PROMOTION RECOMMENDATION
The University of Michigan
School of Social Work

Lydia W. Li, associate professor of social work, with tenure, School of Social Work, is recommended for promotion to professor of social work, with tenure, School of Social Work.

Academic Degrees:

Ph.D.	2000	University of Wisconsin, Madison, WI
M.S.	1989	University of Hong Kong, Pokfulam, Hong Kong
Honors Diploma	1984	Hong Kong Baptist College, Duluth, MN

Professional Record:

2016 – Present	Faculty Associate, Asian/Pacific Islander American Studies
2015 winter	Visiting Scholar, Chinese University of Hong Kong
2010 – Present	Research Affiliate, Population Studies Center, University of Michigan
2010 – 2012	Faculty Associate, Center for Global Health, University of Michigan
2008 - Present	Faculty Associate, Center for Chinese Studies, University of Michigan
2006 - Present	Associate Professor, School of Social Work, University of Michigan
2003 – 2005	Faculty Associate, NIMH Center for Research on Poverty, Risk, and Mental Health, School of Social Work, University of Michigan
2000 - 2006	Assistant Professor, School of Social Work, University of Michigan

Summary of Evaluation

Teaching: Professor Li has a strong teaching record. She has received strong course evaluations and overall high evaluation ratings for course and instructor excellence. Notably, her teaching portfolio discusses seven different courses including social work foundation courses, practice area courses, aging policy, research and evaluation, and specialty courses in aging. Professor Li articulates a teaching philosophy that she characterizes as a 'learner-centered' approach that links teaching pedagogy with students' personal connections to content. Her approach to research and evaluation courses and social welfare and aging policy courses enables students to become knowledgeable and critical consumers of research information, as well as policy. Professor Li's teaching efforts reflect thought and innovation in instructional methods. In particular, in her course, SW736: Aging with Dignity: Cross-national Perspectives, she linked students with social welfare professionals in other countries. Her teaching also includes training workshops on qualitative interviews, research trainings for the COACH (Chinese Older Adults Collaborations in Health) project, and additional professional workshops for social workers. Professor Li has also taught as a visiting professor and been involved as an instructor in workshops offered in China.

Research: Professor Li has developed an impressive program of research that examines a wide range of issues associated with the experiences of older adults within and across different social status positions, cultural, geographic locales, and national contexts. This includes her work within the U.S. focusing on low-income elderly and older Chinese Americans, as well as her work in China examining rural-urban differences in mental health and structural factors affecting

elder status. Professor Li's work addresses three primary concerns: 1) family-based long-term caregiving arrangements; 2) the prevalence and correlates of mental health disorders and cognitive status decline in later life; and 3) population factors associated with the aging experience. Her work uses varied research methodologies, including secondary data analysis of large datasets from population surveys and administrative data, primary quantitative and qualitative data collection and analysis.

Her research portfolio includes an impressive body of work in China where she has examined issues associated with the mental and physical well-being of older adults. The Chinese Health and Retirement Longitudinal Study (CHARLS) uses longitudinal data to document environmental (i.e., infrastructure deficiencies), health resources, and social factors associated with depression among rural older adults. Her work makes an important contribution by identifying the multiple neighborhood, individual, household, and community factors and mechanisms that contribute to excess rates of depression found among rural older Chinese adults. The Chinese Older Adults Collaborations in Health (COACH) study, an intervention for older adults with comorbid hypertension and depression, directly addresses the health workforce and health resource infrastructure deficits within rural communities in China. COACH employs cross-sector health resources (township hospitals, village clinics) and both professional (psychiatrists, village doctors) and trained lay personnel (aging workers) in the identification and treatment of older rural adults with hypertension and depression. Professor Li's work also involves research within the U.S. focused on home-based caregiving (home care elders) examining the interrelationships among depression, cognitive status, physical disability, and self-injury, a randomized controlled trial investigation of self-administered acupressure for treatment of chronic pain among older adults, and the Population-based Study of Chinese Elderly (PINE) exploring the connections between depressive symptoms and perceived racial/ethnic discrimination. PRofessor Li's future research program includes a pending R01 proposal to examine the impact of sociocultural factors on cognitive change in older Chinese Americans. In addition, she outlines continuing work on analyzing outcome data from the COACH study (data collection completed in February 2018). A portion of these efforts will focus on analyzing information on stakeholders' perspectives of the COACH model with the aim of using findings to support implementation of the model in other locales in rural China. Finally, Professor Li's research plans include a R01 proposal submission to the National Institutes of Health to perform explicit cross-national investigations of health trajectories and health risk and protective factors for older Chinese adults in the U.S. and China using longitudinal data from the CHARLS and PINE studies.

Recent and Significant Publications:
Li, L.W. & Dong, X. (in press). Self-reported discrimination and depressive symptoms among older Chinese adults in Chicago. *Journals of Gerontology: Medical Sciences.*
Li, L. W., Zhang, J., & Liang, J. (2009). Health among the oldest-old in China: Which living arrangements make a difference? *Social Science & Medicine, 68(2),* 220-227. (NIHMSID: 180401)
Li, L.W., Liu, J., Zhang, Z., & Xu, H. (2015). Late-life depression in rural China: Do village infrastructure and availability of community resources matter? *International Journal of Geriatric Psychiatry, 30(7),* 729-36.

Li, L.W. & Conwell, Y. (2010). Pain and self-injury ideation in home care elders. *Journal of the American Geriatrics Society, 58,* 2160-2165. (PMC3058671)

Li, L.W., Long, Y., Essex E., Sui, Y., & Gao, L. (2012). Elderly Chinese and their family caregivers' perceptions of good care: A qualitative study in Shandong, China. *Journal of Gerontological Social Work, 55*(7), 609-625. DOI: 10.1080/01634372.2012.703165

Li, L.W., Liu, J., Xu, H. & Zhang, Z. (2016). Understanding rural–urban differences in depressive symptoms among older adults in China. *Journal of Aging and Health, 28*(2), 341-362.

Service: Professor Li provides extensive service to the school, the university, and the broader professional community. Her service contribution to the school includes demonstrated leadership and participation in the Gerontology Learning Community. Her service contributions in the area of gerontology education and training includes her role as liaison between the local and national chapter of Sigma Phi Omega (the gerontological honor society), as well as her role in connection with the Specialist in Aging Certificate Program for MSW students. She has been a member of the International Task Force within the school, which developed the Office of Global Activities (OGA). She has been a member of the OGA advisory committee since its inception, and is involved in its many activities such as global social work field placements and independent studies, and the Peace Corps Master's curriculum track. Her various committee memberships (e.g., Curriculum, Admission, Student Services, Financial Aid, Recruitment) reflect a strong and focused commitment to the educational mission of the school.

She has made considerable professional service contributions as an associate editor for *BMC Geriatrics* and the *International Journal of Gerontological Social Work*, as well as serving on the editorial board of the *Journal of Gerontological Social Work*. Further, she has been an ad hoc reviewer for numerous gerontology journals. Professor Li has served as the co-chair of the Program Committee for the 2016 Annual Meetings of the Gerontological Society of America, as well as working to launch the new Interdisciplinary Section of the GSA. She has served on a number of GSA committees such as the Executive Committee of the Social Research, Practice, and Policy (SRPP) Section and the Arts and Humanities Committee, as well as serving on the GSA Minority Task Force.

Professor Li provides service to global gerontological communities through her consulting work and as an expert reviewer for Policy Research Funding Scheme for the Hong Kong Government. Given her extensive research endeavors and collaborations in China, she has fulfilled an important role as a liaison between the the school and individual scholars and higher education institutions in China and served as a point of information regarding the SSW. Her service to the university includes her position as a member of the Executive Committee of the Center for Chinese Studies and as an application reviewer and interviewer for the Fulbright Fellowship Program.

External Reviewers:
Reviewer A: "Dr. Li would most certainly meet the requirements for promotion to the rank of professor at my university."

Reviewer B: "In summary, I believe that Dr. Li is an ideal candidate for promotion to Full Professor with Tenure in the University of Michigan School of Social Work. Without question, based on her prior track record, she would be awarded this promotion at [my institution]."

Reviewer C: "I am confident that she would be promoted to Full Professor at my current institution and other comparable universities."

Reviewer D: "I believe that Dr. Li compares very favorably to peers at institutions of the same standing as the University of Michigan. I believe that Dr. Li would be promoted to full professor at [my institution]. I recommend that she be promoted to full professor at your institution."

Reviewer E: "Indeed, her publication record and scholarly contributions would appear to be comparable to those of many well-established Full Professors at comparable universities, and I have no doubt that she would meet the requirements for promotion on my campus."

Reviewer F: "Based on my review, I conclude that Professor LI has all the essential qualities for promotion to the rank of Full Professor. She has been productive, demonstrated impact, shows leadership in the profession, school and university, and there is evidence that this productivity will continue."

Reviewer G: "Based on the dossier provided to me and assuming favorable evaluation of her teaching …, I believe her qualifications would be viewed favorably were she considered for promotion to Professor with tenure here at [my institution]."

Reviewer H: "Dr. Li's outstanding body of research employing sophisticated analytic techniques, her strong publications and engaging presentations at U.S. and international meetings all attest to the fact that Dr. Li is a most worthy candidate for promotion to the position of professor at the University of Michigan".

Summary of Recommendation:
Professor Li's impressive program of research examines a wide range of issues associated with the experiences of older adults within and across different social status positions, cultural, geographic locales, and national contexts. She is an excellent teacher and mentor and contributes locally, nationally and internationally to many service endeavors. I am pleased to recommend Lydia W. Li for promotion to professor of social work, School of Social Work.

Lynn Videka
Dean, School of Social Work

May 2018