Moving Forward: the ISE Mental Health Assessment Project

As regular readers know, the Institute on Social Exclusion (ISE) at the Adler School hosted a conference in June 2010 on “The Social Determinants of Mental Health: From Awareness to Action,” featuring keynote speaker David Satcher, M.D., Ph.D., the 16th U.S. Surgeon General, and plenary presenter Sandro Galea, M.D., M.P.H., Dr.P.H., the noted social epidemiologist.

The successful gathering led the ISE to further consider how the social determinants of mental health framework might be employed to promote population mental health. Noting that mental health has not been well integrated into existing Health Impact Assessment (HIA) practice—a tool for acting on the social determinants of health—the ISE conducted a pilot Mental Health Impact Assessment (MHIA) to assess the mental health ramifications of certain proposed amendments to Chicago’s Vacant Buildings Ordinance.

Upon completing the pilot, ISE Executive Director Lynn Todman, Ph.D., submitted a policy letter to the Chicago alderman who had initially proposed modifications to the Municipal Code. The policy letter was to help the Chicago City Council become more cognizant of mental health issues arising from alterations to current laws dealing with the foreclosed or otherwise vacant structures in the city.

The proposed legislation lay dormant, while Chicago elections and runoffs took place, and a new mayor took office. This summer, the amendments were introduced before the City Council. On July 20, Todman, who is also a trained urban planner and a member of the city’s Community Development Commission, testified at a hearing on the amendments before the Chicago City Council’s joint Committee on Housing and Real Estate and Zoning. Based on MHIA conclusions that foreclosed and abandoned buildings can have a significant negative affect not only a community’s financial health but its mental health as well, Todman spoke in support of the changes, which would require banks to take more responsibility for vacant properties.

Meanwhile, with the results of the pilot program in place, the ISE secured funding from Robert Wood Johnson Foundation and the W. K. Kellogg Foundation to initiate a full-scale Mental Health Impact Assessment that launched in January 2011. The 18-month process contributes to existing HIA practice by expanding beyond traditional HIA focus on physical health to integrate more comprehensive analyses of the mental health implications of public decisions.
Like the typical HIA process, the MHIA follows the same steps: screening, scoping, assessment, recommendations and reporting, and monitoring and evaluation. These five steps are detailed in the Spring 2011 Intersections Newsletter.

The current MHIA project focuses on the low-income, predominantly African-American community of Englewood on Chicago’s South Side. During the MHIA screening process, as the ISE team identified specific public proposals that could be assessed, community stakeholders in Englewood raised a number of urgent concerns including jobs, housing and safety.

After carefully considering more than 60 potential MHIA projects over the course of four months and considering community concerns, the ISE team initially decided to focus its attention upon proposed changes in the law of the State of Illinois (Senate Bill 1284) that sought to make it a “civil rights violation for any employer…to inquire into or use the fact of an arrest … as a basis to refuse to hire.”

When that suggested amendment was withdrawn during the 2011 legislative session, the ISE shifted its focus to a similar legal principle dealing with use of arrest records in employment decisions found in the Policy Guidance provisions, i.e., No. 915.061 (1990), of the United States Equal Opportunity Commission (EEOC), which is under current review by the Obama administration.

The EEOC’s Policy Guidance on the Consideration of Arrest Records in Employment Decisions was ripe for MHIA examination because it touches at least three issues that Englewood residents report to be particularly troubling in their community: lack of jobs, high crime rates and violence, and poor quality housing. In Chicago Police District 7, which includes Englewood, between January 2006 and March 2010, there were more than 65,000 arrests.

During the current MHIA project, the ISE team seeks to answer this overarching research question: What is the impact upon the collective mental health and well-being of a community when an employer uses arrest records in making employment decisions about members of that community?

The question is of particular interest to marginalized populations, including the Englewood neighborhood, because using such records in this way may violate Title VII of the Civil Rights Act—especially when those records are used to disproportionately eliminate minority job applicants and are not relevant to applicants’ ability to perform specific jobs.¹

By answering that and other relevant questions, the MHIA will provide an evidence-based health rationale to federal EEOC policy makers as well as to state lawmakers who may become involved in similar legislation in Illinois (i.e., SB1284).² This approach—use of federal policy guidance to inform state level policy—is consistent with recent efforts in the state of New York to place a human rights perspective on analogous arrest and employment issues.³

In addition to integrating mental health considerations into HIA practice, the Mental Health Impact Assessment will result in a more rigorous and comprehensive analysis of the mental health implications of public decisions. It will also help to shift the focus in mental health research and practice from the traditional emphasis on “risk and illness” to “protection and wellness.” This orientation will be welcomed within the emerging discourse and practice surrounding population mental health. Furthermore, the MHIA is relevant to the emerging “Health in All Policies” agenda.⁴

ENDNOTES


² Carson, E.J. (2010). Note: Off the record: Why the EEOC should change its guidelines regarding employers’ consideration of employees’ criminal records during the hiring process. Iowa Journal of Corporation Law, 36, 221 – 236.

³ New York State Human Rights Law (2009), Exec. §296(16).

IPSSJ: Addressing Restorative Justice

In the United States, the number of prisoners has risen by 500% since 1980. Although crime is low, people get locked up at a rate higher than anywhere in the world. Ninety-five percent of those who get locked up will be released back into the community.

It will behoove this country to find ways to best reintegrate the formerly incarcerated back into the mainstream. One method of doing so and providing for criminal accountability is called restorative justice (RJ).

Practitioners of RJ show all sides of a dispute the importance of respecting all voices within a circle that is convened to work through what has happened.

RJ is not used only in the criminal justice system with youth and adults. It is also used to resolve conflict in workplaces, communities, and schools. One illustration of the relevance of RJ is the approximately 93,000 juveniles held in detention centers across the United States.

The majority of these youth have been adjudicated for non-person, non-violent offenses. Detention is very costly and has been shown to be ineffective in rehabilitating offenders. Youth who spend time in facilities have higher recidivism rates, higher rates of mental illness, higher risk of suicide, and have lower educational attainment and employment than youth who were never incarcerated.

The Institute on Public Safety and Social Justice (IPSSJ) held a June symposium highlighting restorative justice practices in Chicago. The event was the first in a series of IPSSJ programming that will focus on best practices in RJ.

A panel of practitioners at the inaugural June event discussed the array of applications of RJ in different settings including juvenile detention centers and schools. Speakers included Cheryl Graves, Executive Director of the Community Justice for Youth Institute; Lisa Betz, Mental Health and Schools Coordinator, State of Illinois Department of Mental Health; and Fr. David Kelly, Chaplain and Restorative Justice Practitioner at the Cook County Temporary Juvenile Detention Facility. Each panelist discussed how RJ practices provide an alternative to detention and punishment for many juvenile offenses, and provided case studies of how their work has been effective.

Restorative justice is a term describing a group of practices implemented to repair the harm caused by crime. Restorative justice works with both victims and perpetrators to name the harm that has happened and to find a way to come to terms with a mutually acceptable way to move forward.

The criminal justice system views an offense as having been committed against the state, and punishment for an offense does not necessarily lead to rehabilitation of the offender, or satisfaction for the victim. At the same time, involvement in the criminal justice system often leads to ongoing stigmatization and social exclusion, making successful reintegration into the community difficult.

The goal of RJ is the successful resolution of an offense and more community control over the resolution. Restorative practices bring together victims, offenders, and community members to decide how to resolve conflicts.

Empirical research has shown that RJ practices, compared to detention only:

- Reduce recidivism for both adults and juveniles,
- Reduce post-traumatic stress disorder (PTSD) symptoms for victims of crime,
- Reduce the cost of criminal justice, and
- Provide a higher degree of victim satisfaction.

Currently, restorative justice is used by courts, in schools, work settings, prisons, and community-based settings. Common practices included peacemaking circles, victim/offender mediation conversations, and RJ alternative sentencing.

In the coming months, IPSSJ will conduct further research on best practices in restorative justice. In collaboration with the Adler School’s Vancouver campus, IPSSJ will examine the context of successful restorative justice application across cultures and countries. IPSSJ will also work with Chicago organizations to introduce evidence-based criteria to local restorative justice initiatives.
Health in All Policies Symposium: Creating a Multi-Sector Health Paradigm

Leaders from multiple sectors convened June 28 at the Chicago Metropolitan Agency for Planning for the Health in All Policies Symposium, a discussion about ways to ensure that all of policies reflect a commitment to good health.

Good health is about much more than health care. We know that factors like education, income, where we live, access to healthy foods, and how often we exercise play a vital role in how healthy we are. However, these social determinants are often omitted from the conversation when it comes to designing policies and programs that aim to improve health.

The conversation started with the recently released 2011 County Health Rankings report and the Illinois State Health Improvement Plan. Panelists then moved to discuss tools and models for incorporating health into broader policies at the local and state level.

Symposium speakers included Michael Gelder, Senior Health Care Policy Advisor, Office of Illinois Gov. Pat Quinn; Adam Becker, Executive Director, Consortium to Lower Obesity in Chicago Children; Lynn Todman, Ph.D., Executive Director, Institute on Social Exclusion, the Adler School; Randy Blankenhorn, Executive Director, Chicago Metropolitan Agency for Planning; Paul Kuehnert, Executive Director, Kane County Health Department; and Mark VanKerkhoff, Director, Department of Development and Community Services, Kane County.

Lynn Todman, Ph.D., Executive Director, Institute on Social Exclusion

IPSSJ Update: Cook County Juvenile Temporary Detention Center  
Youth Violence Prevention Program

The Cook County Juvenile Temporary Detention Center houses approximately 300 boys and girls who stay an average of just under 3 weeks per stay. Some stay for less, some much longer. The Institute on Public Safety and Social Justice (IPSSJ) has partnered with the Cook County Juvenile Temporary Detention Center this summer to work with approximately 60 youth weekly to participate in a violence prevention program.

The program, designed by IPSSJ Executive Director Elena Quintana, Ph.D., partners with CeaseFire workers to go into Nancy B. Jefferson Alternative High School located inside the Juvenile Temporary Detention Center. CeaseFire is a Chicago violence prevention program that works with youth that are most likely to shoot or get shot, in an effort to get them onto a more positive path. Programming includes segments on norms around violence, and how to resolve conflicts within communities; alternatives to violence; goal creation; expectations of men and manhood; getting around obstacles once back in the community; anger management; and brain development.

Each segment is designed to build skills, abilities, and insight in an effort to clarify goals and manage how to get work positively toward goals.

Many of the detention center residents that we reach live in places where violence is an expected reaction, particularly when they perceive a lack of respect. The group with which the IPSSJ is working allows the residents to think through scenarios that have resulted in violence, and teaches them to question violent practices. Additionally, the design of the program is one that encourages positive peer pressure to avoid engaging in illegal activities, including violence, once they are released back in the community.
The Volunteer Visitors Program

Detention is highly stressful for all individuals, especially for children. Many children held in the Cook County Juvenile Detention Center (JTDC) have no visitors, which would help mitigate the deleterious effects of incarceration. These JTDC residents are often found to act out in more negative ways, to express anger, loneliness, and frustration.

In July, the IPSSJ received permission to implement a volunteer visitors program at the detention center. The program will utilize a team of carefully screened and trained volunteers, many of whom are mental health professionals, to visit residents at the JTDC that have no listed visitors, or who have never received outside visitors for more than 10 days. The visits are meant to promote positive mental outlook, a feeling of support, and goal creation. It is also hoped that residents that are visited regularly will not create negative or violent disturbances while incarcerated.

If you are interested in becoming involved with this volunteer effort, please email IPSSJ at IPSSJ@adler.edu.

SPOTLIGHT

Professional Presentations


These posters through the Institute on Social Exclusion describe the steps used in conducting a Mental Health Impact Assessment (MHIA). Mental Health Impact Assessment is an emerging practice that intends to impact and empower community members by involving them, along with mental health professionals, in systematically judging the potential and sometimes unintended effects of a proposed public policy on the mental health of vulnerable populations.

Over the course of a two-day training in July, community members from diverse socio-cultural and professional backgrounds convened with the ISE to collaborate and assess a proposed amendment to the Chicago Vacant Buildings Ordinance that would require owners to maintain such buildings in the Englewood community.

The outcome of the interdisciplinary meeting led to a pathway analysis indicating vacant buildings contribute to poor mental health outcomes. In essence, the MHIA process revealed that vacant buildings promote disadvantaged environments, perpetuated stressful neighborhoods, and contributed to symptoms of mental illness. Recommendations from the meeting were sent to local alderman sponsoring the proposed ordinance to advocate for the community’s mental health and well-being.
On June 22, the Adler School community came out to the Institute on Social Exclusion’s (ISE) Open House to visit with members of the ISE’s Student Chapter as they showcased work of the ISE’s affiliated student researchers. The Open House featured information about the ISE’s Mental Health Impact Assessments, the Social Exclusion Simulation, the Englewood Youth Gun Violence Prevention Program, and Mentoring At-Risk African American Adolescent Males in Englewood.

ISE Research Assistants, Stacey Willard and Jared Berger welcome guests at the Open House

To learn more about these projects, visit www.adler.edu/ise

The Open House provided faculty, staff, and students the opportunity to informally learn more about the work of student researchers at the Institute on Social Exclusion while enjoying lunch catered by Chicago’s popular restaurant The Southern. The student researchers enjoyed discussing their poster presentations. All attendees enjoyed reminiscing about the ISE’s projects.

We look forward to an exciting new academic year ahead!

—Jared Berger, M.A.

The Social Exclusion Simulation: Bridging Theory and Practice

By Stacey Willard, M.A.

On several occasions each year, the Institute on Social Exclusion (ISE) at the Adler School presents its Social Exclusion Simulation (SES) to members of the student body and the greater Chicagoland community at large. Approximately 500 people have participated in this extraordinary event. Preliminary results from an evaluation process, which is now underway, indicate that this role-play exercise constitutes a powerful method for conveying many important ideas about social exclusion to participants, and that it motivates attendee to pursue real social change.

Since its inception, the SES has become an effective experiential exercise that tends to increase participants’ understanding of complex exclusionary systems. Based upon composite case histories of formerly incarcerated women who are attempting to negotiate the vagaries of modern society following felony conviction, the simulation encourages participants to “walk in the shoes” of those individuals as they strive to re-enter mainstream society after release from prison.

People who go through the simulation readily recognize that substantial care has been taken to replicate the experiences of the chosen exemplar population. Conceived by ISE team members who had professional expertise in working with
formerly incarcerated women, and constructed by others who had studied simulation programs around the nation and who were aware of the intricacies of using similar educational tools, the SES has quickly become a valuable asset for communicating knowledge about exclusionary mechanisms to students and members of the lay public alike.

Since this Social Exclusion Simulation (SES) is used regularly during the training of graduate students—and has recently become fully integrated into doctoral studies at the Adler School—it is important to point out that this innovative tool rests upon strong theoretical foundations.

The computational technique known as the Monte Carlo method underpins this program. This methodology suggests that significant statistical data may be obtained during multiple repetitions of a model system, and that such data may provide insight into the behavior of that system. Indeed, with each simulation, the SES has proven to be enlightening for both participants and ISE team members alike, even though the roles of each group are well-defined by the rules employed during play.

During the SES, participants become exposed to multiple repetitions of problems simulated during the “re-entry process.” Along the way, they are asked to complete certain required tasks that inevitably force them to encounter structural and systemic barriers. Confronting those barriers leads many students to alter anticipated personal behaviors, change the ways that they interface with SES staff and other participants, and exhibit stresses that they do not fully expect.

These variations in experience, which are later reported to the ISE team staff during the evaluation process, have been incorporated into subsequent iterations of the SES when they become contributory to the educational process.

Perhaps most importantly, the Social Exclusion Simulation (SES) creates broad-based learning opportunities in the realms of cognition, conceptualization, and emotion. Generating new levels of empathy, helping to clarify existing personal values, and revealing an array of typically unseen social structures that produce social exclusion, the SES induces an awareness of injustice seldom encountered by graduate students during ordinary graduate education.

For all of these reasons, the Social Exclusion Simulation is now recognized as an excellent means for participants to acquire and hone problem-solving and critical thinking skills, while simultaneously gaining more knowledge about the forces of injustice associated with social exclusion and also learning about concrete steps that may be taken to foster positive social change in the future.

The Mental Health Impact Assessment: A Community Service Student’s Perspective

By Gerard Widmann

All students at the Adler School of Professional Psychology are involved with a community service project during their initial year of the clinical doctoral program. The community service project typically exposes students to a myriad of activities such as research and program development, community organizing, grant writing, and advocacy.

For my community service project, I was invited to collaborate with the Institute on Social Exclusion (ISE) as it initiated the Mental Health Impact Assessment (MHIA). Upon reflecting on this experience, here’s what I learned:

The MHIA project was an ideal vantage point for my peering into systemic influences on mental health and well-being, which is clinically relevant to treating clients in a truly holistic fashion. Considering an ecological systems approach, I learned that microsystems, exosystems, and macrosystems influence both risk and protective factors relative to the development of psychological disorder. Understanding the bi-directional relationships between these systems through project participation

J. Sherrod Taylor, J.D., ISE Faculty Fellow, and Gerard Widmann, CSP Student
has strengthened my ability to conceptualize social determinants of mental health and dysfunction. This consequently lends to developing clinical acuity.

One of the most intriguing aspects of my experience was being subjected to the interdisciplinary composition of the MHIA committee, which sets a methodological exemplar for examining complex issues of any variety. Informed opinions of not only the executive directors, psychologists, attorneys, and students, but also those of community leaders, and stakeholders, continuously shaped procedures and mapped the trajectory of the project. As the needs of the project were refined, the opinions of additional experts were employed. This approach offers dynamic discourse to a sophisticated subject matter.

Lastly, participation with the MHIA project showed me how an evidence-based process innovatively informs policy makers about mental health impacts during decision-making. This fosters the development of social equality, justice, and respect—not only by systematically addressing mental health concerns within the chosen Englewood community, but also by bridging the gap between politics and psychology that are generally conceptualized as mutually exclusive sciences. Experiences like this are important to the education and growth of any clinical doctoral student.

The Institute on Social Exclusion welcomes volunteers. To learn more about the ISE, visit www.adler.edu/ise.

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**Art Therapists’ Reflections: The Englewood Youth Gun Violence Prevention Program**

The Institute on Social Exclusion (ISE) is part of important work with adolescent boys in Chicago’s Englewood community to increase their understanding of how gun violence affects them, their families and their community. To address high levels of gun violence in Englewood, the ISE, the Adler School’s Art Therapy program, and the Institute on Public Safety and Social Justice partnered with Teamwork Englewood to develop and implement a program focused on preventing gun violence in Englewood through education and therapeutic art-making.

The program creates a safe haven for youth during the summer, and provides them with educational opportunities that convey valuable life skills such as interpersonal and group interaction, problem-solving, and conflict resolution skills, which are essential for violence prevention.

The therapeutic arts element of the program includes weekly journaling and collaborative art-making, through which the youth are able to develop group interaction and conflict resolution skills. The group model of art-making also has therapeutic value by building a sense of community and connectedness among the boys in the program.

Upon reflecting on this experience, here is what some of the art therapists observed:

“Throughout my short time I’ve spent with the Englewood Youth Gun Violence Prevention Project, I have met more than 30 young men very interested in changing their community, and becoming a part of something bigger than themselves. Each time a new speaker comes, you can see eagerness in their faces to learn about how to improve their community, preserve their heritage, and better their living conditions.

The young men come in varying ages, and degrees of motivation, yet all share one common goal: these young men are enraged over the condition of their neighborhood. As we walk the streets of their neighborhood, they are infuriated with abandoned buildings, garbage, liquor bottles, and other waste left about as if it doesn’t matter. These youngsters hunger for a change and are consistently let down by the adults around them. This doesn’t seem to change the way they feel, each week they come back hoping to learn more about what they can do to help because they are fed up. These gentlemen are waiting for the tools they need to put into action the building of a better community.” —Rachael A Barile

“Having the opportunity to be involved as a graduate student in the Englewood Youth Gun Violence Prevention Project has greatly inspired my personal aspirations as a future art therapist. After the first session, I left with a natural high that has carried me through each of the succeeding sessions. I truly appreciate having a chance to utilize what I have been learning through the Adler School with the high school students in Englewood. Participation in the scheduled group discussions, presentations, and art activities has proved to be beneficial for a number of the students as well as myself.” —Jessica Mascenic
DEFINING TERMS: Social Determinants of Mental Health

The Adler School’s Institute on Social Exclusion has crafted a working definition of the social determinants of mental health in accord with the position of the World Health Organization’s (WHO) Commission on Social Determinants of Health.

The WHO describes social determinants of health as the conditions in which people “are born, grow, live, work and age” and which “are shaped by the distribution of money, power and resources at global, national and local levels” (2009). These conditions are influenced by policy choices and are primarily responsible for disparities in health, according to the WHO.

Through policies, programs and resulting resource allocations, public service systems play especially important roles in shaping the social determinants of health. Relevant public service systems include those concerned with social welfare, housing, public safety, health care, justice, transportation and land use/planning. As a result, a social determinants-informed approach to address health disparities focuses on broad scale public systems reform.

The social determinants framework has been widely applied to physical health conditions such as heart disease, cancer and obesity. However, mental health applications have been far fewer. To date, there is a relative lack of unified research on how the social determinants identified above can affect mental health.

The Institute on Social Exclusion’s multidisciplinary team seeks to address this gap through programming, outreach and policy interventions.

Many communities around the world are plagued by high rates of poverty, joblessness, violence, discrimination, poor-quality housing, and limited access to services. Community members suffer disproportionately from stress, anxiety, trauma, depression and substance abuse, which in turn can perpetuate many of the original social problems.

Traditional behavioral health prevention and intervention strategies aim to effect change in the suffering individual. The Institute on Social Exclusion’s approach—with multiple levels of systems intervention—seeks to address the root causes of the distress that can affect vulnerable and disadvantaged populations and eliminate the persistent challenges that plaque underserved communities.

Literature Review

This book situates population-level mental health within the context of a public health framework. Drawing on their diverse backgrounds, Dr. Neal Cohen and Dr. Sandro Galea seek to fill the void created by the paucity of existing literature in this area.

Neal Cohen is Lecturer at the CUNY School of Public Health at Hunter College and the Hunter College School of Social Work in New York City. Dr. Cohen previously served as that city’s Commissioner of Health and Commissioner of the Department of Mental Health, Mental Retardation and Alcoholism Services. Sandro Galea is the Anna Cheskis Gelman and Murray Charles Gelman Professor and Chair of the Department of Epidemiology at the Columbia University Mailman School of Public Health. Dr. Galea’s research deals with the social and biological determinants of mental health. Drs. Cohen and Galea assembled individual experts to shed light on these important areas of inquiry.

This informative book is divided into three parts: evidence, policy, and public health practice. In essence, “the authors aim to highlight the centrality of mental health to public health, with a particular focus on the relevant aspects of policy and public health practice that...”

ameliorate the mental health of populations” (p. 2). The first section highlights “the public health significance of mental health by focusing on the evidence and epidemiology of the burden, influences on population mental illness, as well as disparities and stigma” (p. 3). The second section addresses “the policy aspects central to population mental health, including the mental health care system, laws and regulations, and the global effort to improve the mental health of populations” (p. 4). The third section focuses on “public health practice as it applies to mental health care utilization of the population as whole, as well as vulnerable subpopulations” (p. 4). Finally, the book concludes with remarks on challenges in “preventing mental illness and promoting mental health in a population-based framework” (p. 5).

Moreover, contained within the book is an informative discussion regarding features of the social environment that may influence population mental health in the 21st century. The authors identified urbanization, migration, and globalization, as processes which constitute such influences. These processes are important to consider as researchers continue to understand how changes in the social environmental contribute to mental health.

Furthermore, the book provides compelling information that suggests that “the inclusion of mental health concerns, mental health promotion, and mental illness prevention into an integrated public health model that fully recognizes the interrelationships of physical and mental well-being will be key to advancing effective and cost-effective interventions for the greatest societal benefits” (p. 353).

—Reviewed by Jared Berger, M.A., Adler School of Professional Psychology

UPCOMING EVENTS

Institute on Social Exclusion, Fall 2011

ISE Hosts William T. Bielby, Expert Witness in the Wal-Mart Case in the Supreme Court

September 21, 2011 from 8:00 - 9:30am
Adler School Chicago Campus
Community Hall, 15th Floor

The Institute on Social Exclusion in partnership with Women Employed will host a presentation by William T. Bielby, Ph.D., Professor in the Department of Sociology at the University of Illinois-Chicago. In June, Professor Bielby served as the plaintiff’s expert witness in a case before the U.S. Supreme Court involving Wal-Mart, which alleged that as a result of implicit bias, women were unfairly treated on pay and promotions.

In the case, Bielby argued that unconscious stereotyping, combined with managerial discretion, infected personnel choices, making decisions about compensation and promotion vulnerable to gender bias.

Bielby’s general thesis is that people are prone to stereotyping one another based on race, gender, and age. He argues that without explicit and rigorously enforced hiring, evaluation and promotion procedures to avoid stereotyping, discriminatory employment practices inevitably ensue. His work is based, in part, on psychological literature concerning unconscious stereotypes and the ways in which managerial discretion results in gender and race differentials in promotion and pay.

Professor Bielby has served as an expert witness for plaintiffs in more than 50 employment discrimination cases, including cases against:

- Fedex: 20,000 Latin & African American employees allege unequal treatment in job assignment, promotion and pay.
- Johnson & Johnson: Minority white-collar employees seeking class action status to pursue claims of race discrimination.
- Cargill: Class action on behalf of 1,600 African American employees
- Morgan Stanley: Settles a sex discrimination claims for $54 million

For more information on Bielby and his work, click here:

To register for this event, contact us at ise@adler.edu.

Intersecting Identities: Comparing and Contrasting the LGBTQ Experience

October 19, 2011 from 4:00 - 6:00pm
Adler School Chicago Campus
Community Hall, 15th Floor

The purpose of the event is to present and talk about critical issues that confront LGBTQ communities of color that are not addressed in mainstream LGBTQ discourse and action.

For more information, contact us at ise@adler.edu.
The Adler School Institute on Social Exclusion

The mission of the Adler Institute on Social Exclusion (ISE) is to advance social justice. We do this by working to integrate the concept of “social exclusion” into U.S. popular and public policy discourse; by helping to contextualize social disadvantage; and by advancing the idea that the point of intervention for addressing social disadvantage is its social, political, and economic context.

The work of the ISE has been made possible through generous support from:
- The American Psychological Association
- The Field Foundation of Illinois
- JCCC Foundation
- The W.K. Kellogg Foundation
- The Kresge Foundation
- The Robert Wood Johnson Foundation
- The Spencer Foundation
- U.S. Department of Health & Human Services, SAMHSA
- U.S. Department of Justice

For more information about the ISE, email ISE@adler.edu.

The Adler School Institute on Public Safety and Social Justice

The mission of the Adler Institute on Public Safety and Social Justice (IPSSJ) is to promote socially just policies and practices within law enforcement and homeland security through research, education and community outreach. The IPSSJ aims to build safer, healthier communities by recognizing that safety is a fundamental component of health—both individual health and community health—and striving to assist communities in cultivating resources that alleviate public safety concerns and lead to overall community health.

For more information about the IPSSJ, email IPSSJ@adler.edu.

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