-hand about policy formation. As a result of her work on a budgeting committee, she was asked to run for the State Board of Education. She has also served the Boulder County Safehouse as Treasurer, overseeing a budget of over one million dollars.

After working actively with the Colorado Federation of Business and Professional Women, she was named President in 2002. As President, Doreen found herself interacting with state and federal legislators regarding policy issues of interest to the Federation. She worked on similar issues for the local AAUW. Researching policy issues, questioning candidates for office, and lobbying representatives led Doreen to recognize that while she had the interest and energy to affect public policy, she lacked the tools necessary to be a professional policy analyst or manager.

Doreen has achieved all this while owning her own insurance business and raising two teenaged children. She expects to be successful in the Ford School and to go on to influence policy formation in a wider role. Those who have worked with her expect more than success – they expect a tireless advocate working on behalf of those who have little public voice.

The Center for the Education of Women is pleased to name Doreen O'Donovan a 2003-2004 Margaret Dow Towsley Scholar.

Connie Orr Margaret Dow Towsley Scholar

Connie Orr has some “unfinished business” as she faces retirement after a long, successful career with Ford Motor Company. When she finished college with her degree in Psychology, Connie dreamed of going on to become a high school guidance counselor. She was eager to provide the support and assistance that she felt she lacked when she herself was making important choices during her high school years. But another positive opportunity presented itself, and Connie seized it, starting a career with Ford. She was successful there, first in marketing and sales and later as a Human Resources Manager. She relocated and made the most of her career path.

A few years ago, Connie began thinking about retirement. Her children were now young adults, her career at Ford could be wrapped up, and she wondered about the next phase of her life. Connie realized that the dream she had in college could now be reactivated. The University of Michigan – Dearborn’s Master of Arts in Teaching program is designed just for people like her, who have a college degree, and often a long career, outside of education.

Even before retiring, Connie took hold of this new opportunity and began the program. Her aim is to teach in an urban school. She knows that urban school systems like the Detroit Public Schools have ongoing teacher shortages, and she knows that she loves to be needed. She has chosen to specialize in social studies because of her interest in the topics and her fondness for the interactive teaching styles that can be effective in those fields.

Connie is taking her wealth of experience, leaving a lucrative career, and heading into urban schools to assist students. The Center for the Education of Women applauds Connie’s decision, and is delighted to name her a 2003-2004 Margaret Dow Towsley Scholar.



Jennifer Pence American Association of University Women Scholar



“It took me one day in the academic environment to realize that my perspective was different,” says Jennifer Pence. As a working-class student at Illinois Wesleyan University, she quickly realized that she had not had the high school experiences of other students, like theatre camps in the summer or mock trial sessions at school. While at first Jennifer felt a personal anger, she eventually began to recognize that her anger had a broader base.

Jennifer proceeded to examine that anger, and by doing so discovered that she wanted to explore the roots of injustice, the intersections of prejudice and poverty, and the global connections that allow injustice against women to proliferate. Jennifer pursued a dual major in Theatre Arts and Political Science while in college, but by the time she graduated, she knew that she wanted to work for the public interest.

Since graduation, she has worked on a variety of electoral campaigns, as a state representative’s district director, and as a political fundraising consultant. A colleague describes her as a “very committed civic activist . . . passionate about women’s issues and social justice.”

Jennifer has decided that she can best address her concerns about social justice by pursuing a law degree. Her goal is a career in public interest law, protecting human rights. This may take the form of addressing Native American legal issues, or she may decide to focus on refugee and asylum law. While Jennifer has not yet narrowed her focus, it is clear that when she does, as one colleague says, “I look forward to being able to say that ‘I knew her when’.”

The Center for the Education of Women agrees that Jennifer Pence is going to make a difference in protecting human rights. In naming her a 2003-2004 American Association of University Women Scholar, the Center acknowledges her work to date and anticipates many future accomplishments.

Rachel Peterson Lucile B. Conger Scholar

Rachel Peterson has tenaciously pursued her education despite roadblocks that began in high school. It was then that Rachel realized, upon transferring from a diverse, underfunded school system to a homogeneous suburban school system, that she was “behind” her classmates, and that they had enjoyed privileges she had not. Working to help support her family only led her to fall farther behind. She began college work after high school but was forced to stop when the responsibility of caring for her dying father consumed all of her time.

Yet Rachel returned, completing her Bachelor’s degree and then waiting to start her Master’s program until she had worked long enough to accumulate the funds necessary to move across the country to the university she attended. Throughout these years, Rachel continued to work, often more than full-time, eventually while also caring for a newborn.

By the time Rachel had completed her Master’s degree in American Culture, she knew that her scholarly interest lay in African-American intellectual history and particularly in a group of radical African-American and female Detroit writers and activists who worked to eliminate racism and sexism from the automotive industry in the 1950s.

Once again Rachel took time to gather the funds for a cross-country move. Once again her scholarship and her family responsibilities have competed for her time and energy. But Rachel is determined to complete her doctoral work in American Culture and to contribute to her chosen field. According to one professor, “She will become an important scholar working at the cutting edge of a literary and historical analysis of working class and radical women.”

Rachel notes that, along her way, mentors and professors have encouraged and sustained her commitment. The Center for the Education of Women joins with them in encouraging Rachel Peterson and is pleased to name her a 2003-2004 Lucile B. Conger Scholar.



Teresa Pool Dorothy Gies McGuigan Scholar



Teresa Pool's research focuses on the gendered world of hairdressers. Her ethnographic research involves observation along with interviews of workers in a franchised hair salon. According to Teresa, this world involves complex negotiations and interactions among the workers. Her work investigates how hairdressers view their environments and how they develop strategies to balance their need to support their families with their caregiving requirements. Teresa's work argues that, rather than an America filled with complete freedom of choice, hairdressers live in a world where choice is limited by social constraints.

Teresa has a unique entrée into the world of hairdressers, for she herself worked for several years as a hairdresser before beginning college. She was surprised to discover in herself the desire to advance her education, because she had not completed high school, but had earned a GED. However, once she reached college, Teresa found that she was attracted to academic disciplines that concerned themselves with historically underrepresented people. She completed a double major in Women's Studies and Ethnic Studies.

In the American Culture doctoral program, Teresa brings to her research gender theory, identity theory, labor history and media studies. Professors indicate that her research will address a disregarded population and will "contribute significantly to the vast literature on the gendering of service work." They foresee an academic career of great promise.

Teresa, however, is dedicated not simply to her research, but to an academic career that includes classroom teaching. Here, she feels she will be able to reach nontraditional students such as she once was, and to use what she considers to be her greatest strength – her teaching skills.

The Center for the Education of Women applauds Teresa Pool's recognition of the work of one group of women and happily names her the 2003-2004 Dorothy Gies McGuigan Scholar.

Janet Ray Lucile B. Conger Alumnae Scholar

Janet Ray may be a new student in the School of Social Work but she is hardly new to the field. In fact, she has been working on behalf of communities and disadvantaged people for over 15 years.

Janet began her work assisting others when she worked as a lay missionary in war-torn El Salvador. There, she used her degree in Mechanical Engineering to assist in rebuilding projects. For the past several years, Janet's focus has been southwest Detroit. She has been involved in several community initiatives, working through the Communities in Schools program, assisting the Bagley Housing Association in revitalizing an abandoned YMCA building in Detroit for use by neighborhood youth, and participating in many community organizing campaigns.

Community planners who have worked with Janet uniformly describe her as one of the most dedicated activists they work with. They acknowledge her bilingual capabilities as an added asset as she works with Latinas in the community. Indeed, Janet hopes to provide a connection for Latinas in Detroit who may be interested in higher education.

Janet now seeks to augment her experience in community organizing with structural knowledge of human services, theoretical frameworks within which to address issues of social justice, and familiarity with new technological tools for social workers. In addition, she seeks the community of like-minded professionals as she works towards being a more effective change agent.

Janet says that each day she spends on the University of Michigan campus she feels that she is privileged to be studying here. The Center for the Education of Women considers it a privilege to assist Janet Ray in her studies and gladly names her a 2003-2004 Lucile B. Conger Alumnae Scholar.



Junko Sagawa Margaret Dow Towsley Scholar



Addressing the digital gap between developing and developed countries is Junko Sagawa's aim. As a student in the joint program of the School of Information and the Ford School of Public Policy, her dual Master's degrees are preparing her for a future in Information and Communication Technologies.

Junko's interest in information policy stems from two aspects of her life. First, she has worked for several years for a multinational leader in the computer industry. This work has taken her to East Asian countries, where she has seen the effects when nations are left behind in the technology arena. In her native Japan, Junko explains, a governmental thrust focuses on bridging the digital divide in developing countries, but there is limited collaboration between government, NGOs, and private organizations.

Junko plans to return to Japan, where she hopes to be involved in international development work with a focus on information technologies. To prepare for such a role, she relishes the combined learning of her two Masters' programs: an understanding of the economics of information, and familiarity with the process of policy development and implementation. She has already begun to put her new learning to work in a summer internship with the World Resources Institute's "Project Digital Dividend," where she was instrumental in creating an online community. In a three-month internship, the Institute says, she was able to make a "real impact, performing at the level of a professional staff member."

Expecting that as information and communication technologies become more widely used, new issues will arise, Junko looks forward to working internationally to anticipate and address these new concerns. She is eager to begin helping countries to bridge the digital divide.

The Center for the Education of Women, aware of the importance of this new area of endeavor, proudly names Junko Sagawa a 2003-2004 Margaret Dow Towsley Scholar.

Emily Shanahan Aline Underhill Orten Foundation Scholar

Many years passed between the moment when Emily Shanahan determined what she wanted to do with her life and the moment when she began to head towards her goal. Emily knew after two years of college that she was interested in microbiology and medicine. But it was only last year that she began her studies at the University of Michigan – Flint with a dual major in Molecular Biology and Biochemistry.

Shortly after she realized she was interested in microbiology, Emily married and had the first of her five children. Throughout the years of child rearing, she continued to be interested in health and biology, discovering along the way that she was most interested in immunology. But throughout those years, Emily didn't think it was possible for her to return to school.

Then a change in life circumstances forced her to reconsider everything. Suddenly she was a divorced mother, looking for housing, and preparing to start her undergraduate career. She not only started school, she quickly began to excel at it. She was successful not only in her coursework, but also in her job as a laboratory technician. Emily is already, with the director of her lab, coauthoring research papers and a research grant.

Having restarted her education, Emily is already looking forward to her next steps. She wants to continue to do research in autoimmune diseases affecting the musculoskeletal system, and to do so will need at least a Master's degree in either Molecular Biology or Pharmacology. Medical school remains another possible career path.

The Center for the Education of Women is proud to acknowledge Emily's progress to date and her promise for the future. The Center names Emily Shanahan a 2003-2004 Aline Underhill Orten Foundation Scholar.



Joan Sitomer Mary Malcomson Raphael Fellow



Joan Sitomer tells us that “storytelling is the basic form of legal narrative,” yet she finds that little research on the judicial process in rape trials focuses on that narrative. Joan proposes to use narrative methodologies to analyze police reports, trial transcripts, and other legal writings to investigate whether African -American rape complainants are viewed differently from whites.

Joan is certainly well prepared to embark on such an investigation. She entered the doctoral program in Political Science planning to study the politics of law. After a couple of years, she recognized that while she was knowledgeable about the politics, she lacked an understanding of the law. She, therefore, earned a J.D. at the University of Michigan Law School before continuing her work in Political Science. Also in the course of

her studies, Joan completed a certificate in Women’s Studies.

Conversant in the discourse of all these fields, Joan is able to use new methodologies to examine an area where most scholarship focuses on outcomes of the judicial process. But little work has been done on how rape complainants and perpetrators are described, defined, and sexualized while moving through the criminal justice system. Her research questions whether white and African-American women appear different in the narratives she will examine, and how these narratives may validate, circumscribe, or define those about whom they are written. Comparing records from the decade before the 1964 Civil Rights Act with the years 1984-1994 will determine the importance of changing social mores in constructing and interpreting narratives.

Joan’s work, according to professors, promises to produce a new understanding of the judicial process and the experiences of its participants. It will also be an important model of using feminist scholarship, legal scholarship and political science research to address a single issue. In the words of one professor, “Ms. Sitomer is a talented and highly motivated scholar whose doctoral project has the potential to contribute significantly to the fields of public law, women and politics, and critical race theory. ”

In naming Joan Sitomer a 2003-2004 Mary Malcomson Raphael Fellow, the Center for the Education of Women acknowledges her important contributions to these fields and to women’s lives.

Vanessa Stamp Margaret Dow Towsley Scholar

Vanessa Stamp has been working with children and families in the protective care system for five years. But she feels the need to grow professionally and to learn more about other areas of social work and better ways to serve families in need. So she is on her way to receiving a Master's degree in Social Work.

Vanessa never planned to be a social worker but discovered as a college orientation leader that she enjoyed working with youth. After college she began working with young women in the foster care system. However, she became frustrated with her inability to affect their entry into the system itself.

Vanessa decided to become a field worker with Los Angeles County Department of Children and Family Services, where she handled cases of abuse and neglect, families dealing with substance abuse, and family reunification. Moving to the court system, Vanessa was responsible for formulating legal petitions regarding children who had been taken into protective custody. She conducted detailed investigations and had to make judgments regarding the risks to children and families of possible solutions.

As a student, Vanessa is able to turn to her extensive experience in child and family services, while exploring the broader range of social work practice and issues. She is acquiring a context of social work history and perspectives from which she can conduct her own practice. Taking a leave of absence from her job with Los Angeles County has provided Vanessa with the opportunity to expand her understanding of social work. Those who have worked with her note that the greatest beneficiaries will be the children and families of Los Angeles County.

The Center for the Education of Women, in naming Vanessa Stamp a 2003-2004 Margaret Dow Towsley Scholar, recognizes her for her important work with children.



Jurgita Tamutyte Margaret Dow Towsley Scholar



According to Jurgita Tamutyte “one semester of graduate studies at University of Michigan changed my life.” Jurgita was introduced to a field that was completely new to her, the field of Landscape Architecture. She is now pursuing the Master’s degree in Landscape Architecture through the School of Natural Resources and Environment.

Jurgita Tamutyte is already a skilled professional. She was an outstanding architecture student in her native Lithuania, where she then embarked on her career as an architect. The difficult post-Soviet economy, however, combined with the birth of their first child, led Jurgita and her husband to consider a significant life change. Her husband was accepted into a doctoral program in the U.S., and they relocated.

While he was working on his degree, Jurgita was able to find work as an intern in a local architecture firm willing to sponsor her for a work permit. But in 2000 her husband found a full-time position in Michigan, and they moved here.

At first Jurgita tried to find a Michigan company to sponsor her, enabling her to continue her work as an architect. Eventually she decided to continue her education, not by adding to her knowledge of architecture, but by expanding her area of study into landscape architecture.

Ultimately, Jurgita would like to return to Lithuania where she feels she could be a valuable asset to her country. In the post-Soviet era, land is being reallocated and there is a great need for ecological planning, public land use policy, and conservation, yet there are few landscape architects. Jurgita is finding that her current studies enable her to approach projects with a broad perspective and allow her to promote sustainable design.

The Center for the Education of Women celebrates this new direction in Jurgita Tamutyte’s life and awards her a Margaret Dow Towsley Scholarship for 2003-2004.

Jennifer Tinsley Aline Underhill Orten Foundation Scholar

Organic chemistry is Jennifer Tinsley's passion. As an undergraduate chemistry major she was fascinated with the complexity of organic molecules and the synthesis of new molecular entities. Jennifer's work in a campus research lab during her undergraduate years encouraged her to pursue her Master's degree in Chemistry. She then was successfully recruited by Eli Lilly and Company as an associate chemist.

Jennifer has spent six years working at Eli Lilly, where she synthesized a number of biologically active compounds. As she continued her work, however, she realized that her advancement opportunities and level of responsibility would be restricted by her lack of a doctoral degree.

Enrolling in the University of Michigan's Organic Chemistry program, Jennifer has proven to be a superior student despite her years away from academia. In addition, she is a valuable Graduate Student Instructor and her professors believe she would be a very successful academic chemist should she decide to pursue that career path.

Most notable, though, is her work in the laboratory. She has been highly productive and has already made substantial progress on the direct synthesis of a natural product with significant anti-cancer properties.

In addition to her strengths as a laboratory scientist, a teacher, and a student of research, Jennifer has brought one more highly regarded attribute to the Chemistry Department. She is described as a "superb role model" for other students, especially women students. Indeed, Jennifer recognizes that her achievements will enable her to serve as a "positive and motivating influence" to girls and women considering careers in science.

The Center for the Education of Women anticipates more exciting work from Jennifer Tinsley and is delighted to name her a 2003-2004 Aline Underhill Orten Foundation Scholar.



Jana Vanderhaar Margaret Dow Towsley Scholar



Jana Vanderhaar sees a need for landscape architecture in her everyday world. Whether spotting an invasive species in a neighbor's lawn, admiring a conserved woodland while walking, or nurturing a native plant garden that feeds wildlife throughout the winter, Jana recognizes that our landscape must be developed and maintained with care. Jana's interest in sustainable environments led her to the landscape architecture program at the School of Natural Resources and Environment.

Jana has thrown herself enthusiastically into her Master's degree program. She is amazed at the amount she has learned in just a couple of semesters. She brings a passion to her studies that is reflected in the work she has done with the environment.

The City of Ann Arbor's Natural Area Preservation Department recruited Jana after observing her volunteer efforts. She has worked with the department in such areas as controlled burns, collecting and sowing seeds from native plants, and removing invasive species from parks. Similarly, Jana has been an intern at the Nichols Arboretum, caring for a special collection of plants in a woodland setting. In both cases, coworkers praise her enthusiasm, commitment, and hard work. Perhaps her enthusiasm is best seen in her ability to organize and motivate large groups of volunteers.

Whether she ultimately works on design of large natural areas or of the backyards of individuals, Jana says that she believes she can offer a solution that educates others on sustainable design, preserves native plants, and rewards both human and non-human users of the environment.

In awarding Jana Vanderhaar a 2003-2004 Margaret Dow Towsley Scholarship, the Center for the Education of Women pays tribute to her commitment to our shared environment.

Nicole Vaughn Margaret Dow Towsley Scholar

Nicole Vaughn has a high regard for education. First in her family to be college-educated, she spent six years in a four-year undergraduate program while working full-time to reduce her debt. Her undergraduate degree was in Management and she was quickly hired to work for a major automotive company. Within a few years, Nicole decided to continue her education and completed a Master's degree in Human Resources.

Still, Nicole sensed that she was missing something. When she began representing her company as a volunteer for Junior Achievement she realized what that was. Nicole discovered that she had not only a passion for pursuing education, but an equal passion for educating children.

Nicole began investigating how she might assist children. She began working with teachers in the Detroit Public Schools. Realizing that many educational difficulties stemmed from the children's experiences of poverty, neglect and poor nutrition, she determined to become a foster parent. Fourteen foster children later, Nicole is now in the process of adopting a 16 month old child who has been in her home since he was two weeks old.

Through the process of raising foster children, however, Nicole realized that she was actually teaching them at home, one at a time. With the goal of reaching more children, she quit her lucrative job and began substitute teaching. She is now enrolled in the Masters of Arts in Teaching program at the University of Michigan – Dearborn, and she looks forward to a second career in education.

Ultimately, Nicole Vaughn would like to be a principal, having an impact on the lives of hundreds of children and teachers every day. The Center for the Education of Women applauds her dream, and is pleased to name Nicole Vaughn a 2003-2004 Margaret Dow Towsley Scholar.



Donna Walter Elizabeth O. Yhouse Scholar



As a recent high school graduate, newly married, and about to begin a family, Donna Walter wanted only to be a stay-at-home mom – but she earned her Associate’s degree “just in case.” Donna then proceeded to achieve her dream, focusing on bringing up her two children while helping out with her parents’ business.

The children grew up and entered school, and Donna realized that she had time on her hands. She turned to the school as a way of contributing her time and expanding her activities related to her children. She worked as a tireless volunteer, joined the Parent Teacher Association, and eventually became the PTA president. Through her volunteer activities she came to recognize that she had skills in working with groups of people, organizing projects, and providing leadership.

Donna eventually found a mentor in the principal of the school who encouraged her to realize her potential, and who was instrumental in directing her towards a position as an interviewer at the Institute for Social Research at the University of Michigan. One of her colleagues writes, “I greatly admire Donna’s excitement in learning, her strong motivation and her endless energy.”

As Donna’s job evolved, and as she became a more active member of a research team, she began to consider returning to college to complete a Bachelor’s degree. With the encouragement of her mentor, her colleagues and her entire family, she made the decision to enter the University of Michigan – Dearborn. After a year, Donna begun to explore new subjects, and she has found new confidence and skills. She clearly demonstrates her love of learning and her dedication to education, and feels life is full of promise and potential. She says, “I now have plans for the future . . . I know that I have something to contribute to society.” Donna continues to pursue her education while working, volunteering, and raising her two middle-school aged children.

Donna has discovered a whole new aspect to her life, and the Center for the Education of Women is delighted to support her discovery by naming her the 2003-2004 Elizabeth O. Yhouse Scholar.

Lynne Walter Margaret Dow Towsley Scholar

Lynne Walter has a unique perspective on community organizing. Her first involvement in a community project was during her undergraduate years, when she was twice in Guadalajara, Mexico on a study program. Community organizing there was effected in very different ways from here in the U.S.

After college, Lynne Walter continued to work as a grass-roots organizer. One result of her time in Mexico was her increased facility in Spanish, providing her with skills that were difficult to find in her North Carolina area. She has put her bilingual abilities to work in settings as diverse as a farmworkers project, Americorps, and a domestic violence project through Catholic Social Services.

Lynne has made her mark on the Latino/Latina communities in her area. She was able to train Latinas about domestic violence laws in the U.S. and inform them of local resources.

Despite all this experience in community organizing, Lynne knew that she would one day need to complete a Master's degree in Social Work to be a more effective advocate. She was attracted to the University of Michigan's program not only for its Community Organization track, but also for its diverse population. Here at the University she expects to find theoretical constructs within which to ground her work. She also anticipates that the communication and management skills taught in the program will be of great value in her professional work.

While Lynne expects to continue her work in community organizing at a local or state level, she is also open to continuing her academic work. It is clear that whichever route she chooses, Lynne will continue to work for constructive social change.

The Center for the Education of Women is pleased to recognize Lynne Walter's ongoing work in naming her a 2003-2004 Margaret Dow Towsley Scholar.



Camille Ward Jane Gibson Likert Scholar



Camille Ward has an impressive record as a wildlife researcher. Research conducted for her Master's degree in the School of Natural Resources and Environment earned her awards and resulted in publications. As a research associate at the Great Lakes Fishery Commission, she has again produced published research, in addition to reviewing grants and publications. Her research has led her to another interest, one in applied animal behavior which she is exploring by completing a Ph.D. in Biopsychology.

Specifically, Camille is working on the behavior of domestic dogs, a little-studied area. She developed this interest when she realized that companion animals often exhibit unwanted behaviors, and that there were few practitioners available to address these issues.

Camille first became involved in companion animal behavior through hands-on experience, starting her own business to prevent, modify, and eliminate unwanted behaviors in companion dogs. From the number of referrals, she realized that veterinary education lacks content in animal behavior and that increasing numbers of people look for someone to turn to for assistance. Delving further into the field of canine behavior, Camille discovered that there is a dearth of solid research findings, and that most work is based on anecdotal reports.

Camille plans to change that. She is currently working with one of the foremost researchers on domestic dogs, and she is already well underway in developing a research investigation around specific dog behaviors during play. Her work holds great promise in leading the way to further research on how animals use signals to negotiate with each other. This, in turn, may shed light on human interactive behaviors. Ideally, Camille would like to teach applied animal behavior in a veterinary college and continue her research.

The Center for the Education recognizes Camille Ward's ground-breaking work, and is pleased to name her the 2003-2004 Jane Gibson Likert Scholar.

Kelly Williams Molly H. Dobson Scholar

Kelly Williams is in school as much for her son as for herself. As a single parent, Kelly found herself constantly balancing her time with her son with her time at work. She had to miss important games, wake him early to give him assistance with his homework, and often patch together care arrangements for him. Working as an assembler at an automotive plant, Kelly had little flexibility; she was moved from one shift to another, asked to work weekends, and often was given overtime. Kelly felt she was able to support her son financially, but that he needed her in other ways.

Going back to school meant that Kelly's income dropped precipitously. While she still worked at the plant during the summers, she began attending school full-time during the academic year. Starting at Eastern Michigan University, she quickly achieved her childhood dream of attending the University of Michigan when she was able to transfer here in 2000.

Kelly is carrying a double major in the School of Art and Design: Ceramics and Industrial Design. This combination offers her two vantage points from which to approach her craft, and she has been successful at both. She has been on the Dean's List and had a model chosen to be on display in a School of Art and Design showcase.

Kelly hopes that soon she will be developing product designs for a home goods company, such as one that makes sinks. But whatever employment she takes, she says "I no longer have to dread going to work at a job, because I will have a career."

The Center for the Education of Women awards Kelly Williams a 2003-2004 Molly H. Dobson Scholarship in recognition of her success in her career and in regaining balance in her life.



Jo Anne Wright Margaret Dow Towsley Scholar



Jo Anne Wright found herself faced with a difficult decision: embrace the change affecting her career or be swept away by it. When the internet and the world wide web began to change the travel industry, in which Jo Anne had worked for many years, she realized that the industry would never be the same. Deciding to learn more about the internet, she began taking online classes and discovered web design. She soon realized, though, that she needed to attend school full-time.

As a student at the University of Texas, Jo Anne was focused in a way she hadn't been as a traditionally-aged college student. And she discovered that there were many aspects of using the internet that interested her. As a volunteer with the Girl Scouts, she saw a need for web-based training and designed a program for them.

Jo Anne's program was a success, but again she realized that there was another aspect of the internet that interested her. She began to focus on usability and a user-centered approach to web design. She completed her Bachelor's degree and an internship at an instructional design company. Although the company hired her immediately after her internship, Jo Anne felt she had more to learn.

The UM's School of Information Program in Human Computer Interaction seemed perfect – but could she, and her family, withstand the upheaval in their lives if she came to Ann Arbor? Jo Anne and her family made the decision that she would move to Ann Arbor while her husband, responsible for an aging parent, remained in Texas. Making the most of her opportunities at the School of Information, Jo Anne has plunged into her coursework and found each course connecting to the others.

The Center for the Education of Women applauds Jo Anne Wright's determination to learn and willingness to embrace change, and names her a 2003-2004 Margaret Dow Towsley Scholar.