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

VERNA MYERS
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,

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 Maria 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 Maria 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 Maria 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 and for your contributions, for your state and your nation.”

“Welcome 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-Zinner. Zimmer-Zinner condemned the conference for acknowledging Brown’s legacy and contributions to Rutgers, which have historically gone unacknowledged.

Cobb’s keynote was followed by a panel discussion moderated by Atile Esiri-

Larson, Assistant Professor of Professional Psychology. Difficult questions and thoughtful answers were posed by both attendees and panel participants, including Battle, Cobb, Winawer, and Nydia Garcia, a member 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-Bradley, Lorraine Y. Bonner, Director of Addiction Education at Rutgers Center of Alcohol & Substance Use Studies at the Graduate School of Applied and Professional Psychology, and DSW program alumni 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.

The keynote lecture and panel discussion were held on June 2, 2020.
FACULTY NEWS

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

Last fall, Sarah McMahon, Director of the Center on Violence Against Women & Children (CVAWC), and Judy Pomatsa, Founder and Executive Director of CVAWC, 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—Pomatsa 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 NEWS

Faculty Accolades

Erica Doughan, Associate Professor and Director of the Intensive Weekend Program, co-authored a book titled “The Society for Social Work and Mental Health Research (SSWR)” with two other faculty members who have served with distinction to advance the mission of the society: research, education, and policy development. The book aims to provide a comprehensive guide to social work practice and education, and to promote evidence-based practice in the field.

Jennifer Floersch, Associate Professor and Director of the intensive Weekend Program, presented an award-winning paper at the annual conference of the Society for Social Work Research (SSWR) on the topic of “The Impact of Interventions on Mental Health and Well-being.” Her research focuses on the effects of social work interventions on mental health and well-being.

Erica Goldsmith Hyatt, Assistant Teaching Professor and Assistant Director of the Weekend Program, presented a paper titled “The Role of Social Work in the Prevention of Violence” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work in preventing violence and promoting positive outcomes for individuals and communities.

Emily A. Greenfield, Associate Professor and Director of the Weekend Program, presented a paper titled “The Impact of Social Work Interventions on Mental Health and Well-being” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

Jeanne Kohles, Teaching Instructor and Program Coordinator of the Weekend Program, presented a paper titled “The Role of Social Work in the Prevention of Violence” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

Jeffrey Longhofer, Associate Professor and Director of the Weekend Program, presented a paper titled “The Role of Social Work Interventions on Mental Health and Well-being” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

Sarah McIntosh, Associate Professor and Director of the Weekend Program, presented a paper titled “The Role of Social Work Interventions on Mental Health and Well-being” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

Lina Rozenes, Assistant Research Professor and Associate Director of the Weekend Program, presented a paper titled “The Role of Social Work Interventions on Mental Health and Well-being” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

KCIton Pederson, Associate Professor, Teaching Instructor and Program Coordinator of the Weekend Program, presented a paper titled “The Role of Social Work Interventions on Mental Health and Well-being” at the 2019 Annual Conference of the National Association of Social Workers (NASW). Her research examines the role of social work interventions on mental health and well-being.

Jackie Stannopoulo, Assistant Professor, was awarded a grant from the National Institute of Mental Health (NIMH) for her research on the impact of social work interventions on mental health and well-being. Her research focuses on the role of social work interventions on mental health and well-being.

Algal Williams-Butler, Assistant Professor, received a new award from the National Institute of Mental Health (NIMH) for her research on the impact of social work interventions on mental health and well-being. Her research focuses on the role of social work interventions on mental health and well-being.

Rutgers School of Social Work | Partnering for Change

Rutgers School of Social Work | Partnering for Change

10

11
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 leader 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 with 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 Pierre (New Jersey Institute for Social Justice), Dr. Tyroe Ordeine (Cazen State Equality), and Boss Wahsnick (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 injuries caused by trauma, moderated by Rutgers MSW student Renee Koubiadis.

The ultimate takeaway from the event was that we need to consider intersectionality. An ally 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 generally 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 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.”

“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

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.
Diba 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.
Many first-generation students, for example, come from families where college was inaccessible due to family finances, 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 inequalities faced by all kinds of underserved communities.

Jumping Hurdles

First-generation students face a unique set of challenges, beginning with the college application process. Ericka Deglau, Professor of Teaching and Counseling of the Intensive Weekends 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 work and different cultural and ethnic groups starting in the 1970s, it became quickly evident that others faced more obvious hurdles because of culture, color and sex. In many ways, they had less skin in the game. And they knew they had less skin in the game. In fact, many share a similar story. "Trying to explain the implications of that first-generation status is something that is spoken about, unless it’s directly brought up," she says. “We have a lot riding on our backs, as your family doesn’t have the language to describe it or the words to explain that legacy a step further.”

For first-generations, the pressure was in proving to their parents that she was making the right choices. "Trying to explain the implications of that first-generation status is something that is spoken about, unless it’s directly brought up." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents," she says. "I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that." She says, "With so many of those hurdles in the way, I felt a lot of pressure to succeed, yet the success of many first-generation students may not equate to satisfying their parents, but they may not know that."
DUWAYNE BATTLE, ASSOCIATE PROFESSOR OF TEACHING AND DIRECTOR OF THE BACCALAUREATE PROGRAM, AND MARIAN DIKSIÉ ‘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.

Q&A

DIVERSITY AND INCLUSION

BY LAURIE ZAZENSKI
Beyond the classroom, I’ve been a part of the Rutgers—Camen 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 work and serves 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 gains greater attention and has grown stronger.

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.

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 gains 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 outside the classroom and beyond through events and programming.

What can Rutgers School of Social Work students — and social workers in general — do in 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. 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 afterward. We have to stick with it.

DB: I’ve worked with groups that have a strong commitment to diversity in which we literally sat around a table and asked 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?

MD: I’m quite involved in my church’s youth ministry. What’s particularly interesting is it’s a group that’s truly biracial 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 does the School of Social Work do to further conversations about diversity and inclusion?

MD: I’ve worked with NASW 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 “Jacket” 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 Bosson 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.

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.

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 gains 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 outside the classroom and beyond through events and programming.

What can Rutgers School of Social Work students — and social workers in general — do in 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. 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 afterward. We have to stick with it.

DB: I’ve worked with groups that have a strong commitment to diversity in which we literally sat around a table and asked 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?

MD: I’m quite involved in my church’s youth ministry. What’s particularly interesting is it’s a group that’s truly biracial 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.

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 gains 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 outside the classroom and beyond through events and programming.

What can Rutgers School of Social Work students — and social workers in general — do in 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. 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 afterward. We have to stick with it.

DB: I’ve worked with groups that have a strong commitment to diversity in which we literally sat around a table and asked 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?

MD: 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.
cue the photobooth

ANNUAL WINTER ALUMNI RECEPTION

NOVEMBER 21, 2019 • 6:00 PM
RUTGERS VISITOR CENTER • 100 SUTPHEN RD. PISCATAWAY

Join Rutgers School of Social Work’s Alumni Council and reconnect with your fellow SSW alumni!

For more information and to RSVP by November 15, 2019, contact mmolner@ssw.rutgers.edu or call 848-932-4497.
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 countries, municipalities, and U.S. territories, aims to develop, promote, and assist its members in the...
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.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.

In the final years in the foster care system.
28

Rutgers School of Social Work / Partnering for Change

Honor Roll of Donors

Josh Fineman

Rutgers School of Social Work / Partnering for Change

In Memory Of

William C. Rose, Jr.

Emeritus Faculty

Joseph Grabe

Emeritus Faculty

William C. Rose, Jr.

Emeritus Faculty
Bethany L. Backes ’00, Ph.D., MSW, MPH, started her faculty at the University of Central Florida in August 2019. She joined 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 North Carolina at Greensboro and North Carolina, which she earned her doctorate in 2002, and he led 10 of the trips. Beerman retired in 2013 and now lives in Asheville, North Carolina. She has taught social work as an adjunct at Mars Hill University and is a resource employee at the Biltmore House.

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, NAWS/C, these Beerman as North Carolina’s Social Worker of the Year. He continued to teach while working in the University of North Carolina in the summer of 2009. The summer included an exchange at the University of Strathclyde in Glasgow, and in 2007 authored an article, “Sharing burdens and suffering 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 he visited for the first time in 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 resource employee at the Biltmore House.

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

Maria Meyers RC ’89, BSW’91, joined the Board of Directors for the Girl Scouts of Central and Southern New Jersey.

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 tools they took to help them survive, grow, 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 Delonco SAS ’18, began working at Haddon-eshark 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. Delonco is also responsible for accessing links to healthcare and community demographics to ensure students in the Human Dimension program are enhancing the 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. 4490, 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.

Christina Zakrzewski CCSA ’09, BSW ’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.

Helein F. Piresio UConn ’09, MSW’09, received the Rutgers Alumni Association (RAA) Walter H. Seward Award 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. Smad NCAS ’64, BSW’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, BSW’09, was presented the Cheyl M. Clarke Award at the Rainbow Graduation Ceremony in May 2019.

Shari Botwin ’96, LCSW, authored her 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 tools they took to help them survive, grow, 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 Delonco SAS ’18, began working at Haddon-eshark 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. Delonco is also responsible for accessing links to healthcare and community demographics to ensure students in the Human Dimension program are enhancing the 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. 4490, 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.

Christina Zakrzewski CCSA ’09, BSW ’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.

Helein F. Piresio UConn ’09, MSW’09, 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. Smad NCAS ’64, BSW’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, BSW’09, was presented the Cheyl M. Clarke Award at the Rainbow Graduation Ceremony in May 2019.

Shari Botwin ’96, LCSW, authored her 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 tools they took to help them survive, grow, 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 Delonco SAS ’18, began working at Haddon-eshark 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. Delonco is also responsible for accessing links to healthcare and community demographics to ensure students in the Human Dimension program are enhancing the 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. 4490, 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.

Christina Zakrzewski CCSA ’09, BSW ’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.
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
Janice 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. Lilenfield 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, 6–9 pm
The Heldrich, Livingston Ballroom

Blanche Grosswald Memorial Endowed Lecture
Thursday, November 7, 2019, 12–2 pm
New Brunswick/Health/Community Services, Heman Hall

Annual Winter Alumni Reception (AWAR)
Thursday, November 21, 2019, 6–8 pm
Rutgers Visitor Center, 100 Sutphen Road, Piscataway, NJ

David J. Stern Endowed Lecture on Innovation in Social Work & Gerontology
Wednesday, March 11, 2020, 12–2 pm
New Brunswick/Health/Community Services, Heman Hall

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.

“...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
Photographs of artwork by Peter Jacobs