

PARTNERING *for* CHANGE

A PUBLICATION FOR ALUMNI AND FRIENDS OF THE RUTGERS SCHOOL OF SOCIAL WORK



D I V E R S I T Y A N D I N C L U S I O N



C O N T E N T S

t h o u g h t s



“Diversity is being invited to the party; inclusion is being asked to dance.”

VERNĀ MYERS



24

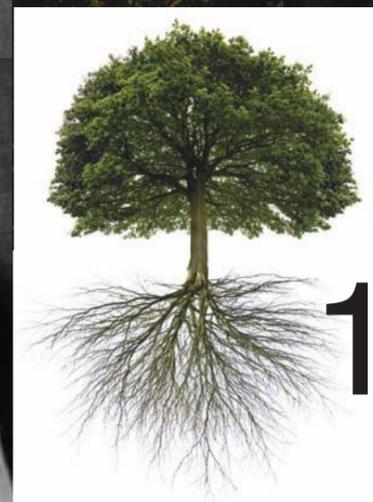
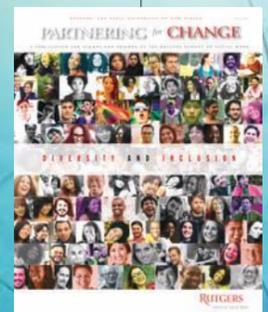
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Two faculty members discuss their commitment to diversity and inclusion at the School of Social Work and beyond.



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FALL 2019

PARTNERING *for* CHANGE

Published by the Office of
Development and Alumni Relations,
the School of Social Work, and the
Office of Communications
Rutgers, The State University of New Jersey

120 Albany Street, Tower One, Suite 200
New Brunswick, NJ 08901
848-932-7520

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MESSAGE FROM THE DEAN

Dear Friends,

We have commenced another academic year at the School of Social Work, welcoming hundreds of new students eager to embark on a path to become leaders and change makers. They hail from a range of different backgrounds, some entering the field of social work for the very first time.

Many of the stories we present in this issue of *Partnering for Change* highlight our stalwart commitment to diversity and inclusion. The education we provide helps our students recognize and promote the diverse and increasingly global environment in which we live. We also host a variety of events in keeping with this commitment.

Last spring, our Office of Student Affairs and Graduate Student Association partnered to organize a series of discussions on diversity and inclusion, promoting collaboration against hate in honor of Social Work Month. Weeks later, we sponsored a social justice symposium at Rutgers University-Camden with a keynote address from transgender activist Sarah McBride. The summer kicked off with the Office of Continuing Education's third annual Challenging Racial Disparities Conference, providing guidance for working professionals to put systemic repair into action.

Our feature stories highlight two faculty members dedicated to diversity and inclusion as well as six School affiliates who were first-generation students. Their stories give a glimpse into the array of our faculty and student experiences.

We are also pleased to share exciting news, like our ranking from *U.S. News & World Report*, which places the School of Social Work at 17th in the nation. Faculty accolades and other recent happenings at the School are too within these pages.

After nearly 20 years as a faculty member, William "Bill" Waldman retired in July. A School of Social Work alumnus, Bill was deeply committed to serving the public and educating future luminaries. You can read about his journey to a career in social work later in this issue.

In keeping with our longstanding tradition, we invite you to our Annual Winter Alumni Reception on Thursday, November 21. This once-a-year celebration brings together School of Social Work alumni for an evening of merriment and an opportunity to catch up with old friends and make new connections. We hope to see you there.

Sincerely,

A handwritten signature in black ink that reads "Cathryn C. Potter".

Cathryn C. Potter, M.S.W., Ph.D.
DEAN AND DISTINGUISHED PROFESSOR
RUTGERS SCHOOL OF SOCIAL WORK



RUTGERS SCHOOL OF SOCIAL WORK RANKS AMONG TOP 20 GRADUATE SCHOOLS IN U.S. NEWS & WORLD REPORT

Rutgers School of Social Work's Master of Social Work program is again ranked among the top 20 programs in the country by *U.S. News & World Report*, the global authority in graduate program rankings. According to the report, Rutgers ranks 17th in the nation.

"This recognition is a reflection of our outstanding faculty and staff and the quality of education we provide," said Cathryn C. Potter, Dean and Distinguished Professor. "Our faculty are leaders in education, research, and practice, offering a balanced pedagogical approach that prepares students for a lifetime of success in the field. The MSW program readies graduates to serve society in a variety of clinical, academic, government, nonprofit, and corporate settings throughout the nation and the world."

Rankings of the 262 MSW programs accredited by the Council on Social Work Education are based on the results of peer assessment surveys sent to deans, faculty, and other key informants. Only fully accredited programs in good standing during the survey period are ranked.

TRANSGENDER RIGHTS ACTIVIST SARAH MCBRIDE DELIVERS KEYNOTE AT SOCIAL JUSTICE SYMPOSIUM

Sarah McBride, author of *Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality*, was the inaugural speaker at Rutgers University–Camden's first annual Social Justice Symposium on April 15. As lead sponsor, the School of Social Work had a strong presence at the event, including Dean and Distinguished Professor Cathryn C. Potter, Assistant Professor of Professional Practice Marla Blunt-Carter, and many social work students, among others in attendance.

In 2011, McBride was elected student body president at American University. During her last week in the role, McBride gained international attention when she came out as a transgender woman in her college's newspaper, *The Eagle*. McBride is largely credited with the passage of legislation in Delaware banning discrimination on the basis of gender identity in employment, housing, insurance, and public accommodations. In July 2016, she was a speaker at the Democratic National Convention, becoming the first openly transgender person to address a major party convention in American history.

"Our college campuses should look like the country we want to build in 10 or 15 years, and Rutgers–Camden is clearly helping lead the way in building the next generation of leaders and change agents," said McBride. "It was particularly meaningful to see such incredible turnout from both students and administrators alike for a discussion around trans rights. When my friend Marla Blunt-Carter asked me to speak at Rutgers–Camden, I jumped at the chance, and I'm so glad I did. From the discussion with Marla to the conversations with students before and after the event, I left feeling empowered and inspired by the Rutgers community."





NEW JERSEY LIEUTENANT GOVERNOR AND SOCIAL JUSTICE ADVOCATE DELIVERS CONVOCATION ADDRESS

By Thomas Benjamin

Lieutenant Governor Sheila Y. Oliver, the second-highest ranking official in New Jersey government, delivered the School of Social Work's Convocation address to the 955 graduates — the largest cohort in the School's history — who earned a degree this year.

A 40-year resident of East Orange, and a native of Newark, Lt. Governor Oliver was first elected to the General Assembly in 2003 and became Speaker in 2010. She was the first African-American woman in state history to serve as such, and just the second in the nation's history to lead a state legislative house.

Dean Cathryn C. Potter introduced Lt. Governor Oliver to the crowd and presented her the Voice of Social Justice Award, which is given to an individual who embodies the values of social work, chooses to stand for social justice, and advances opportunities for others.

Lt. Governor Oliver opened her speech with excitement. "As someone who has spent her entire life providing and advocating for social services in New Jersey, I cannot begin to express how thrilled I am to be with you today to celebrate your great accomplishment," she said. "I am in awe as I look out on this bright, diverse, and talented group of graduates who are ready to change the world."

Later in her remarks, Lt. Governor Oliver shared the driving forces behind her choice to become a social justice advocate. As a young girl, she read the historical novel *A Tale of Two Cities* and was aghast. "That created the foundation of me knowing I had an obligation to be a voice for people who didn't have a voice, and that's what social workers do," she explained.

With a background in sociology, Lt. Governor Oliver decided to study social work as a graduate student. "I like to work on behalf of disenfranchised people, disadvantaged people, people who don't have the opportunity to access and participate in the mainstream of American life. That's what made me gravitate toward the field of social work," she continued.

Offering encouragement, Lt. Governor Oliver told the students, "Know that the world is waiting for you to do great things for yourself, and for your families, and for your communities, and for your state and your nation." The audience responded to her inspiring words with a standing ovation.

Dean Potter followed the rousing speech by inviting graduates to the stage, conferring degrees to 779 MSW students, 154 BASW students, 16 DSW students, and 6 Ph.D. students.

PHOTOGRAPH BY GRADIMAGES



RACE CONFERENCE TEACHES SOCIAL WORKERS TO PUT SYSTEMIC REPAIR INTO ACTION

By Samuel Leibowitz-Lord '21

Rutgers School of Social Work hosted its third annual conference "Challenging Racial Disparities: A Call to Action" on June 4, bringing together social workers and other helping professionals to discuss what they can do to challenge racism.

Busch Student Center's conference rooms were packed by attendees of this sold-out event, featuring lectures by and workshops with faculty, alumni, and practitioners. The conference was organized by the School's Office of Continuing Education and offered continuing education hours for those who attended.

Welcoming remarks were given by Dr. DuWayne Battle, Director of the BASW program and Associate Professor of Teaching. He urged attendees to take the issue of race in public institutions and private practice seriously, offering statistics that demonstrated continued and systemic disenfranchisement of non-white people in the job market, education, and the justice system. "Racial disparities affect the entire population due to their social and economic costs," Battle said. Hinda Winawer, a frequent part-time lecturer at Rutgers School of Social Work, gave the

opening address, "The inevitable invisibility of whiteness (for whites)."

Jelani Cobb, Ph.D., the Ira A. Lipman Professor of Journalism at Columbia University, staff writer at *The New Yorker*, and a Rutgers alumnus, delivered the conference's keynote lecture. He explored the concept and history of race in America and showed how it has played out in institutions throughout the centuries. He challenged the audience to undo these systemic injustices by confronting racial issues in the field, rather than ignoring them, and called for more focus to be put on systemic reform. "The role of social workers is to be the conscience of a democracy," Cobb said to the crowd, who gave him a standing ovation at the end of his lecture.

The keynote lecture is offered each year in honor of social work professor Dr. William Neal Brown, the first black professor at Rutgers. Brown, who passed away in 2009, was represented at the conference by his longtime partner, Suzanne Zimmer. Zimmer commended the conference for acknowledging Brown's legacy and contributions to Rutgers, which have historically gone unnoticed.

Cobb's keynote was followed by a

panel discussion moderated by Marla Blunt-Carter, Assistant Professor of Professional Practice. Difficult questions and thoughtful answers were posed by both audience members and panel participants, including Battle, Cobb, Winawer, and Nydia Garcia Preto of the Multicultural Family Institute. Key points included the need for all social workers to self-reflect and evaluate their roles in potentially oppressive institutions, and the importance of empathy when dealing with issues of race in the field.

Eight break-out sessions were held later in the day, led by Battle, Winawer, Teaching Instructor Dr. Natalie Moore-Bembry, Lorraine Y. Howard, Director of Addiction Education at Rutgers Center of Alcohol & Substance Use Studies at the Graduate School of Applied and Professional Psychology, and DSW program alumna Dr. Jesselly De La Cruz, among others. The workshops were designed to help social workers deal with specific issues, including racial trauma, the intersection of race and addiction, cultural humility, and resilience theory.

Next year the conference will be held on June 2, 2020.



VOICES IN THE NEWS



“Epidemiological research in cognitive aging highlights an intuitive yet oftentimes overlooked aspect of brain aging: It is lifelong.”

A Poor Childhood Could Hurt Your Memory in Old Age
The Atlantic
 February 26, 2019
 Emily A. Greenfield, Associate Professor



“Most people were given advice of some kind. In particular, they were given relationship advice... I tell my patients that the meaning of final words is going to be up to the people in the room left to decipher them.”

What are the Most Common Things People Mention Right Before Death?
The Dr. Oz Show
 April 12, 2019
 Dr. Erica Goldblatt Hyatt, Assistant Director, DSW Program



“People who trade cryptos look very much like those who trade high-risk stocks such as margins and options.”

Why Cryptocurrency Trading Appeals to Problem Gamblers
Yahoo! Finance
 March 11, 2019
 Lia Nower, Professor and Director, Center for Gambling Studies & Addiction Counselor Training (ACT) Program



“I believe that our colleges and universities in New Jersey are actually ahead of the curve in trying to address these issues. Through the conference, it’s another example of a way that we’re trying to be proactive and solution focused, and working together to try to create safer and healthier campus communities.”

How NJ Colleges are Tackling Campus Sexual Assault
New Jersey 101.5
 March 27, 2019
 Sarah McMahon, Associate Professor and Director, Center on Violence Against Women and Children



“It’s not enough to just go and train bystanders and say, ‘now you know what to do, go do it!’ You have to also be training leadership, you have to be changing policy and you have to be changing those organizational norms.”

‘We Are All Responsible’:
 How #MeToo Rejects the Bystander Effect
Longreads
 February 2019
 Victoria Banyard, Professor



SSW FACULTY ATTEND LAUNCH OF GLORIA STEINEM ENDOWED CHAIR IN MEDIA, CULTURE AND FEMINIST STUDIES

Last fall, Sarah McMahon, Director of the Center on Violence Against Women & Children (VAWC), and Judy Postmus, Founder and Former Director of VAWC, attended a reception celebrating the launch of the Gloria Steinem Endowed Chair in Media, Culture, and Feminist Studies at Rutgers University–New Brunswick. According to *Rutgers Today*, the event focused on the ways that information technology and new media are reshaping culture and power relationships as well as the challenges ahead for progressive movements in the United States and beyond.

As part of Rutgers Institute for The Women’s Leadership Consortium – a forum for intellectual exchange and a vital source of information about women’s leadership – Postmus helped conceive the first-ever academic chair named in honor of Steinem while supporting fundraising efforts and selecting the inaugural chair.

Naomi Klein, a public intellectual whose best-selling explorations of social, economic, and ecological injustice

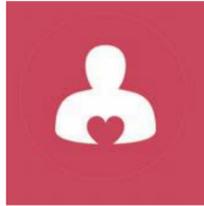
have made her a global thought leader, was selected as the first chair. “I am honored to have been chosen for this prestigious position and eager to join Rutgers students in connecting the dots between some of the most critical issues of our time,” Klein said to *Rutgers Today*.

Over the next three years, Klein will teach, organize public events, conduct research, and immerse students in debate and scholarship on a range of issues. Topics will include the role of activist journalists in revolutionary movements from abolition to feminism as well as the complex relationships among new media technologies, market forces, democracy, and movements for racial, gender, and economic justice.

Klein’s appointment comes at a critical time in the American political and media landscape as women progressive leaders link human rights and economic justice with climate change and other global challenges.



FACULTY ACCOLADES



Ericka Deglau, Professor of Teaching and Director of the Intensive Weekend Program, and **Amy Strickler,** Teaching Instructor and Assistant Director of the Intensive Weekend Program, presented *MSW Education and Child Welfare Reform in New Jersey, 2006-present* at the Title IVE Roundtable in Atlantic City, New Jersey. They were joined by alumni Amanda Hammond '09, Florence Racine '10, Melena Anderson '16, and Janet Dashio '16, public child welfare employees who completed their MSWs through the Intensive Weekend program. Strickler also presented *School Success for the Adoptee: Meeting the Challenges* with **Christine Morales,** Teaching Instructor and Assistant Director of Recruitment and Admissions, at the NJ Interagency Adoption Council and the Rutgers School of Social Work's Annual "Let's Talk Adoption" Conference.

DEGLAU/STRICKLER
MORALES



Jerald Floersch, Associate Professor, has been named a 2019 Fellow of the Society for Social Work and Research (SSWR). SSWR Fellows are members who have served with distinction to advance the mission of the society — to advance, disseminate, and translate research that addresses issues of social work practice and policy and promotes a diverse, equitable, and just society. The SSWR Fellowship has been established by the society to honor and recognize current SSWR members for their individual accomplishments, leadership, and contributions to SSWR as a scientific society.

FLOERSCH



Erica Goldblatt Hyatt, Assistant Teaching Professor and Assistant Director of the DSW Program, has been awarded a research stipend to participate in the Rutgers Center for Historical Analysis (RCHA)'s *Life and Death* project for the 2019-2020 academic year as a faculty fellow. According to the project website, the seminar unites interdisciplinary faculty and researchers to explore "what it means to be alive or dead. It will consider the legal, social, political, religious, and ethical ramifications of medical and scientific developments as they relate to the creation of life and the end of it." Goldblatt Hyatt proposes a qualitative exploration of maternal-fetal medicine specialists (MFM) and later abortion patients to understand how the diagnosis of fetal anomaly after 24 weeks' gestation, also known as the age of viability, influences whether providers are likely to recommend abortion. The implications of these findings on the field of reproductive health, rights, and social justice can inform policy and practice with women and their families.

GOLDBLATT HYATT



Emily A. Greenfield, Associate Professor, in partnership with collaborators at the Edward J. Bloustein School of Planning and Public Policy, was awarded a grant through the Rutgers Community Design for Health and Wellness Interdisciplinary Research Group. This competitive program provides seed funding for interdisciplinary groups of scholars to partner with community leaders on innovative, community-rooted opportunities to address upstream determinants of health. Their project will support the development and study of interactive, web-based mapping tools within two county government structures; these mapping tools are intended to aid in county-level age-friendly planning, policy, and programs, as well as inter-departmental collaboration around aging.

GREENFIELD



Jeanne Koller, Teaching Instructor and Program Coordinator of the MSW Aging & Health Certificate, was appointed as a member of the Clinical Quality Improvement Subcommittee for the Visiting Nurse Association of Central New Jersey (VNACNJ) Community Health Center. She already serves on their board of trustees. She also founded a local chapter — the Central NJ Chapter — of the Radical Age Movement (RAM). RAM is a national non-profit grassroots organization based in New York City seeking to fight for age justice and combat ageism.

KOLLER



Jeffrey Longhofer, Associate Professor, presented the keynote address *The Manualization of Everything* at the New York State Society for Clinical Social Work 50th Anniversary Conference.

LONGHOFER



Shari Munch, Associate Professor, presented the closing keynote address *Compassion Fatigue: The Cost of Caring* at the 3rd Annual Neonatal Palliative Care Symposium in Morristown, New Jersey.

MUNCH



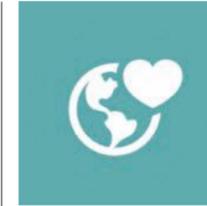
Sarah McMahon, Associate Professor and Director of the Center on Violence Against Women and Children, was named co-chair of the Safe and Inclusive Learning Environments working group on New Jersey's Plan for Higher Education under Governor Murphy's Task Force for Higher Education. Joining her in the working group are part-time lecturer Laura Luciano, Ph.D. student Julia Cusano, and Simone Snyder, Senior Program Coordinator at the Center on Violence Against Women and Children. Part-time lecturer Randy Stamm was also selected to be a part of the On Ramps to College working group. McMahon, Luciano, Cusano, Snyder, and Stamm are among the 19 Rutgers faculty, students, staff, and administrators in the working groups chosen through a formal selection process and appointed by the governor.

MCMAHON



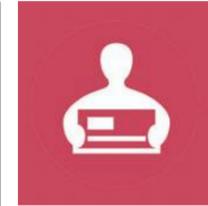
Lia Nower, Professor and Director of the Center for Gambling Studies & Addiction Counselor Training (ACT) Program, received two grants with the Center for Gambling Studies: *Sports Wagering in New Jersey*, funded by the Division of Gaming Enforcement, in the amount of \$2.6 million [Lia Nower, PI] and *Developing GBIRT for Ohio*, funded by the Ohio Department of Mental Health and Addiction Services, in the amount of \$115,496 [Lia Nower, PI; Jackie Stanmyre, co-PI & Vivien (Wen Li) Anthony, co-PI].

NOWER



Kristen Powell, Assistant Research Professor and Associate Director of the Center for Prevention Science, and **Andrew Peterson,** Professor and Director of the Center for Prevention Science, launched the Northeast & Caribbean Prevention Technology Transfer Center (NeC-PTTC) for HHS Region 2, which serves New Jersey, New York, Puerto Rico, and the U.S. Virgin Islands. Powell (Director) and Peterson (Co-Director) received a \$3 million grant from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Administration to operate the NeC-PTTC for five years. Its purpose is to strengthen the substance abuse prevention workforce in the region through research and dissemination of knowledge through technology transfer activities, including the delivery of multifaceted training and technical assistance to improve knowledge and skills in prevention science and evidence-based prevention practices.

POWELL/PETERSON



Jackie Stanmyre, Teaching Instructor and Program Coordinator of the ACT Certificate Program, was awarded \$2,850 from the Rutgers Research Council for the New Jersey Gam-SBIRT project with the Center for Gambling Studies.

STANMYRE



Abigail Williams-Butler, Assistant Professor, received awards from the National Institute of Mental Health, the NICHD Summer Training Institute for Early Careers Scholars on Child Abuse and Neglect, and the Racial Democracy, Crime and Justice Network Summer Research Institute.

WILLIAMS-BUTLER



DIVERSITY AND INCLUSION SERIES PROMOTES COLLABORATION AGAINST HATE IN HONOR OF SOCIAL WORK MONTH

By Laurie Zazenski

Rutgers School of Social Work’s Office of Student Affairs leaders Charles Chear, Marian Diksies, and Natalie Moore-Bembry partnered with the School of Social Work’s Graduate Student Association (SSWGSA) and the National Association of Social Workers New Jersey (NASW-NJ) to host a series of events on diversity and inclusion in honor of Social Work Month last March. This year’s events focused on the theme of joining against hate, drawing in audiences of social work students and practicing social workers throughout New Jersey.

Marian Diksies ’08, Director of Student Affairs at Rutgers School of Social Work, explained, “We are committed to providing opportunities for our students, faculty, and

professional social workers to engage in conversations about promoting diversity and inclusion within professional practice. These events aimed to provide a lens through which we could better understand what hate and discrimination look like in New Jersey. It is critical that we learn how to work within a diverse community and develop effective relationships in order to build alliance.”

The series kicked off on February 27 in New Brunswick with a panel on developing effective community partnerships. Panelists included Renee Koubiadis (Anti-Poverty Network of New Jersey), Brian Lozano (Wind of the Spirit and NJ Alliance for Immigrant Justice), and Jaymie Santiago (New Brunswick Tomorrow) with moderation by Diksies. The

following week, the Camden team hosted a panel on advocacy efforts in New Jersey, featuring Ronald Pierce (New Jersey Institute for Social Justice), Dr. Tyree Oredein (Garden State Equality), and Ross Wishnick (NJ Alliance Against Hate). The panel was moderated by Rutgers MSW student Gianna Irizarry. The series concluded on March 13 in Newark with a panel discussion on invisible wounds of racial trauma with Michael Ajagbe (MSW) and Kristin Miller (LCSW).

Assistant Director of Student Affairs and MSW Newark Campus Coordinator Charles Chear said, “Social work as a profession and field of study is rapidly growing in the U.S. and around the world. Yet, critical inquiry about diversity, equity, and inclusion



“We are committed to providing opportunities for our students, faculty, and professional social workers to engage in conversations about promoting diversity and inclusion within professional practice. These events aimed to provide a lens through which we could better understand what hate and discrimination look like in New Jersey. It is critical that we learn how to work within a diverse community and develop effective relationships in order to build alliance.”

— Marian Diksies, Director of Student Affairs at Rutgers School of Social Work

still lags in the field. Our aim was to fill the gap, presently, as workshops aim to inspire others to continue the conversation into action. Along with Rutgers students, we hosted social work students from Seton Hall and elsewhere. Through dialogue during the workshop, we learned that a strong desire for critical inquiry was common among many social work institutions.”

Natalie Moore-Bembry, Assistant Director of Student Affairs and MSW Camden Campus Coordinator, explained, “We are at a pivotal time in our nation’s history where many are seeking to take action against the countless social injustices in front of us. The panel provided our university community with not only a plethora of actions that could be taken, but also instilled a sense of hope in our students. The students walked away feeling energized and ready and willing to step into

active social justice roles.”

“The ultimate takeaways from the event are that we need to consider intersectionality, be allies for one another no matter what our personal cause is, and check our privilege when we have it,” Irizarry commented. “These are broad ideas, but when they’re put into practice they make a big difference.”

“Another big takeaway that stuck with me was a comment from one of our panelists. He was an older man who was released from prison about two years ago and said we genuinely have no idea why we hate each other — we’re just taught to hate. When someone asks us why we hate, there is never an answer. This seems like a simple notion, but the way he framed it forced us to think about how hate can have no justification yet be so deeply rooted in our communities.”

This series represents just one of the

School of Social Work’s efforts to educate students on the central role diversity and inclusion play in the field of social work. In fact, one of the MSW program’s top goals is to prepare students for ethical, evidence-based and critically-informed social work practice that promotes social justice, engages diversity and difference, and strengthens individuals, families, and communities in local, national, and global contexts.

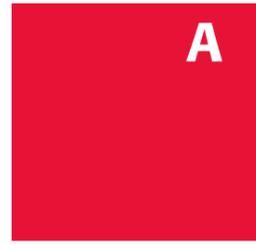
In the past, the SSWGSA has hosted a variety of events focused on diversity and inclusion from film screenings about gender and sexuality to discussions on the role of activism in the pursuit of social justice, among others. ■



1 THEY'RE THE FIRST

FIRST-GENERATION STUDENTS OVERCOME UNIQUE CHALLENGES IN ORDER TO ATTAIN HIGHER EDUCATION. BUT, BY PURSUING CAREERS IN SOCIAL WORK, THEY'RE ALSO A GROUP THAT GIVES BACK.

BY MELISSA KVIDAHL REILLY



ADIBA SALEEM '19 STARTED HER JUNIOR YEAR OF HIGH SCHOOL IN NEWARK, NEW JERSEY WITH HER SIGHTS SET ON COLLEGE. She saw her friends signing up for the SAT, and visited her guidance counselor to ask for a fee waiver. "My guidance counselor told me there was no point in even trying, since I'd never make it into a university," Saleem recalls. "She ripped up my fee waiver application and threw it in the trash in front of me. I was hurt, and felt discouraged." As the first in her family to pursue a college education, Saleem wasn't sure how to find help or what to do. She didn't apply to college for another two years.

Roughly 75 miles away in Philadelphia, Charles Chear – now Teaching Instructor, Assistant Director of Student Affairs, and Newark Campus Coordinator – was finding his way as the child of survivors of the Cambodian genocide. His parents ran a small jewelry shop, but had bigger aspirations for their son. "I told them I wouldn't mind being in the family business, but my father shut it down anytime I hinted that I enjoyed repairing jewelry," he says. "It was very clear that he wanted me to be a 'professional' and not a laborer." But not having gone to college himself, Chear's father wasn't able to help him navigate the confusing world of higher education. And cultural barriers, like a distrust in institutions and a hesitation to disclose personal information due to past persecution in Cambodia, didn't make it any easier to find scholarships, aid, or other resources that could help.

Though they're quite different, what unites these stories is that they exemplify the first-generation college experience. Though it's not a homogenous group by any stretch, it's one that faces some common challenges.



Ericka Deglau
Professor of Teaching and
Director of the
Intensive Weekend
Program

“Childhood vaccinations, except for polio, didn’t exist when I was a child, so I caught various diseases that kept me home from school. One day, my mother came home from the town library with a big stack of books, as suggested by the teacher, and from then on, I became an avid reader. My mother cared a lot about my education and went to night school to learn English. Both of my parents worked in factories and had only attended a few years of grade school in Europe. They immigrated to the U.S. in the 1950s as displaced persons, thanks to post-World War II legislation, just a couple of months before I was born. During my earliest years, two languages were spoken in my household, neither of them English. Like many children of immigrants, I became the family scribe and translator.”



Danielle Slavin ’19
Family Service
Specialist, Adoption Unit,
Division of Child
Protection and
Permanency

“There was never any question that I wanted to pursue social work. When my parents got divorced, I was 10 years old and struggling with my emotions. My mother enrolled herself, my brother, and me into a program called Strengthening Families. We met once a week with other families, had dinner, did an activity, and then broke out into groups — the kids in one room and the adults in another. That was the first time in my childhood that I felt I was really being heard, and I knew then that I wanted to go into a field that helped other kids feel heard, too.”



Rachael Smith ’19
Hearing Officer, Office of
Student Conduct, Rutgers
Camden

“I definitely think there’s a connection between being a first-generation student and the field of social work. We’re all very passionate about certain things, and we want to do something that’s truly going to make a difference in people’s lives. Though my specific family’s status didn’t have much to do with my personal path — they were lucky to find good jobs and I was comfortable growing up — I’m sure that those coming from families of immigrants or families of color face additional hurdles in achieving higher education, and I’m sure those specific struggles only amplified their need to make social change.”



Charles Chear
Teaching Instructor,
Assistant Director of
Student Affairs, and
Newark Campus
Coordinator

“I think what people need to understand about first-generation college students is not only that they need help but they may not know how to ask for help in the first place. It took a very patient and kind English literature professor in my first year of college to help me realize the importance of clear communication and how to let people know who I am and what I want or need. Now, I try to help MSW students in the same manner.”



Laura Johnson ’12, ’18
Assistant Research
Professor, Center on
Violence Against Women
and Children

“The biggest assets to me as a first-generation student were the mentors I met along the way. I changed majors so many times because I didn’t have someone to show me how to find out what I liked and how to translate that into a career. My mentors sat with me, helped to parse out what I was interested in, and brainstorm how we can put those interests together into a career based on their various networks. I had to rely on outside people for things that others may rely on their families for. I was lucky that at varying points in my life I made those connections with mentors who were willing to do that for me.”



Adiba Saleem ’19
Program Director, New
Day Family Success Center

“My parents always stressed the importance of education. They were teenage parents, so they had to work rather than attend college, and made sure higher education was on my radar. Though I felt pressure to succeed, it does work both ways. It kept me going at times when I was overwhelmed with three young children, working, and going to school. But we’re blazing the trail for our entire family. I have a cousin now who is a first-generation college student and just earned her degree. Family members have seen my humble beginnings and they look to me and say, if she can do it, I can do it.”

Many first-generation students, for example, come from families where college was inaccessible due to financial constraints, family obligations, immigration status, language and cultural barriers, or other challenges. At Rutgers School of Social Work, first-generation students and faculty are paving a path to higher education for their own families, but also putting their education to work by addressing these and other inequities faced by all kinds of underserved communities.

Jumping Hurdles

First-generation students face a unique set of challenges, beginning with the college application process. For example, though Chear wanted to join sports and other after-school activities, this was discouraged by his parents who thought it would take away from his studies and hurt his chances of getting into college. “I tried to tell them it was otherwise, that getting into extracurricular activities can actually enhance one’s applications, but they were firm in this belief that it didn’t do any good,” he says. “This came from them just not understanding college.”

Once they arrive on campus, first-generation students all face immense pressure to succeed. This was the case for Saleem, who explains that being a first-generation student is about more than earning a degree. “It’s about taking your family to the next level,” she says. “We have a lot riding on our backs, as your family is pushing for you to succeed and take that legacy a step further.”

For Rachael Smith ’19, the pressure was in proving to her parents that she was making the right choices. “Trying to explain the importance of education to someone who never went to college can be hard,” she says, especially since her parents found success without going to college. This hurdle was as large as making the case for college in general, and as small as making the case for studying on Saturdays rather than waitressing, when earning potential was highest.

And while her friends’ parents were encouraging their children to follow their passions — and worry about work later — Smith felt a lot of pressure to choose a major that would “pay off” in terms of salary after graduation. “Convincing my parents that social work, and especially a master’s degree, was the path for me took a lot of time,” she admits.

This divide becomes even more apparent the higher a student progresses in academia. Laura Johnson ’12, ’18, now Assistant Research Professor at the School of Social Work’s Center on Violence Against Women and Children, recalls the process of becoming a faculty member and not meeting many students like

herself. “This isn’t the case for everyone, but it’s more common for people with doctoral degrees to come from families with doctorates and advanced degrees, which means they often already have a sense of the culture of academia,” she says. “My dad was a plumber. So I didn’t grow up with flowy academic jargon. I couldn’t ask my family for career advice. That path just wasn’t modeled for me.”

What compounds these challenges is that first-generation status is something students don’t often talk about, either because they don’t have the language to describe it or because they don’t see it as something worth bringing up. Chear says, “Even on my undergraduate application, I didn’t mention that I was first-generation, from a Cambodian refugee background, or anything about my identity. I didn’t know you could get scholarships or admission points for being underprivileged.”

Ericka Deglau, Professor of Teaching and Director of the Intensive Weekend Program, puts it this way: “I felt different but didn’t look different from my essentially upper middle class peers when I got to college. I didn’t have many of the experiences my peers did since I grew up in a working class family with a different cultural and linguistic background.” Drawn to and working with different cultural and ethnic groups starting in the 1970s, it became quickly evident that others faced more obvious hurdles because of skin color and socioeconomic status. It was then that systemic inequities became clear to her.

If you ask Danielle Slavin ’19, it’s time for first-generation students to speak up. “Being a first-generation student isn’t something that is spoken about, unless it’s directly asked, and I’m not sure why,” she says. “We should be proud of this, because it is such a huge accomplishment. We didn’t have a clue what we were getting ourselves into with higher education, and we couldn’t rely on our parents to guide us. We don’t recognize it as the big deal that it is.”

Rutgers Resources

Here at Rutgers, 35 percent of undergraduates arriving on the Banks are first-generation students, and 79 percent of them graduate, well above the national average of 26 percent. It’s no coincidence, since Rutgers intentionally invests in this often underserved population. Not only does Student Support Services (SSS) provide resources like one-on-one tutoring, career and academic coaching, and financial support, but gateways like RU1st are designed to support first-generation students in their pursuit of a diploma.

At the School of Social Work, the Intensive Weekend MSW program allows students to continue working full time in the field while pursuing a master’s degree. That said, a number of first-generation students happen to find themselves in this program, says Deglau. “This gets to my gut because I had this experience,” she says. “The fact that this program makes it possible to gain skills without interrupting their career is financially critical for many first-generation students,” she says.

Champions of Change

Deglau isn’t the only first-generation graduate or faculty member finding herself working in an area that mitigates the challenges she witnessed growing up. In fact, many share a similar story. Johnson says, “A lot of people in social work come into the field because of things they’ve experienced or challenges they’ve observed in their own lives and, broadly, first-generation students may not have grown up with the same opportunities as other students. If you’re a first-generation student because you’ve had family recently immigrate, faced financial challenges, or had other responsibilities, all these cultural factors might motivate someone to pursue social work.” It certainly did in Johnson’s case.

Her grandmother grew up in a traditional family, and women were expected to be homemakers. When she voiced a desire to be a nurse, her family refused to allow it. Johnson’s mother, one generation later, wanted to be a hairdresser. Again, it was discouraged. “As a result, my mother always communicated to me growing up that it was important for women to be independent,” she says. “I took that literally in some ways when I became committed to women’s rights and advocating on behalf of women.”

Drawing work inspiration from familiar hardships is also the case for Chear, whose current practice and research interests center on Southeast Asian immigrants and refugees, and the violence and poverty they continue to endure in Philadelphia, Camden, and elsewhere.

And what about Saleem, who was silenced in her guidance counselor’s office as a teenager? “I want to be a voice for people who cannot be a voice for themselves,” she says, recalling that she had no one to advocate for her when her guidance counselor ripped up her SAT fee waiver. “I don’t know if that counselor realized just how much she could have impacted my life if I took her advice and never tried. It doesn’t matter how little a person has, or what mistakes they have made in life. Everyone deserves a second chance. Everyone deserves to be treated with dignity and respect.” ■



Q A

DIVERSITY AND INCLUSION

BY LAURIE ZAZENSKI

D

UWAYNE BATTLE, ASSOCIATE PROFESSOR OF TEACHING AND DIRECTOR OF THE BACCALAUREATE PROGRAM, AND MARIAN DIKSIES '08, ASSOCIATE PROFESSOR OF TEACHING AND DIRECTOR OF STUDENT AFFAIRS, SHARE HOW THEY FOSTER DIVERSITY AND INCLUSION AT THE SCHOOL OF SOCIAL WORK WHILE CHALLENGING INEQUALITIES FURTHER BEYOND.

How do you support diversity and inclusion at the School of Social Work?

DuWayne Battle: For the past 18 years, I've been teaching our "Diversity and Oppression" course, which is a requirement for both undergraduate and graduate students. MSW students take this course in their first semester, so they're given a new framework to understand our curriculum and the world around them. It's not uncommon for my students to suggest areas that need more focus, and we respond to their requests. We've recently put more of a focus on environmental justice in this course.



Marian Diksies, MA, MSW, LSW
Director of Student Affairs and Associate
Professor of Teaching

Beyond the classroom, I've been a part of the Rutgers-Camden diversity and inclusion hiring committee, and last year, I was given the Clement A. Price Human Dignity Award. It recognizes Rutgers University faculty, staff, students, and community partners' achievements in their work and commitment to promoting and practicing diversity and inclusion at the University and in partnership with the broader community.

Marian Diksies: I also teach the "Diversity and Oppression" course. It's gone through many iterations and is continuously changing based on students' needs and in response to

what's happening in the world around us.

In addition, I chair the School's diversity and inclusion working group. We're trying to better understand and evaluate students' experiences with diversity, inclusion, and equity. It's incredibly important because it allows us to measure our effectiveness in meeting the School's mission to develop and disseminate knowledge that promotes social and economic justice and strengthens individual, family, and community well-being in our diverse and increasingly global environment. Our work is still under way, and we're hoping it will help us reframe some of the processes and initiatives going on at the School.

What do students learn in the "Diversity and Oppression" course?

MD: A lot of students say the "Diversity and Oppression" course changes their worldview. Then they say, "Now what?" They desire to understand more and be further involved in conversations on the topic. As a school, we're trying to ensure we respond in a systematic way.

DB: When students meet people who are different from them, they often interact on a superficial level. They retreat back to their spaces of familiarity. But this course challenges students to value the differences in others, and we use critical thinking and experiential exercises to guide them through this process.

MD: DuWayne always says, "If I've left my students feeling uncomfortable, then I've done my job. I've succeeded in my goal."

How do you promote diversity and inclusion outside of the School of Social Work?

DB: I've worked with NASW-NJ for many years. During my tenure as the first African American president of the organization, I emphasized the importance of diversity in our professional organization. Bill Waldman, fellow School of Social Work faculty and NASW-NJ member, asked me to serve on a diversity and cultural competency committee, and I accepted the opportunity. The committee developed a new leadership certificate program titled "Leading Through a New Lens," which teaches members how to respond to institutional racism. In short, the goal is to "institutionalize diversity and social justice."

In addition, I've traveled to other universities and conferences throughout the country, presenting on disability awareness, access, and advocacy with one of our former students, Dr. Jacqueline "Jackee" Jackson '05, who was named NASW's Social Worker of the Year in 2011. We also went to Capitol Hill to advocate for policies and programs aimed to improve the lives of people living with disabilities.

I also collaborate with Pastor Vanessa Brown of the Rivers of Living Water Church, a Christ-centered, radically inclusive, open and affirming, non-denominational spiritual family. They are engaged in a lot of programs and services in both New York and New Jersey. I enjoy being involved with this group because I'm the minority, and I get a chance to learn how to be received as a person who is not from their community but walks alongside them.

MD: I'm quite involved in my church's youth ministry. What's particularly interesting is it's a group that's truly bicultural and bilingual. A lot of the members grew up in Egypt and moved to the United States to attend college or live with their families. I find it gratifying to help them navigate our cultural similarities and differences.

What role does diversity and inclusion play in the field of social work?

MD: I think it's the core of everything we do. I don't know how you would try to separate social work from diversity and inclusion. I don't think it's possible.

Do you think it's always been that way?

DB: The early history of social work involved charity work and serving immigrant populations. However, diversity has always been a key component of the profession. But social work has evolved over the years. Our code of ethics and cultural competency standards mandate us to make sure we prepare students to be effective in their work with diverse individuals, families, groups, organizations, and communities. That's part of the development of the profession.

Diversity is at the core of social work, but it's not just about celebrating diversity. There's recently been a shift. We have to honor diversity but also challenge disparities. That may be the piece that's gained greater attention and has grown stronger.

MD: I believe the field will continue to evolve. In addition to celebrating diversity and challenging disparities, we're also talking a lot more about inclusivity. What does an inclusive environment actually look like? What structural efforts do we need to make to recognize and appreciate difference but also provide a space for it to thrive? We provide students opportunities to have these conversations inside the classroom and beyond through events and programming.

What can Rutgers School of Social Work students — and social workers in general — do to further conversations about diversity and inclusion?

MD: People have to be willing to take risks and speak up. It's something I struggle with at times. We get so comfortable with how things are, and we're afraid to be disruptive.



DuWayne Battle, Ph.D., D.Min., M.Div., MSW
Associate Professor of Teaching and Director of
Baccalaureate Program

Whether it's your status at an agency or your relationship with an individual, it's all about having a voice. Feeling empowered to speak up will eventually bring recognition to an issue. But we have to be consistent. We might speak up during an isolated incident but ignore the next instance that happens afterwards. We have to stick with it.

DB: I've worked with groups that have a strong commitment to diversity in which we literally sit around a table and ask the questions, "Who's not here? Who's not represented at this table?" We need to make an effort to be as inclusive as possible. But it's not just

enough to have people in positions. People have to be valued and empowered.

How do you feel about the future at the School of Social Work?

DB: I'm hopeful for our School. There's great potential here. I'm amazed by the rich diversity our students bring. We have an opportunity to really show how the work of diversity and inclusion can be done in a way that's useful and beneficial to all. ■

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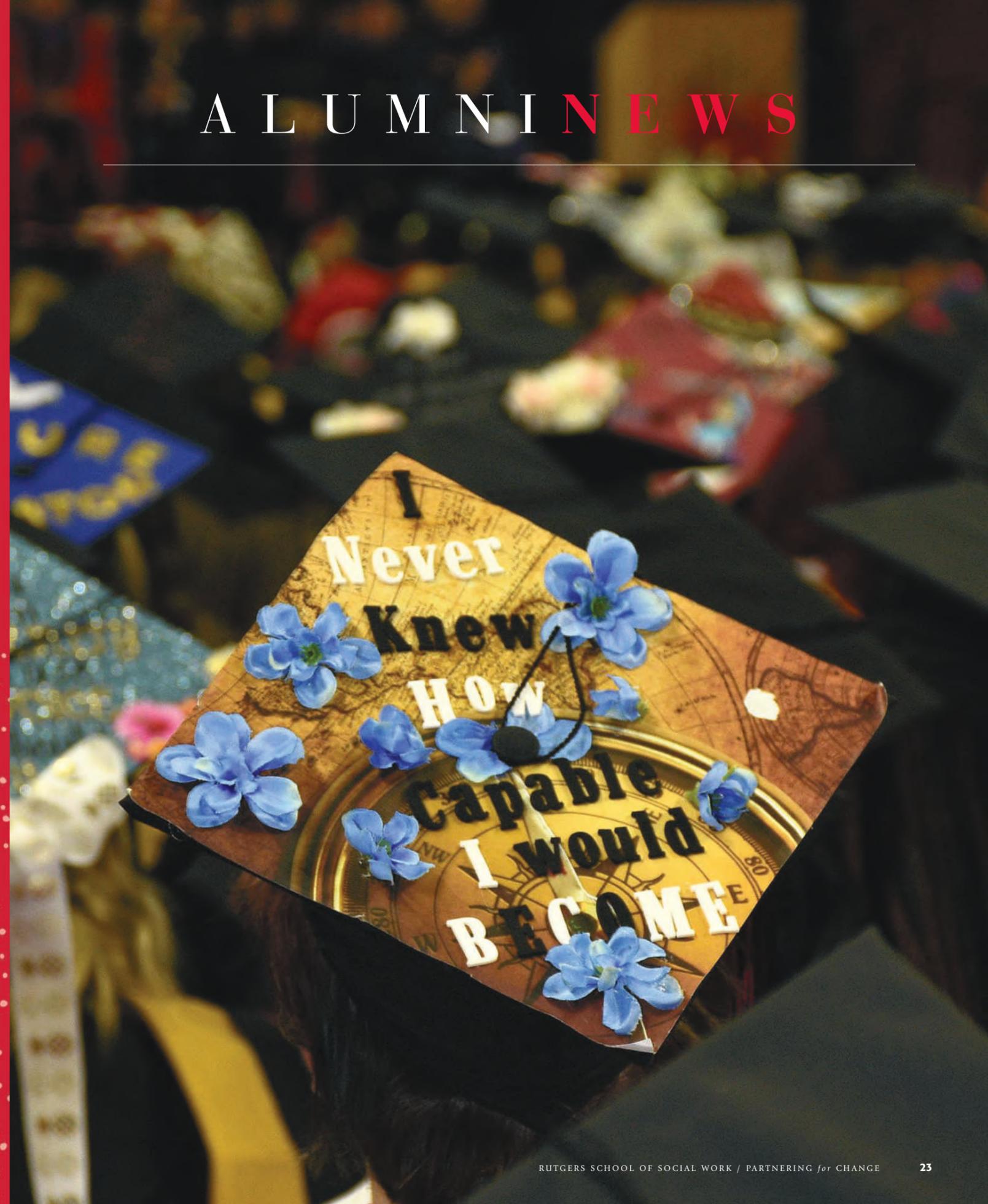
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FROM PROSE TO POLICY: ALUMNUS WILLIAM WALDMAN'S JOURNEY TO A LIFELONG CAREER IN SOCIAL WORK

By Laurie Zazenski

William "Bill" Waldman '72 always loved Shakespeare. So in his twenties, he set forth on a path to pursue a master's degree in English. A job at the Essex County Welfare Board kept him busy during the day, and classes on literature and linguistics occupied his evenings. Fully immersing himself in the field, Waldman even learned specialized processes like identifying legitimate watermarks on Elizabethan portfolios.

But it was the late 1960s, and his classes began to feel insignificant in light of the injustices he observed in his community.

Working at the Welfare Board in Newark, he witnessed social upheaval firsthand. During the civil disturbances in 1967 he observed armored vehicles barreling down Central Avenue, one of Newark's main thoroughfares. The city's entrances were secured by guards who forced Waldman to show his ID in order to access his downtown office during this time. The guards, most ranging from 18 to 21 years old, displayed outward authority, but Waldman saw right through their facades and felt their fear. One day, a particularly vulnerable guard drew his gun and nearly shot Waldman.

He decided to become more involved in the Civil Rights Movement and began going to marches. Soon he learned he was eligible for a social work scholarship through his job at the Welfare Board, so he jumped at the opportunity and enrolled in the MSW program at Rutgers School of Social Work.

While juggling classes, Waldman, a caseworker, was assigned to a massive housing project in Newark by the Welfare Board. His working-class background did not prepare him for the destitution and deprivation he saw. "At first I was overwhelmed, and I was going to quit because I just didn't think I could make a difference," he admits.

"The poverty was brutal. When we're in our twenties, we all think we can change the world. But it was a slap in the face to witness firsthand what the world was really like for many people. I found my calling after experiencing that," he explains.

Meanwhile, responsibilities at home intensified. He had a wife and young child whose needs always came first. It was a daily struggle to balance multiple jobs, school work, and familial obligations.

Yet with his hard work and commitment to social justice, Waldman graduated with his MSW in 1972.

Still employed by the Welfare Board, he quickly advanced through a series of supervisory and administrative positions, including administering the county's food stamp and employment and training programs.

From 1975 through 1987, Waldman directed the New Jersey Department of Human Services in Middlesex County, where he served as the administrator of numerous county-based human services programs, managed a staff of 65 employees, and administered an \$8 million budget.

Deeply committed to serving the public, Waldman continued to work in various roles for the State of New Jersey from 1987 to 1998, including as Director of the Division of Youth and Family Services, Deputy Commissioner and Commissioner of the New Jersey Department of Human Services, and a member of the cabinet for three governors.

As Commissioner of the Department of Human Services — New Jersey's largest public agency — Waldman administered a \$7 billion budget and managed a workforce of 19,000 employees who served over one million residents of the state. The department encompassed seven operating divisions, including the Medicaid program, services to the mentally ill and developmentally disabled, the child welfare program, all public welfare programs, as well as services to the blind and visually impaired and the deaf and hard of hearing. He also had responsibility for 18 institutions, including psychiatric hospitals, developmental centers, children's residential facilities, and a residential program for the blind.

Waldman later served as Executive Director of the American Public Human Services Association (APHSA) in Washington, D.C., from 1998 to 2000. APHSA, a nonprofit whose members include the health and human service agencies in all 50 states, as well as many agencies in counties, municipalities, and U.S. territories, aims to develop, promote, and assist its members in the

WE APPRECIATE our alumni and friends who made gifts between July 1, 2018 and June 30, 2019. Your contributions create opportunities for our dynamic and determined students and faculty which otherwise would not be possible and hope you find lasting pride in Rutgers School of Social Work.

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“We as social workers have accomplished so much in improving the lives of our fellow citizens. We also have much further to go. Social workers have an obligation to advocate for social and economic justice and equality for all people.”

implementation of sound public human services policies.

In 2001, Waldman joined the School of Social Work faculty as a Visiting Professor and ultimately became a Professor of Professional Practice. He oversaw the management and policy (MAP) program, which is designed to build knowledge, skills, and competencies of current and future leaders of nonprofit and public service organizations and to assist them in strategically managing the many challenges presented in today's human services environment. He also served as faculty advisor for the School's Daniel Jordan Fiddle Foundation Fellowship and Andrew Goodman Foundation Vote Everywhere Fellowship.

With a distinguished career dedicated to serving the public, Waldman received numerous awards and recognitions over the years. In 1982, he was named the National Association of Social Workers New Jersey (NASW-NJ) Social Worker of the Year, and in 2013, Waldman received the Chauncey Alexander Lifetime Achievement Award from the Network for Social Work Managers.

Waldman was bestowed the NASW-NJ Lifetime Achievement Award in 2015. The award recognizes an individual who demonstrates the best in social work values and professional accomplishments over the social worker's entire career. In her address to award ceremony attendees, Rutgers School of Social Work alumna and NASW-NJ Vice President Tawanda Hubbard, who now serves as NASW-NJ President, said, "Throughout his career, Bill Waldman has been a vigorous voice for the voiceless. He has been an exceptional social worker at both the state and national levels. Most importantly, he has provided hope, opportunity, and a better life for the most vulnerable among us."

Waldman was also given the John J. Heldrich Distinguished Leadership Award from the Heldrich Center for Workforce Development and the Mental Health Association in New Jersey Golden Bell Achievement Award in 2018.

In honor of his dedication to the field of social work as a whole – and particularly to the welfare of children – the New Jersey Community Development Corporation dedicated a building in Waldman's name in 2008. The William Waldman Independence House in Paterson provides housing and supportive services for young people during their final years in the foster care system.

Looking back on his career after retiring in July, Waldman marks his proudest achievements as his work on the state's welfare reform effort and the New Jersey Kid Care program, which expanded eligibility for Medicaid for the lowest-income families and provided high-quality health care for thousands of children in lower- and moderate-income families.

Waldman reflects, "We as social workers have accomplished so much in improving the lives of our fellow citizens. We also have much further to go. Social workers have an obligation to advocate for social and economic justice and equality for all people. I think the diversity in our country is one of the attributes that makes us strong. If we fall victim to racism, nativism, and xenophobia, it will be our greatest challenge."

For future generations of social workers, Waldman advises practicing honesty and integrity. "One thing I always told my students was to be clear about ethics," he comments. "In my life, with well over 50 years in the field, I made a lot of mistakes. But I never made a mistake that bore upon my personal ethics, because you can't come back from those mistakes."

In *Hamlet*, Shakespeare proclaimed, "This above all: to thine own self be true; And it must follow, as the night the day, Thou canst not then be false to any man."

No words more aptly describe the beliefs held by Waldman, a Shakespearian turned social worker – and untiring advocate of virtue. ■

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Bethany L. Backes '00, Ph.D., MSW, MPH, started on faculty at the University of Central Florida in August 2019. She joins the Violence Against Women Faculty Cluster Initiative and has a joint appointment in the Department of Criminal Justice and School of Social Work. This appointment follows after a year spent at the University of Texas Steve Hicks School of Social Work as the Director of Research and Evaluation within the Institute on Domestic Violence and Sexual Assault. Prior to this role, Backes spent a decade with the National Institute of Justice directing its Violence Against Women research program. Bethany, her partner Eric Backes LC '99, and two daughters are excited for new adventures in Florida and being back on the East Coast.

Daniel Beerman '73, taught in the joint MSW program at the University of North Carolina at Greensboro and North Carolina A&T State University until 2013 after a more than 20-year career in public child welfare and direct clinical practice. Initially, he worked with the North Carolina Child Welfare Education Collaborative and later became Director of the Center for New North Carolinians, which works on immigration and refugee resettlement. In 2009, NASW-NC chose Beerman as North Carolina's Social Worker of the Year. He studied internationally via an exchange with the University of Strathclyde in

Glasgow, and in 2007 authored an article, "Sharing heritage and differing values in child welfare services in Scotland and North Carolina," which was presented at the British National Social Work professional meeting at Cambridge University in 2008. Beerman started a summer language and culture immersion in Costa Rica, which has operated since 2002, and he led 10 of the trips. Beerman retired in 2013 and now lives in Asheville, North Carolina. He has taught social work as an adjunct at Mars Hill University and is a reserve employee at the Biltmore House.



Shari Botwin '96, LCSW, authored the forthcoming book *Thriving After Trauma*. Botwin discusses the many ways trauma victims have overcome the consequences of a wide array of circumstances, including physical or sexual abuse, war-related injury, and loss due to tragedy, illness, and natural disasters. Real stories illustrate the many types of trauma people experience and the actions they took to help them survive, grieve, and move on. Letting go of the

shame, guilt, anger, and fear associated with trauma is crucial to reclaiming a full life, and Botwin provides insight into strategies such as journaling, bodywork, mindfulness, and using healing relationships, such as group therapy, to aid recovery. Any reader who has experienced trauma or knows someone who has will find comfort and hope in its pages, and a path forward to a full life. Learn more, and find out how to order the book, at www.sharibotwin.com.

Lucia Delaroca SAS '18, began working at Hackensack Meridian School of Medicine at Seton Hall University immediately after graduation. She is a Community Liaison for the School's Human Dimension course, which provides opportunities for medical students to learn about the social determinants of health from community leaders and community members. Delaroca is also responsible for analyzing access to healthcare and community demographics to ensure students in the Human Dimension program are enhancing population health initiatives. Outside of the School, she has been working with the state's Dept. of Children & Families in implementing federal law H.R. 4980, by helping to create a training course and new policies that ensure foster care youth are being encouraged to participate in social, cultural, recreational, and professional development activities.

Mary Jane Lovett '18, passed the LCSW exam in June 2019 and is in the process of completing the final domain in her CADC classes. She was recently hired by Jefferson Health and was accepted into the Council for Relationships post-graduate certificate program in sex therapy.

Marla Meyers RC '89, SSW '91, joined the Board of Directors for the Girl Scouts of Central and Southern New Jersey.

Ariaceliz Ortiz '08, established a memorial award to provide scholarship support for an MSW student at Rutgers SSW who demonstrates a commitment to serving others. This gift honors her father, Felix Ortiz Pizarro, who was only able to attend up to the 2nd grade, but instilled a love of education and a passion for serving others in his children.



Helen F. Pirrello UCNB'00, MSW'05, received the Rutgers Alumni Association (RAA) Walter H. Seward Class of 1917 Reunion

Spirit Award at this year's Rutgers College Alumni Association annual meeting. The award is given to individuals who have provided a lifetime of support for the RAA and Rutgers through actions above and beyond their peers.

Sidney C. Snead NCAS '64, SSW '76, authored a book entitled *Southern Abolitionist White Woman*. It has been accepted for inclusion in the Library of Congress and can be purchased from Amazon and Barnes and Noble.

Mina Vargas DC'06, SSW'09, was presented the Cheryl M. Clarke Award at the Rainbow Graduation Ceremony in May 2019.

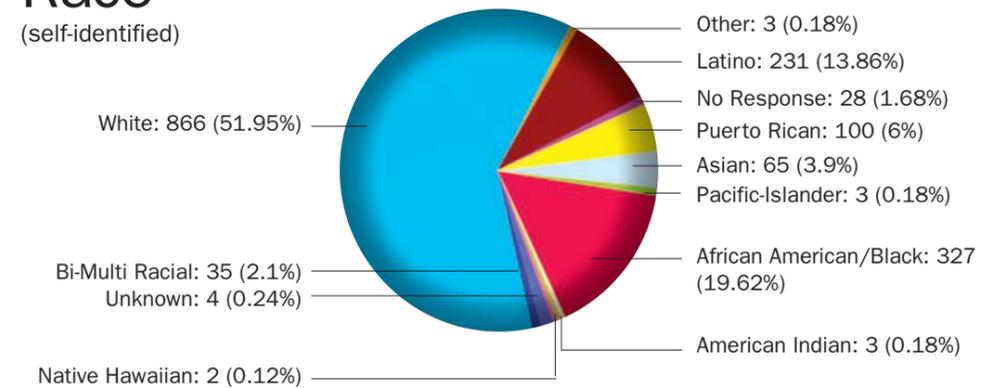


Christina Zakrzewski CCAS '09, SSW '11, LCSW, accepted a position as a school social worker for the Manitou Springs School District in Colorado Springs, Colorado. She began her career working in hospitals and residential treatment facilities but found a new passion serving youth and families.

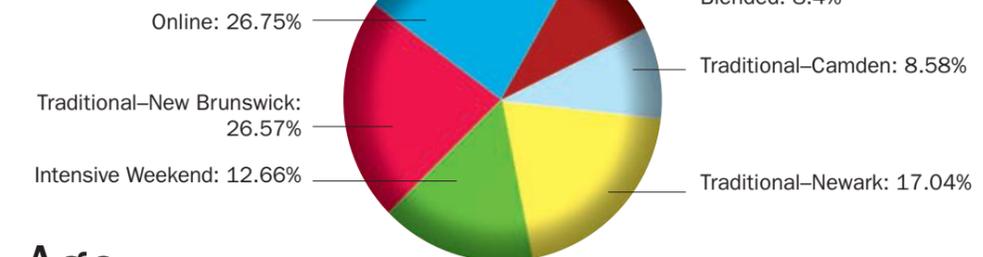
1,667 Total matriculated MSW students

Race

(self-identified)



Program



Age

Oldest student born in 1951
Youngest students born in 1997

Born in 1950s: 14 students
Born in 1960s: 101
Born in 1970s: 202
Born in 1980s: 410
Born in 1990s: 940

33 students are either active military, reserves, or veterans



students have international status

Gender

1,463
87.7%
Female

204
12.23%
Male

IN MEMORIAM

We extend our deepest sympathy to the loved ones of the deceased alumni and friends listed below who have passed since April 2018 to June 2019.

- Steven J. Alfano SSW'83
- Nancy L. Bastan SSW'90
- Joan Burke SSW'81
- Gary M. Burruss SSW'78
- Saul Cohen SSW'63
- Janet Brown Collins CCAS'83, SSW'84
- Daryl M. Day SSW'90
- Pamela Doud Delaney SSW'70
- Phyllis E. Drohan LC'77, SSW'80
- Jamice K. Foley DC'74, SCILS'75, SSW'80
- Allen W. Foster SSW'72
- Elaine J. Friedman SSW'79
- Carol J. Graf SSW'86
- Edythe H. Grant SSW'74
- Judith C. Hazelrigg SSW'87
- John R. Heydt SSW'74
- James B. Hinnant III SSW'70
- Doris W. Holmes SSW'76
- Suzanne A. Huffaker SSW'71
- Winsome Keane-Dawes SSW'68
- Caitlin L. Kennedy SSW'08
- Carol Ann Kuiken SSW'65
- Dr. Barton M. Lilienfeld SSW'61, GSED'72, GSED'75
- Ruth Loeb SSW'71
- Hank Mandel SSW'69
- Raquel A. Maravilla SSW'17
- Joann M. Natali SSW'91
- Karina I. Orellano SSW'14
- Carol Throop Pollak SSW'61
- Virginia G. Prescott SSW'91
- Anthony J. Provenzano SSW'69
- Gail Roberts SSW'81
- Ann H. Rudolph SSW'82
- John Seccafico SSW'83
- Joan E. Wallis SSW'83
- Barbara Lee Wichansky DC'66, SSW'68

William Waldman Fellowship Gala

Friday, October 11, 2019, 6-9pm
The Heldrich, Livingston Ballroom

Beloved by his students and colleagues, the School of Social Work will honor Professor of Professional Practice William "Bill" Waldman's dedication to social justice in the state of New Jersey and to Rutgers. The event will help establish an endowed fellowship in his name to assist students who would otherwise have difficulty attending or remaining in school as they balance it with family and work. To purchase tickets, contact Madison Molner at mmolner@ssw.rutgers.edu or 848-932-4437.

Blanche Grosswald Memorial Endowed Lecture

Thursday, November 7, 2019, 12-2pm
New Brunswick Theological Seminary, Hageman Hall

Part of an annual series, this event honors the intellectual legacy of Blanche Grosswald, former Assistant Professor at the School of Social Work. A graduate of UC Berkeley, Grosswald worked as a social worker at the Golden Gate Regional Center in San Francisco, CA. Her research interests overlapped several fields including social welfare, sociology, public health, law, labor, and health policy. She was beloved by her husband, friends, family, students, and colleagues at Rutgers for her courage, and support for vulnerable populations, throughout a lifetime struggle with depression.

Annual Winter Alumni Reception (AWAR)

Thursday, November 21, 2019, 6-8pm
Rutgers Visitor Center, 100 Sutphen Road, Piscataway, NJ

Join the Rutgers SSW Alumni Council for the largest annual gathering of social work alumni to celebrate and network with free food and entertainment. Guest speakers will include Dean Cathryn C. Potter and other esteemed colleagues. Winner of the 2019 Outstanding Alumni Award will also be announced.

David J. Stern Endowed Lecture on Innovation in Social Work & Gerontology

Wednesday, March 11, 2020, 12-2pm
New Brunswick Theological Seminary, Hageman Hall

The David J. Stern Endowed Lecture is an annual event focused on innovation in social work and gerontology. Stern's son Robert, also a Rutgers alumnus, endowed this lecture as a surprise birthday gift to his father. They both have high hopes that demonstrating successful interdisciplinary solutions to human needs will encourage the broader community to adopt such approaches.

Rutgers Day

April 25, 2020

Rutgers Day is a one-day celebration of learning and discovery with programming in Camden, New Brunswick, and Newark. With free performances, exhibits, hands-on activities, and demonstrations, Rutgers Day will engage and inform you about the valuable contributions the university makes to the people of New Jersey and beyond. All are welcome and admission is free.

**Fourth Annual Challenging Racial Disparities Conference
A Call to Action**

Tuesday, June 2, 2020

This annual conference focuses on understanding and changing racial disparities. Designed with the practitioner in mind, the conference provides social workers and allied professionals with a dynamic learning opportunity on the topic of racial disparities. Through expert presentations and interactive discussions, attendees will gain new skills to address issues of race in their practice with clients, organizations, and communities. The keynote speaker will be Robin DiAngelo, PhD, Associate Professor at the University of Washington School of Social Work and author of *White Fragility: Why It's So Hard for White People To Talk About Racism*.

PHOTO BY STEPHANIE MORENO/GRADY COLLEGE OF JOURNALISM AND MASS COMMUNICATIONS FOR PEABODY AWARDS/UNIVERSITY OF GEORGIA

“When we’re talking about diversity, it’s not a box to check. It is a reality that should be deeply felt and held and valued by all of us.”

AVA DUVERNAY

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Email us at:
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[/RutgersSSW](https://www.youtube.com/channel/UCRutgersSSW)

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New Jersey 08901
Permit No. 157

PHOTOGRAPHS OF ARTWORK BY PETER JACOBS



James Hoston, *Paul Robeson, Actor*, from the *Paul Robeson Legacy Project*, 2018, oil on panel. Collection Zimmerli Art Museum, Commissioned for the Paul Robeson Legacy Project at Rutgers University 2019.



Layqa Nuna Yawar, *Paul Robeson, Singer*, from the *Paul Robeson Legacy Project*, 2018, acrylic on canvas. Collection Zimmerli Art Museum, Commissioned for the Paul Robeson Legacy Project at Rutgers University 2019.



Valerie Suter, *Paul Robeson, The Scholar*, from the *Paul Robeson Legacy Project*, 2018, watercolor on paper. Collection Zimmerli Art Museum, Commissioned for the Paul Robeson Legacy Project at Rutgers University 2019.